

# Templefield Lower School

## Anti-Bullying Policy



Templefield Lower School

### Introduction

This policy is based on the Department for Education (DfE) guidance [Preventing and tackling bullying](#). It also considers the DfE statutory guidance [Keeping children safe in education](#) and Childnet's [Cyberbullying guidance](#) for schools about understanding, preventing and responding to cyberbullying.

### Policy objectives

- This policy outlines what the school will do to prevent and tackle all forms of bullying.
- The school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include, but are not limited to:

- [Education and Inspection Act 2006](#)
- [Equality Act 2010](#)
- [Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)

### Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community and ensure that disciplinary measures are applied consistently, fairly and reasonably.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by this policy.

### Definition of bullying

In our school, we follow the Department for Education's definition of bullying outlined in 'Preventing and tackling bullying'.

*Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.*

Bullying can include physical and emotional abuse, such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

We recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is also recognised as a form of child on child abuse.

### Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying, including, but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances

- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online or cyberbullying
- Prejudice-based and discriminatory bullying (against people with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

### **School ethos**

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where all pupils are able to learn and fulfil their potential.

We will:

- Monitor and review our anti-bullying policy and practices on a regular basis.
- Challenge inappropriate behaviours between pupils.
- Support staff to promote positive relationships to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include pupils with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by this policy.
- Require all members of the community to work with the school to uphold this policy.
- Recognise the potential impact of bullying on the wider family of those affected, and work in partnership with parents/carers regarding all reported bullying concerns and seek to keep them informed at all stages.
- Deal promptly with grievances regarding the school's response to bullying, in line with our complaints procedure.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from the local authority and other relevant organisations when appropriate.

### **Responding to bullying concerns**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and involving them in any decision-making, as appropriate.
- The designated safeguarding lead (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues.
- A member of the leadership team will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMS.
- The school will speak with and inform other members of staff, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with our children protection and safeguarding policy.
- Appropriate sanctions and support (e.g. as identified within the school's behaviour policy) will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children's Services (Integrated Front Door) or Early Help if a child is felt to be at risk of significant harm.

- Where the bullying by or of pupils takes place off the school site or outside normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our online safety policy and the school's behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

## Cyberbullying

When responding to cyberbullying concerns, we will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the parents of the child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps, where possible, to identify the person responsible. This may include:
  - Looking at use of the school systems.
  - Identifying and interviewing possible witnesses.
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. We will consider the DfE's [Searching, screening and confiscation in schools](#) guidance and [Cyberbullying guidance](#) to ensure that the school's powers are used proportionately and lawfully.
  - Requesting the deletion of locally-held content and content posted online if they contravene the school's behaviour policy.
- Where an individual can be identified, ensure that appropriate sanctions are implemented to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply.
  - Providing advice on blocking or removing people from contact lists.
  - Helping those involved to consider and manage any private information they may have in the public domain.

## Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL or a member of staff of their choice.
- Discussing how to respond to any future concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents/carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children's Services (Integrated Front Door), or support through the Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider. Sanctioning, in line with school's behaviour policy and/or as suitable to the individual context. This may include:
  - Removal of privileges
  - Internal exclusions

- In extreme or repeated cases, suspension or permanent exclusion
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the police, referrals to Children's Services (Integrated Front Door) or Early Help, or support through the Child and Adolescent Mental Health Services (CAMHS).

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents/carers, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected by intimidating behaviour will be supported by:

- Offering an immediate opportunity to discuss the concern with the DSL, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discussing how to respond to future concerns.
- Where the bullying takes place off-site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' policies.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's complaints procedure.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

### **Preventing bullying**

#### **Environment**

We will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which is upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance or respect towards others.
- Encourage the positive and safe use of technology, especially mobile phones and social media.
- Actively create 'safe spaces' for vulnerable children.
- Celebrating success and achievements to promote and build a positive school ethos.

#### **Policy and support**

We will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the school community regarding

positive online behaviour.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on the school premises (e.g. online).
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

### **Education and training**

We will:

- Train all staff, including teaching and non-teaching staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, the PSHE curriculum, class circle times etc.
- Ensure anti-bullying has a high profile throughout the year and is reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### **Involvement of pupils**

We will:

- Ensure pupils understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly seek pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying (e.g. class worry boxes and monsters).
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of internal support, as well as external helplines and websites.

### **Involvement and liaison with parents and carers**

We will:

- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Monitoring and review**

This policy will be reviewed every two years and any changes communicated to all stakeholders.

### **Links to other policies**

This policy links to the following school policies and procedures:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure
- Suspension and Permanent Exclusion Policy

**Approved by governors:** July 2025

**Last reviewed:** June 2025

**Next review:** June 2027

# Appendix 1

## Useful Links and Supporting Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues, including the social and emotional affects caused by bullying.

[Anti-Bullying Alliance](#): Founded in 2002 by the NSPCC and National Children's Bureau, the Anti-Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[The Diana Award](#): Offers an Anti-Bullying Ambassador Programme which empowers young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying.

[Kidscape](#): A charity established to prevent bullying and promote child protection, providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offers a national scheme and award for schools to tackle bullying effectively.

## Cyberbullying and online safety

[Childnet](#): Provides online safety information for educators, parents, children and young people.

[Internet Matters](#): Provides practical tips and advice to help parents keep their children safe online.

[CEOP Education](#): Provides information and resources by the National Crime Agency's CEOP Education team to help protect children and young people from online child sexual abuse.

## LGBTQ+

[Barnados](#): Through its LGBTQ+ Hub, Barnados offers guidance to young people, parents and teachers on how to support LGBTQ+ children and young people, and tackle prejudice-based bullying.

[Educational Action Challenging Homophobia \(EACH\)](#): Provides a free and confidential helpline for victims of homophobic, biphobic and transphobic bullying or harassment. They also offer training for schools on sexual orientation, gender identity matters and cyberhomophobia.

[Stonewall](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.

## Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#): Offers guidance and lesson plans on improving the teaching of mental health issues

## Race, religion and nationality

[Educate Against Hate](#): Provides teachers, parents and school leaders with practical advice and information on protecting children from extremism and radicalisation.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provides education packs for schools.

[Tell MAMA \(Measuring Anti-Muslim Attacks\)](#): Supports individuals who have experienced any form of anti-Muslim hate, racism and discrimination.

## Special Educational Needs and Disabilities (SEND)

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces:](#) Provides online resources and training to schools on bullying because of physical difference.

[Anti-bullying Alliance SEND programme of resources:](#) Advice provided by the Anti-bullying Alliance for educators and parents on issues related to SEND and bullying.

### **Sexual harassment and sexual bullying**

[Ending Violence Against Women and Girls: A Guide for Schools:](#) This guide sets out the different forms of abuse, warning signs to look out for and how to get the whole school working towards preventing abuse.

[Anti-bullying Alliance:](#) Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.