

# Anti-bullying policy

Katherine Semar Infant and Junior Schools



## **Key Contact Personnel in School**

**Nominated Member of Leadership Staff Responsible for the policy:** Rob Aiken,  
Deputy Headteacher

**Designated Safeguarding Lead:** Julie Puxley, Head Teacher

**Named Governor with lead responsibility:** Peta Torrance

**Date written:** September 2025

**Date agreed and ratified by Governing Body:** September 2025

**Date of next review:** September 2026

This policy will be reviewed at least annually and following any concerns and/or updates to national and local guidance or procedures.

## **Katherine Semar Anti-Bullying Policy**

This policy is based on DfE guidance [“Preventing and Tackling Bullying” July 2017](#) and supporting documents including DfE [“Approaches to preventing and tackling bullying Case studies” June 2018](#). It also takes into account the DfE statutory guidance [“Keeping](#)

[Children Safe in Education” 2025](#). The school has read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#). It should be read alongside the school’s behaviour policy 2025.

### **Links to legislation:**

There are a number of 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):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 and The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### **Our shared beliefs about bullying:**

Katherine Semar Schools believes that:

- Bullying damages children’s physical and mental health, including their confidence and ability to build and sustain relationships.
- Bullying undermines the ability to concentrate and learn and impacts on children’s chances of achieving their full potential at school and later in life.
- Bullying causes harm to those who are bullied, those who bully and those who observe bullying.
- All members of our community will be listened to and taken seriously.
- All children have the right to learn in an environment where they feel safe and that is free from harassment and bullying.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children should be able to talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

### **Aims and Objectives:**

Katherine Semar Schools have agreed the following objectives:

- For the whole school community to work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and to create a safe, healthy and stimulating environment.
- To make clear to everyone within our school community that no form of bullying is acceptable and to prevent, de-escalate and / or stop any continuation of harmful behaviour.
- To acknowledge the key role of every staff member in dealing with incidents of bullying and to equip them with the skills and information necessary to deal with incidents of bullying and if necessary referring bullying incidents.
- To encourage the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To provide children with a framework of behaviour, including rules which support the whole school behaviour policy.
- To provide a curriculum framework for Personal Social and Health Education (PSHE) curriculum and online safety (a strand of the Computing curriculum), which includes learning about bullying diversity, discrimination and personal safety.
- To raise awareness of bullying and the effect it has on children's emotional health and wellbeing, life chances and achievement through assemblies, activities, stories, role-play, discussion, peer support, school council, PSHE, online safety lessons etc.
- To respond quickly and effectively to incidents of bullying using a restorative approach and / or sanctions where necessary.
- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary.
- To support children who are bullying in recognising the seriousness of their behaviour and to offer restorative support to help them to readjust their behaviour.
- To recognise the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- To ensure all teachers, teaching assistants and office staff have undertaken TPP training and supported to model positive relationships.
- To behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere, following our TTP principles of hope, compassion and connection.
- To ensure that all incidents of bullying are recorded and to ensure governors are informed of the incidents and actions taken by the school.

- To communicate with parents/carers and the wider school community effectively on the subject of bullying.

### Responsibilities:

It is the responsibility of:

- The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- 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 the policy.

### Definition of bullying:

**Bullying** is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017), where the relationship involves an imbalance of power.

Bullying is, therefore:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against due to an imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Harming e.g. punching, pushing, hitting or kicking; forcing someone to give up money or belongings; damaging clothes or belonging; forcing something to do something they don't want to do

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling; sarcasm; spreading rumours/telling nasty stories; ignoring or excluding from groups.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### Forms of bullying covered by this policy:

- Bullying can happen to anyone. This policy covers all types of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstance
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexualised bullying/harassment
  - Bullying via technology, know as online bullying or cyber-bullying
  - Prejudice-based and discriminatory bullying (against people/pupils with protected characteristics) which may include
    - Bullying related to race, religion, faith and belief or for those without faith
    - Bullying related to ethnicity, nationality or culture

- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to being gifted or talented
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

### **Recognising reasons why children may bully**

The school recognises the fact that children may bully for a variety of reasons, which supports us to identify children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engage the right external support.

Possible reasons why some children may engage in bullying include

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family situation
- Liking/needing the feeling of power or control and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick-tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate or humiliated
- Finding it difficult to socialise and make friends
- Being overly self-oriented (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

### **School Ethos:**

Katherine Semar School's community recognises that 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 health and wellbeing. By effectively preventing and tackling bullying, our schools can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

- Our Community:
  - Understands the importance of challenging inappropriate/harmful behaviour between peers and following our behaviour policy.
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships, to help prevent bullying. This includes TPP training for all teachers, teaching assistants and office staff.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice and guidance elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## **Responding to Bullying:**

### **Recording**

All incidents, either in or out of class, will be recorded by the school. A senior member of staff, head teacher, or deputy head, will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children involved will be informed of what has happened and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

### **Dealing with an Incident**

Whenever a bullying incident is discovered the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved. The following steps may be taken when dealing with all 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 will involve them in any decision-making, as appropriate.
- The headteacher (also the designated safeguarding lead) will be informed of all bullying concerns.

- The headteacher or another member of leadership staff will investigate the incident and interview all parties involved.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers of the victim and perpetrator(s) are kept informed about the concern and action taken, as appropriate and in line with the child protection and behaviour policy.
- Appropriate sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying) but is affecting the children in the school day, the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

### **Cyberbullying in school**

- In addition to the steps above, when responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Encourage the person 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 if this is unclear. 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 and also the school searching and confiscation procedures (as set out in the behaviour policy), which are informed by the DfE guidance 'Searching, screening and confiscation 2022'.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Inform the police if a criminal offence has been committed.
- Provide further information to pupils, staff and parents regarding steps they can take to protect themselves online if necessary. 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 think carefully about what 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 continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- To seek an agreement to meet at some point(s) in the future to see whether the situation has been resolved or whether further work needs to take place. At our school the class teacher and senior leadership team are responsible for monitoring and following up incidents of bullying.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Providing ongoing support; this may include: working and speaking with staff, offering learning mentoring, engaging with parents and carers. Support is likely to include restoring self-esteem and confidence.
- 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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Where appropriate and in most cases of bullying the school will initially consider the use of a restorative approach to resolve the situation alongside sanctioning, in line with the school's behaviour policy.
- A restorative approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:
  - Develop an understanding of the impact that their behaviour has had on the victim and accept responsibility for the harm caused to the individual being bullied
  - Accept responsibility for the harm caused to others (for example staff, friends, family)
  - Recognise the need to take action to begin to repair the harm caused
  - Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time
- Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:
  - Impress on the perpetrator that what he/she has done is unacceptable
  - Deter him/her from repeating that behaviour
  - Signal to other children that the behaviour is unacceptable and deter them from doing it.
- 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 service provider.
- 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 or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

### **Supporting Adults:**

Katherine Semar Schools take measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head Teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school 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 school's behaviour and discipline policy.
- 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 (staff and parents) who have perpetrated the bullying will be helped by:

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

(Guidance available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)).

## **Preventing Bullying:**

Alongside the school's responsible strategies for dealing with incidents of bullying, the school adopts a whole school approach to implementing proactive prevention interventions to reduce bullying.

The whole school community will

- Implement an effective school leadership that promotes an open and honest anti-bullying ethos.
- Adopt positive behaviour management strategies as part of the school's behaviour policy.
- Promote and teach the school's core values both inside and outside the classroom.
- Teach all children the zones of regulation to support positive relationships.
- Deliver assemblies which help children learn how to treat everyone with dignity and learn about the importance of British values and protected characteristics.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted and implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as gender, age, ability, culture, 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 which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Encourage children, through lessons on online safety, to use technology, especially smart phones/tablets and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people e.g. small world activities in the art room and use of the library at lunchtimes.
- Provide social skills groups/friendship groups for vulnerable individuals and groups.
- Provide a transition programme to support children moving across year groups and key stages.
- Celebrate success and achievements to promote and build a positive school ethos.

- Provide a school council, enabling children to talk about their feelings and concerns in a safe environment.
- Work with children to identify key adults with whom they can confide and provide learning mentors to children where necessary.
- Review the development and supervision of the school inside and outside, including the outdoor areas and playground and to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns e.g. a pink form postbox in the Junior library for children to share concerns about themselves or a peer and an annual survey where children can report concerns about bullying.
- Follow a clear behaviour management system as set out in our behaviour policy, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This supports the detection of bullying and allows for intervention at an early stage.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the 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 school premises; for example, when online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).

## **Involvement of pupils**

At Katherine Semar Schools we will:

- Regularly canvas children and young people's views on the extent and nature of bullying e.g. through school council meetings and pupil surveys.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that children are taught how to play an active role in challenging bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites such as Child Line.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

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

At Katherine Semar Schools we will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents 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:**

#### Putting policy into practice

The school will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The head teacher will be informed of bullying concerns, as appropriate. The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

