

ANTI-BULLYING POLICY



Executive Headteacher



Chair of Governors



One Child
One Chance

- promote respectful relationships throughout Federation schools.
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3. Definition of Bullying

Bullying is generally understood as behaviour by an individual or group which is **repeated over time and intentionally hurts another person physically or emotionally**.

Bullying often involves a real or perceived imbalance of power.

It may be:

- physical;
- verbal;
- emotional;
- relational or social;
- prejudicial;
- sexual or sexist; or
- online.

A single serious incident may not meet the definition of bullying because it has not been repeated. However, this does **not** mean the behaviour is acceptable or that the school will not act.

A single incident may still constitute:

- serious misbehaviour;
 - discrimination;
 - harassment;
 - violence;
 - child-on-child abuse; or
 - a safeguarding concern.
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4. Forms of Bullying

Bullying can include:

- hitting, kicking or pushing;
- threatening behaviour;
- name calling;
- mocking or humiliation;
- deliberate exclusion;
- spreading rumours;
- taking or damaging possessions;
- intimidation;
- offensive comments;

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- offensive comments;

- repeated unwanted online communication;
 - sharing humiliating images or content; and
 - repeated behaviour intended to isolate or distress another person.
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5. Prejudice-Related and Discriminatory Bullying

Bullying may be motivated by actual or perceived difference.

This may include bullying relating to:

- race;
- ethnicity;
- nationality;
- religion or belief;
- disability;
- SEND;
- sex;
- sexual orientation;
- gender reassignment;
- family circumstances;
- being looked after or previously looked after;
- being a young carer;
- appearance;
- health needs; or
- other personal characteristics.

Discriminatory behaviour or language will be challenged even where it does not meet the definition of bullying.

Schools will consider their duties under the Equality Act 2010 when responding to incidents.

6. Online Bullying

Online bullying may take place through:

- messaging;
- social media;
- gaming;
- group chats;
- websites;
- images or videos;
- email; or
- other digital platforms.

Online bullying may occur outside school hours or away from school premises but can still have a significant impact on pupils in school.

Where online behaviour affects the welfare of pupils or the orderly running of the school, appropriate action may be taken.

Pupils should be encouraged to:

- avoid retaliating;
 - preserve relevant evidence;
 - block or report harmful accounts where appropriate;
 - tell a trusted adult; and
 - seek help promptly.
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7. Bullying and Safeguarding

Bullying may constitute or indicate a safeguarding concern.

Staff must consider whether reported behaviour may involve:

- child-on-child abuse;
- sexual harassment;
- sexual violence;
- exploitation;
- coercion;
- serious physical violence;
- harmful online behaviour; or
- significant emotional harm.

Where safeguarding concerns arise, the school's Safeguarding and Child Protection Policy takes precedence.

The Designated Safeguarding Lead must be informed where appropriate.

Staff must not dismiss harmful behaviour as:

- "banter";
 - "having a laugh";
 - "part of growing up"; or
 - normal childhood behaviour.
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8. Pupils Who May Be More Vulnerable

Some pupils may be disproportionately vulnerable to bullying.

This may include pupils:

- with SEND;
- with disabilities;
- who are looked after or previously looked after;
- who are young carers;
- from minority ethnic groups;
- from minority faith backgrounds;
- whose family circumstances differ from those of peers;
- who are socially isolated; or
- who have experienced previous bullying or trauma.

Schools should consider whether additional preventative or pastoral support is required.

9. Preventing Bullying

Federation schools seek to prevent bullying through:

- clear behaviour expectations;
- consistent adult modelling;
- PSHE;
- RSHE;
- safeguarding education;
- online-safety education;
- assemblies;
- Anti-Bullying Week;
- teaching about equality and difference;
- challenging discriminatory language;
- pupil voice;
- pupil leadership;
- effective supervision;
- staff training; and
- communication with families.

Individual schools may use additional approaches appropriate to their context.

Pupils should be taught:

- what bullying is;
- what bullying is not;
- how to report concerns;
- how to seek help;
- the role of bystanders;
- respectful relationships;
- safe online behaviour; and
- how their behaviour affects others.

10. Reporting Bullying

Pupils may report bullying to:

- their class teacher;
- the Headteacher or Head of School;
- the Designated Safeguarding Lead;
- another member of senior leadership;
- a teaching assistant;
- another trusted member of staff; or
- through any established school reporting mechanism.

Parents and carers should report concerns to their child's class teacher or school leader.

All staff must take reports seriously.

A pupil should not be told simply to ignore bullying or resolve serious concerns independently.

11. Responding to a Report

When bullying is suspected or reported, the school will normally:

1. ensure the immediate safety and wellbeing of the pupil;
2. listen carefully to the concern;
3. establish the available facts;
4. speak separately with relevant pupils and witnesses where appropriate;
5. consider safeguarding;
6. inform school leaders and/or the DSL as appropriate;
7. record significant incidents through the school's agreed recording system;
8. inform parents/carers where appropriate;
9. determine suitable support and consequences;
10. agree follow-up arrangements; and
11. monitor whether the behaviour has stopped.

The response will be proportionate to the circumstances.

12. Supporting a Pupil Who Has Experienced Bullying

Support may include:

- reassurance;
- access to a trusted adult;
- regular check-ins;

- pastoral support;
- adjustments to routines where appropriate;
- support with friendships;
- support rebuilding confidence;
- safety planning;
- involvement of parents and carers;
- SEND support;
- external professional support; or
- safeguarding intervention.

A pupil who has experienced bullying will not be required to participate in restorative work or mediation where this would be inappropriate or unsafe.

13. Supporting a Pupil Who Has Bullied Others

Schools will address bullying behaviour firmly while also seeking to understand and change it.

Support may include:

- discussion about the incident;
- consequences under the school's Behaviour Policy;
- work on empathy and relationships;
- restorative or reparative work where appropriate;
- parental involvement;
- targeted PSHE;
- pastoral support;
- SEND assessment or support;
- behaviour planning;
- Early Help; or
- external-agency involvement.

Support does not remove accountability.

14. Consequences

Consequences will be applied in accordance with each school's Behaviour Policy.

They will take account of:

- seriousness;
- frequency;
- intent;
- impact;
- safeguarding;
- SEND;

- disability;
- reasonable adjustments;
- previous incidents; and
- the need to prevent recurrence.

Serious or persistent bullying may result in significant sanctions, including suspension.

15. Recording

Schools must maintain appropriate records of significant bullying concerns and confirmed incidents.

Records should include:

- the nature of the concern;
- pupils involved;
- discriminatory or protected-characteristic factors where relevant;
- online elements;
- safeguarding considerations;
- action taken;
- support provided;
- communication with parents and carers; and
- follow-up.

Each school may use its established safeguarding or behaviour recording system.

Recording allows leaders to identify patterns and respond strategically.

16. Working with Parents and Carers

Schools will seek to work constructively with families.

Parents whose child has experienced bullying can expect the school to:

- listen to concerns;
- investigate appropriately;
- explain the action it is able to take;
- protect confidentiality where required;
- provide appropriate support; and
- follow up.

Parents whose child has displayed bullying behaviour will be expected to work with the school to help that behaviour change.

Where a parent remains dissatisfied with the school's response, the relevant Complaints Policy should be followed.

17. Bullying Outside School

Schools may respond to bullying occurring outside school where:

- pupils are travelling to or from school;
- pupils are identifiable as belonging to the school;
- incidents affect relationships or safety in school;
- online behaviour affects pupils in school;
- another pupil is threatened or harmed; or
- the behaviour affects the orderly running of the school.

Where necessary, schools may work with:

- parents and carers;
- another school;
- police;
- Children's Social Care;
- Early Help; or
- other agencies.

18. Bullying and Harassment of Staff

Compass Federation does not tolerate bullying, harassment, intimidation or abuse directed towards staff.

This may involve:

- pupils;
- parents or carers;
- colleagues;
- other adults;
- online behaviour; or
- conduct outside school.

Concerns involving staff will be addressed through the appropriate school or Federation procedure, which may include:

- behaviour procedures;
- complaints procedures;
- grievance procedures;
- disciplinary procedures;
- safeguarding procedures;
- online reporting mechanisms; or
- police involvement.

Staff should be supported to report concerns and should not be expected to tolerate abusive or harassing behaviour as part of their role.

19. Staff Training

Staff should receive appropriate information and training to:

- recognise bullying;
 - distinguish bullying from other behaviour incidents;
 - identify prejudice-related bullying;
 - respond to online bullying;
 - understand safeguarding implications;
 - record concerns;
 - support affected pupils; and
 - challenge harmful language and behaviour.
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20. Pupil Voice

Schools should seek pupils' views about:

- whether they feel safe;
- where bullying may occur;
- whether pupils know how to report concerns;
- whether adults respond effectively;
- online experiences; and
- relationships within school.

Pupil voice should inform anti-bullying practice.

21. Monitoring

School leaders should monitor:

- recorded bullying concerns;
- confirmed incidents;
- discriminatory incidents;
- online bullying;
- repeat involvement;
- patterns relating to pupil groups;
- locations or times where incidents recur; and
- pupil voice.

The Executive Headteacher will retain strategic oversight across the Federation.

The Governing Body will receive appropriate assurance regarding bullying and the effectiveness of schools' responses.

22. Roles and Responsibilities

Governing Body

The Governing Body will:

- monitor the effectiveness of this policy;
- ensure bullying is appropriately considered within behaviour and safeguarding arrangements;
- provide challenge and oversight; and
- consider relevant trends and assurance.

Executive Headteacher

The Executive Headteacher will:

- retain strategic accountability for anti-bullying arrangements across the Federation;
- ensure appropriate policies and systems are in place;
- support school leaders with serious or complex cases; and
- report appropriately through governance arrangements.

Headteachers and Heads of School

Headteachers and Heads of School will:

- lead day-to-day anti-bullying practice within their schools;
- ensure reports are responded to appropriately;
- oversee significant investigations;
- ensure safeguarding concerns are acted upon;
- monitor records;
- coordinate support;
- communicate with families; and
- report significant trends to the Executive Headteacher.

Designated Safeguarding Leads

DSLs will:

- advise on safeguarding implications;
- ensure concerns are recorded appropriately;
- coordinate safeguarding responses where needed; and
- work with external agencies where required.

Staff

All staff will:

- model respectful behaviour;
 - challenge bullying and discrimination;
 - respond to concerns;
 - record and report incidents appropriately;
 - support pupils; and
 - follow safeguarding procedures.
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23. Links with Other Policies

This policy should be read alongside:

- Compass Federation Written Statement of Behaviour Principles;
 - individual school Behaviour Policies;
 - Safeguarding and Child Protection Policy;
 - Online Safety Policy;
 - PSHE Policy;
 - RSHE Policy;
 - Equality Information and Objectives;
 - SEND Policy;
 - Accessibility Plan;
 - Complaints Policy; and
 - relevant Federation and Trust policies and procedures.
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Approved by: Governing Body

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