



Maritime
Academy
Trust



Anti-Bullying policy

Approved by:	Maritime Trust Board	Date:
Last reviewed on:	September 2026	
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This policy should be read alongside

- Relationships and Behaviour Policy & Procedures
- Child Protection and Safeguarding Policy
- Equality Policy
- SEND Policy
- Online Safety Policy
- Relationships, Health and Sex Education / PSHE Policy
- Complaints Policy
- Staff Code of Conduct
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Department for Education guidance on preventing and tackling bullying
- Department for Education guidance on behaviour in schools
- Department for Education guidance on suspensions and permanent exclusions

1. Our commitment

Featherby Infant and Junior School is committed to providing a caring, inclusive, friendly and safe environment in which every pupil can learn, develop and thrive.

Every member of our school community has the right to be treated with dignity and respect and to feel safe from bullying, harassment, discrimination and intimidation.

Bullying is unacceptable and will not be tolerated. We recognise that bullying can have a significant impact on a child's emotional wellbeing, mental health, attendance, attainment, relationships and sense of belonging. We are therefore committed not only to responding effectively when bullying occurs, but also to creating a culture in which bullying is less likely to happen.

We expect everyone within our school community to:

- treat others with kindness and respect;
- value and celebrate difference;
- challenge prejudice and discrimination;
- report bullying and harmful behaviour;
- support those who may be experiencing bullying; and

- contribute to a culture in which everyone feels safe and included.

All concerns about bullying will be taken seriously, listened to and responded to appropriately.

2. Legal and statutory framework

This policy reflects the school's duties and responsibilities under relevant legislation and statutory guidance, including:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children Act 1989 and Children Act 2004;
- Education Act 2011;
- relevant regulations applying to academies and schools;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Behaviour in Schools: Advice for headteachers and school staff;
- Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies; and
- statutory guidance relating to suspensions and permanent exclusions.

The school recognises its responsibility to have measures in place to encourage good behaviour and prevent all forms of bullying. Under the Equality Act 2010, the school also has duties relating to discrimination, harassment, victimisation and the advancement of equality of opportunity. The school will take reasonable steps to prevent bullying and will respond appropriately when bullying occurs.

3. Aims

This policy aims to:

- prevent bullying wherever reasonably possible;
- promote a culture of kindness, respect, inclusion and belonging;
- ensure difference and diversity are valued and celebrated;
- ensure pupils understand what bullying is and know how and where to seek help;
- ensure pupils know concerns will be listened to and taken seriously;
- identify bullying at the earliest opportunity;
- provide clear procedures for reporting, recording, investigating and responding to bullying;
- support pupils who experience bullying;
- help pupils who display bullying behaviour understand its impact and make positive changes;
- address prejudice, discrimination and derogatory language;

- ensure appropriate action is taken when bullying is related to a protected characteristic, SEND or another vulnerability;
- ensure online bullying is treated as seriously as face-to-face bullying;
- work effectively with parents and carers;
- ensure staff understand their responsibilities; and
- monitor bullying so that patterns can be identified and preventative action taken.

4. What is bullying?

Bullying is behaviour by an individual or group that causes physical or emotional harm to another person and commonly involves behaviour that is repeated or has the potential to be repeated, and an imbalance of power between those involved.

Bullying may be physical, verbal, emotional, relational, discriminatory, sexual or online.

At Featherby, we may use the child-friendly acronym **STOP - Several Times On Purpose**. This helps children understand an important feature of bullying, but it is a memory aid rather than the school's complete definition of bullying.

Staff will consider the circumstances and impact of behaviour rather than relying solely on whether something has happened 'several times'. For example, a single harmful online post, image or message may continue to be viewed, copied, forwarded or shared and may therefore have an ongoing or repeated impact.

A serious one-off incident may also require immediate action under the Behaviour Policy and/or Child Protection and Safeguarding Policy even where it does not meet the definition of bullying.

An imbalance of power may arise because of:

- physical strength;
- age;
- popularity or social status;
- numbers of pupils involved;
- knowledge or information held about another person;
- communication skills;
- SEND or disability;
- vulnerability;
- access to technology or social media; or
- the ability to influence a friendship or peer group.

Bullying can happen face to face or online, inside or outside school and during or outside normal school hours.

5. What bullying can look like

Emotional or relational bullying

- deliberately excluding or isolating someone;
- manipulating friendships;
- encouraging others not to be friends with someone;
- spreading rumours;
- humiliating someone;
- threatening or intimidating behaviour;
- hiding or damaging belongings; or
- repeatedly making someone feel unwelcome or unsafe.

Verbal bullying

- name-calling;
- insults;
- threats;
- taunting;
- mocking;
- harmful sarcasm;
- spreading rumours or gossip; or
- repeated comments about someone's appearance, abilities, family, health or circumstances.

Physical bullying

- hitting;
- kicking;
- pushing;
- pinching;
- punching;
- unwanted physical interference;
- deliberately damaging or taking belongings; or
- physically intimidating another person.

Online or cyberbullying

This can include bullying through social media, messaging services, group chats, online games, email, websites, photographs or videos, altered or manipulated images, anonymous accounts, fake accounts or impersonation, or other digital technology.

Examples include abusive or threatening messages, humiliating posts, photographs or videos, deliberately excluding someone from online groups, spreading rumours, sharing material about another person without appropriate consent, impersonating another person, encouraging others to target someone, or repeatedly contacting someone in a way intended to upset or intimidate them.

Online bullying will be treated as seriously as bullying occurring face to face.

6. Prejudice-related and discriminatory bullying

Bullying may be related to an actual or perceived difference or characteristic. This may include bullying connected with:

- race;
- colour;
- ethnicity;
- nationality;
- religion or belief;
- disability;
- special educational needs;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- family circumstances;
- appearance;
- health or medical needs;
- socio-economic circumstances; or
- association with another person who has a particular characteristic.

The school recognises the protected characteristics established by the Equality Act 2010. Pupils may also experience prejudice because someone believes or assumes they have a particular characteristic, whether or not that assumption is correct.

Discriminatory and prejudicial language and behaviour will be challenged whether or not it meets the definition of bullying. The school will monitor prejudice-related incidents so that patterns can be identified and appropriate action taken.

7. Sexual and sexist bullying

Sexual or sexist bullying may include sexist comments, sexualised name-calling, unwanted sexual comments, sexual rumours, unwanted physical contact, sexual harassment, sharing sexualised content, comments about a pupil's body, or behaviour targeting a pupil because of their sex or perceived sexuality.

Sexual harassment and sexual violence are never acceptable and will not be dismissed as 'banter', 'having a laugh' or 'part of growing up'. Where behaviour may constitute child-on-child abuse or otherwise raises a safeguarding concern, the Child Protection and Safeguarding Policy will be followed.

8. Bullying and safeguarding

Bullying can be a safeguarding issue. Where bullying raises, or may raise, a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Staff must remain alert to links between bullying and child-on-child abuse, sexual harassment or sexual violence, exploitation, harmful online behaviour, discrimination, domestic abuse, abuse within relationships, mental health and emotional wellbeing, and other forms of abuse or neglect.

Staff must not wait for a pupil to make a direct disclosure where there are reasonable grounds for concern. Safeguarding procedures take priority over the ordinary anti-bullying procedure whenever necessary to protect a child.

9. Pupils with SEND and other vulnerabilities

Featherby Infant and Junior Schools recognise that some pupils may be more vulnerable to bullying or may experience and communicate bullying differently. Staff will be particularly alert to pupils with SEND and other vulnerabilities.

A pupil's communication needs, social understanding, disability, developmental level or additional needs must not prevent their concerns from being heard or taken seriously.

Reasonable adjustments will be made where appropriate so pupils can understand what is happening, communicate concerns, participate in an investigation, access support, and understand decisions and actions.

Staff will also consider whether a pupil displaying bullying behaviour has unmet or additional needs requiring support. An additional need may help staff understand behaviour, but it does not make harmful behaviour acceptable.

10. Signs that bullying may be occurring

Children do not always tell an adult directly that they are being bullied. Possible indicators can include:

- becoming withdrawn, anxious or distressed;
- reluctance or refusal to attend school;
- changes in attendance or punctuality;
- unexplained injuries;
- belongings being lost or damaged;
- changes in friendships;
- deterioration in schoolwork;
- significant changes in behaviour;

- sleep difficulties;
- changes in eating;
- reluctance to use a phone or device;
- distress following online activity;
- avoiding particular places or activities;
- asking for or losing money;
- reduced confidence or self-esteem; or
- unexplained changes in emotional wellbeing.

These signs do not necessarily mean bullying is occurring. However, staff should remain professionally curious and explore concerns appropriately.

11. Responsibilities

Senior Leadership Team

The Senior Leadership Team will ensure consistent implementation, support staff with complex or serious incidents, monitor bullying and behaviour patterns, ensure appropriate support is in place, monitor equality and inclusion, and ensure safeguarding and statutory duties are followed.

Phase Leaders

Phase Leaders will support staff with implementation, monitor patterns, support communication with parents/carers, review emerging concerns and escalate significant or persistent concerns to senior leaders.

Local Academy Council

- support school leaders in maintaining an effective anti-bullying approach;
- monitor implementation and effectiveness of this policy;
- ensure appropriate policies and procedures are in place;
- hold leaders to account for the school's anti-bullying work; and
- consider appropriate information about bullying trends and actions while maintaining confidentiality.

Headteacher

- implementing this policy;
- ensuring staff understand their responsibilities;
- maintaining a culture in which bullying is not tolerated;
- ensuring concerns are investigated and addressed appropriately;
- ensuring appropriate records are maintained;
- ensuring parents and carers are appropriately informed;
- ensuring disciplinary action is fair and proportionate;

- ensuring patterns and trends are monitored; and
- ensuring safeguarding procedures are followed where appropriate.

Designated Safeguarding Lead

- provide advice where bullying involves or may involve safeguarding concerns;
- ensure safeguarding concerns are managed under the Child Protection and Safeguarding Policy;
- consider patterns of behaviour and wider contextual concerns;
- liaise with external agencies where necessary; and
- ensure appropriate support is considered for children involved.

All staff

- model respectful and inclusive behaviour;
- take reports and signs of bullying seriously;
- listen carefully to pupils;
- intervene where safe and appropriate;
- never dismiss harmful behaviour as banter;
- record and report concerns using school procedures;
- challenge discriminatory and derogatory language;
- maintain appropriate confidentiality;
- follow safeguarding procedures where necessary; and
- contribute to preventative anti-bullying work.

Parents and carers

- support the school's values and expectations;
- encourage respectful behaviour;
- report concerns promptly;
- provide relevant information;
- work constructively with school while concerns are investigated;
- promote responsible online behaviour; and
- avoid confronting another pupil or family directly.

Pupils

- treat others with kindness and respect;
- tell an adult if they are being bullied;
- report bullying they witness;
- avoid joining in with bullying;
- avoid forwarding or sharing harmful material;
- support others appropriately;
- use technology responsibly;
- cooperate honestly with investigations; and
- tell an adult again if the problem continues.

12. A message for our pupils

If you are worried about bullying, tell an adult you trust.

We will listen to you, take you seriously, help you feel safe, look into what has happened and help to stop the problem.

You will not be in trouble for telling us about something that genuinely worries you. If the problem does not stop, tell us again. If you see someone else being bullied, tell an adult. Asking an adult for help is not 'telling tales'.

13. How to report bullying

A pupil can report bullying to any trusted adult in school. This may include their class teacher, a teaching assistant, learning mentor or pastoral member of staff, SENCO, senior leader, DSL or Deputy DSL, or another adult they trust.

Age-appropriate reporting opportunities may also include pupil voice activities, worry boxes or other school reporting systems.

Parents and carers should normally report concerns to their child's class teacher in the first instance. If the concern is not resolved, or is particularly serious, it should be escalated through the school's leadership structure: Class Teacher -> Phase leader -> Pastoral Assistant Headteacher -> Deputy Headteacher -> Headteacher.

Where a concern relates to safeguarding, it should be referred immediately to the DSL / Deputy DSL. Safeguarding concerns do not need to follow the ordinary escalation route.

If a parent or carer remains dissatisfied with the school's response after the appropriate school-level process has been followed, they may use the school's Complaints Procedure.

14. Responding to bullying concerns

Step 1 - Ensure safety

The immediate safety and wellbeing of pupils will be considered first. Any necessary protective measures will be put in place.

Step 2 - Listen

Pupils will be given an appropriate opportunity to explain what has happened. Staff will listen without dismissing the concern, blaming the pupil, promising absolute confidentiality or making assumptions before the concern has been investigated.

Step 3 - Record and report

Relevant information will be recorded using the school's agreed recording system - CPOMS. The appropriate member of staff will be informed. Safeguarding concerns will be referred to the DSL or Deputy DSL.

Step 4 - Investigate

The investigation will be proportionate to the circumstances. This may involve speaking separately with pupils involved and witnesses, reviewing previous incidents, considering relevant behaviour records and appropriate digital evidence, and speaking with staff who may have relevant information. Staff should avoid bringing pupils together for an initial investigation where this may inhibit disclosure, create pressure or cause further distress.

Step 5 - Assess

Staff will consider whether the behaviour constitutes bullying, breaches the Behaviour Policy, is discriminatory or prejudice-related, raises safeguarding concerns, constitutes child-on-child abuse, or requires involvement from another agency. More than one may apply.

Step 6 - Take action

Appropriate protective, educational, supportive, restorative and/or disciplinary action will be taken.

Step 7 - Communicate

Parents/carers will be informed as appropriate, subject to safeguarding and confidentiality considerations.

Step 8 - Follow up

The school will not assume that an incident is resolved simply because the initial investigation has concluded. An appropriate member of staff will check that the behaviour has stopped, the pupil feels safe, agreed support is in place, and no retaliation or further bullying has occurred. Further check-ins will be arranged where appropriate.

15. Supporting a pupil who has experienced bullying

Support will be based on the individual child's needs and may include:

- regular check-ins with a trusted adult;
- pastoral support;
- support with friendships;
- mentoring;
- additional support during less structured times;
- reasonable adjustments;
- SEND support;
- emotional wellbeing support;

- safety planning;
- online safety support;
- working with parents/carers; or
- referral to external services.

The pupil's views will be considered when deciding what will help them feel safe. Where reasonably possible, the school will avoid responses that have the effect of unnecessarily restricting, isolating or disadvantaging the pupil who has experienced bullying.

16. Responding to pupils who display bullying behaviour

Our response will align with Featherby's Relationships and Behaviour Policy & Procedures. SOAR provides the shared expectations of being Safe, On Task, Accountable and Respectful. Where a pupil is dysregulated, staff will prioritise regulation before reflection, using the Zones of Regulation and appropriate support.

Pupils who display bullying behaviour will be helped to understand what they have done, the effect of their behaviour, why it is unacceptable, what needs to change, and how they can make better choices in future.

Responses may include discussion and reflection, targeted teaching about relationships or respect, restorative approaches where appropriate, pastoral support, work with parents/carers, behaviour support, SEND support where relevant, consequences under the Relationships and Behaviour Policy & Procedures, and involvement of external services where appropriate.

The school will seek to understand factors contributing to the behaviour without excusing harmful behaviour.

17. Restorative approaches and reconciliation

Where restorative work is appropriate, Featherby's Reflect, Repair, Restore approach will be used consistently with the Relationships and Behaviour Policy & Procedures.

Restorative approaches can sometimes help pupils understand the impact of their actions, repair relationships and move forward. However, restorative work will only be used where it is appropriate and safe.

A pupil who has experienced bullying will not be required or pressured to participate in a face-to-face restorative meeting, accept an apology, apologise themselves, or reconcile with another pupil. The safety and wellbeing of the pupil will take priority.

18. Consequences

Consequences and interventions will follow the Relationships and Behaviour Policy & Procedures. A pupil will not automatically progress through a fixed sequence of sanctions; the response will take account of the nature, frequency, context and impact of the behaviour and the pupil's individual circumstances. A serious incident may require an immediate senior response.

Bullying may result in disciplinary action under the Relationships and Behaviour Policy & Procedures. Depending on the seriousness, frequency and circumstances, consequences may include:

- a formal warning;
- loss of an appropriate privilege;
- educational or reflective work;
- additional supervision;
- removal from a particular activity where appropriate;
- internal measures provided for within the Relationships and Behaviour Policy & Procedures;
- fixed term exclusion or
- in the most serious circumstances, permanent exclusion.

Any suspension or permanent exclusion will be considered in accordance with applicable statutory requirements and DfE guidance. Consequences will be fair, reasonable and proportionate. Disciplinary action does not remove the need to provide support, address underlying causes and prevent recurrence

19. Online bullying - reporting and evidence

Where online bullying is suspected, pupils and parents/carers should report the concern to school where it affects a pupil or school community, avoid retaliating, avoid repeatedly forwarding or sharing harmful content, block or report accounts where appropriate, and, where safe and appropriate, preserve relevant evidence such as screenshots, usernames, dates or messages.

Where the material is sexual in nature, adults and pupils should not routinely copy, print, save, forward or share it. Such concerns should be reported immediately to the DSL and handled under safeguarding procedures.

When responding to online bullying, the school may review relevant evidence, speak to pupils and witnesses, establish whether school systems or devices were involved, request removal of harmful material where appropriate, advise families about reporting or blocking content, apply the Behaviour Policy, follow safeguarding procedures, contact a platform or service provider where appropriate, and involve police or other agencies where necessary.

20. Bullying outside school

Bullying can occur beyond the school site, including travelling to or from school, within the local community, during activities outside school, online, and through social groups connected with school.

Where behaviour outside school affects pupils' safety, wellbeing, relationships or education in school, the school will consider what action it is able and required to take. This may include investigation, pastoral support, safeguarding action, action under the Behaviour Policy, or liaison with parents, other schools, the local authority, children's social care, police or other agencies.

21. Allegations that cannot be substantiated

Pupils must feel able to report concerns without fear of being punished simply because an allegation cannot subsequently be substantiated. A report made in good faith will be taken seriously even where an investigation does not find sufficient evidence to establish what happened.

A deliberately false or malicious allegation is different from an allegation that cannot be substantiated. Where there is clear evidence that a pupil has knowingly and deliberately fabricated a malicious allegation, the matter may be addressed under the Behaviour Policy. Staff must seek safeguarding advice where appropriate before reaching such a conclusion.

22. Confidentiality

Bullying concerns will be handled sensitively. The school cannot promise absolute confidentiality because information may need to be shared to protect a child, investigate a concern, seek safeguarding advice or meet legal responsibilities.

Information will be shared on an appropriate need-to-know basis.

Parents/carers will be appropriately informed about matters concerning their own child. For confidentiality and data protection reasons, the school will not normally disclose detailed information about consequences, disciplinary action or support provided to another child.

23. Preventing bullying

Featherby Infant and Junior Schools recognise that effective anti-bullying practice requires a whole-school approach. Preventative work may include:

- creating classrooms and shared spaces where pupils feel valued;
- explicitly teaching kindness, respect and inclusion;
- relationships and health education;

- PSHE;
- equality and diversity education;
- assemblies;
- Anti-Bullying Week;
- online safety education;
- class discussions and circle time;
- School Council and pupil voice;
- friendship and wellbeing initiatives;
- peer support where appropriate;
- teaching pupils how to be positive bystanders;
- safe and accessible reporting routes;
- staff training;
- early identification and support for vulnerable pupils;
- challenging discriminatory and derogatory language;
- analysing bullying patterns and trends;
- working with parents/carers; and
- seeking specialist advice where appropriate.

The school will also consider the physical and social environment, including whether particular locations, activities or less structured times are associated with increased concerns.

24. Pupil voice

Pupils are central to the school's anti-bullying work. Age-appropriate opportunities will be provided for pupils to express their views about safety and bullying, identify places or situations where they feel less safe, contribute to anti-bullying initiatives, understand how to report concerns and how the school responds, contribute through School Council or pupil leadership, and evaluate anti-bullying activities.

Methods may include pupil questionnaires, class discussions, PSHE, School Council, pupil interviews, wellbeing activities and other age-appropriate opportunities.

25. Working with parents and carers

Featherby Infant and Junior Schools value constructive partnerships with parents and carers. The school will make this policy available, explain how bullying can be reported, provide clear points of contact, listen to parental concerns, communicate appropriately when concerns arise, explain the school's response where appropriate, signpost additional support, encourage responsible online behaviour, and make families aware of the Complaints Procedure.

Parents and carers should not attempt to resolve an incident by directly approaching another pupil or their family. Concerns should be reported to school so that they can be handled safely and fairly.

26. Adult behaviour

Adults within school have an important role in modelling the behaviour expected from pupils. Staff should show respect for every individual, model calm and respectful communication, challenge prejudice and discrimination, be alert to vulnerable pupils, address behaviour without humiliating the child, avoid labelling pupils, apply expectations fairly, maintain high expectations for all pupils, and avoid comments that could provide material for pupils to ridicule or humiliate another child.

Concerns about bullying, harassment or inappropriate behaviour involving adults will be managed through the appropriate safeguarding, staff conduct, grievance, disciplinary, complaints or whistleblowing procedures. Where a member of staff believes they are experiencing bullying or harassment, they should use the appropriate staff procedure rather than this pupil Anti-Bullying Policy.

27. Recording and monitoring

Bullying concerns and incidents will be recorded using the school's agreed system - CPOMS. Leaders will use records to monitor, as appropriate:

- the number and frequency of incidents;
- types of bullying;
- repeated incidents;
- pupils repeatedly involved;
- locations and times where incidents occur;
- online trends;
- prejudice-related or discriminatory incidents;
- protected characteristics or vulnerabilities where relevant;
- SEND-related patterns;
- action and support provided;
- whether incidents recur; and
- the effectiveness of interventions.

Monitoring will be used to identify patterns rather than viewing every incident in isolation. Where a pattern is identified, leaders will consider whether changes are required to supervision, curriculum provision, staff training, pupil support, physical spaces, online safety education, parent engagement or wider school practice.

The Governing Body will receive appropriate information to enable it to monitor the effectiveness of the school's anti-bullying arrangements while protecting individual pupils' confidentiality.

28. Staff training

Staff will receive appropriate information and training so they can understand this policy, recognise different forms of bullying, distinguish bullying from other inappropriate behaviour while responding to both, understand the relationship between bullying and safeguarding, respond appropriately to reports, record and report incidents, recognise prejudice-related bullying, understand online bullying, support pupils with SEND and other vulnerabilities, understand appropriate restorative approaches, and know when a concern must be referred to the DSL.

29. Complaints

Parents and carers who are dissatisfied with the school's handling of a bullying concern should initially raise the matter through the escalation route described in this policy. Where the matter remains unresolved after the appropriate school-level response, the school's Complaints Procedure should be followed.

Safeguarding concerns must be raised immediately through safeguarding procedures and should not be delayed while a complaint is considered.

30. External support

Where appropriate, the school may seek advice or support from external organisations and agencies, including the local authority, children's social care, health services, educational psychology, SEND services, police, online safety organisations, and specialist children's or anti-bullying organisations.

Useful organisations may include:

- Anti-Bullying Alliance
- Childline
- NSPCC
- Childnet
- UK Safer Internet Centre
- Internet Watch Foundation
- Kidscape
- The Diana Award
- YoungMinds
- National Autistic Society
- Mencap

- PSHE Association

External resources and links will be reviewed periodically so that information provided to pupils, staff and families remains appropriate and current.

31. Monitoring, evaluation and review

This policy will be promoted and implemented throughout Featherby Infant and Junior Schools. Its effectiveness will be evaluated using evidence such as bullying and behaviour records, safeguarding information, prejudice-related incident records, pupil voice, parent/carer feedback, staff feedback, attendance information, School Council discussions and evaluation of preventative activities.

The policy will normally be formally reviewed annually. It may be reviewed sooner following changes to legislation or statutory guidance, a significant bullying or safeguarding incident, identified patterns or trends, feedback from pupils, parents, staff or governors, or changes to school procedures.

Appendix 1 - Staff response to a bullying concern

A pupil reports bullying, a parent reports bullying, or a member of staff identifies a concern.

1. LISTEN

Take the concern seriously. Listen calmly. Do not promise confidentiality.

2. CHECK IMMEDIATE SAFETY

Does anyone need immediate protection, supervision or support?

3. CONSIDER SAFEGUARDING

Does the concern involve abuse, sexual behaviour, significant harm, exploitation, discrimination or another safeguarding concern? If YES, refer immediately to the DSL/Deputy DSL and follow safeguarding procedures. If NO, continue through the anti-bullying/behaviour procedure.

4. RECORD AND REPORT

Record the concern using the school's agreed system CPOMS and inform the appropriate member of staff.

5. INVESTIGATE

Speak separately with pupils involved and relevant witnesses. Review previous concerns and relevant evidence.

6. ASSESS

Consider whether this is bullying, whether there is an imbalance of power, repeated or repeatable impact, a prejudice-related element, SEND or another vulnerability, an online element, a safeguarding element, or a wider pattern.

7. ACT

Put appropriate protection, support, educational intervention and consequences in place.

8. INFORM

Communicate appropriately with parents/carers, subject to safeguarding and confidentiality requirements.

9. FOLLOW UP

Check that the behaviour has stopped and that the pupil feels safe.

10. REVIEW

If bullying continues, escalate the response, reconsider safeguarding and adjust support/intervention.

Appendix 2 - Quick guide for pupils

Is something worrying you?

Tell an adult you trust.

You can tell your teacher, a teaching assistant, another member of staff, or an adult at home who can help you tell school.

We will listen. We will take you seriously. We will help you.

If it happens again or you are still worried, tell us again.

If you see somebody else being bullied, tell an adult too. Being kind, getting help and looking after each other are everyone's responsibility.