



BLenheim  
SCHOOLS

# Anti-Bullying Behaviour Policy

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## Terminology

- “Our teams” and “team member/s” include everyone working in Outcomes First Group’s settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.
- “Parents and carers” refer to the person or -people with legal parental responsibility for the child/young person
- “Students” refers to all children and young people being educated and supported at the setting or service

### 1.0 The School Ethos

At Blenheim Schools we aim to provide a supportive, inclusive and nurturing environment in which children are encouraged to pursue high academic and personal goals as happy, secure and valued individuals.

The policy reflects the school ethos and the curriculum. Its emphasis is on helping children to take responsibility for their own behaviour and caring for others. Educational elements are also included in assemblies, projects, drama, stories, literature, historical events, current affairs and discussion of differences between people and the importance of avoiding prejudice-based language. PSHE Lessons, Circle Time and an annual anti-bullying week are also key features of the school’s strategy to prevent and tackle bullying. The school aims to ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy as required by [The Education \(Independent School Standards\) Regulations 2014](#).

The school seeks to have effective procedures for dealing with bullying and demonstrate that concerns raised by children or parents will be taken seriously. This is a whole-school policy.

This policy is aligned with Blenheim Schools' ***Relational and Inclusive Behaviour Policy*** and must be read and implemented alongside it. Responses to bullying behaviour should be relational, inclusive and proportionate, with a focus on safety, belonging, accountability, understanding, learning and repair. Team members will seek to understand what has happened, identify and address underlying needs, support students to understand the impact of their behaviour, and help repair harm, while ensuring that students who have experienced bullying behaviour are protected, listened to and supported.

This policy should also be read and applied alongside:

- [Keeping children safe in education \(KCSiE\)](#)
- Staying Safe Online Policy
- Safeguarding Policy
- Child-on-Child Abuse Policy
- Protecting Children from Radicalisation (Prevent) Policy
- Send & Inclusion Policy
- RSHE Policy
- Suspension & Exclusion Policy
- Complaints Policy
- Code of Conduct & Ethics.

## **2.0 Aims of this policy**

- To raise awareness amongst students that we must respect all people no matter what their beliefs or persuasions are
- To raise awareness amongst students and parents about bullying behaviour and that they should report bullying, including when they find themselves as by-standers (as a by-stander a person has the responsibility to report immediately what he/she has witnessed)
- To raise awareness about the school's attitude to bullying behaviour via the anti-bullying policy
- To challenge attitudes about bullying-type behaviours and help build an anti-bullying ethos in school
- To raise awareness that hurtful behaviour in younger children can develop into bullying in older children and can result in serious mental ill-health difficulties)
- To prevent students being subjected to radicalisation (as part of the [Prevent duty](#), following the Section 26 [Counter-Terrorism and Security Act 2015](#) Please also see *Safeguarding Policy* and *Protecting Children from Radicalisation (Prevent) Policy*
- To foster a positive caring atmosphere

- To ensure good supervision in all areas of the school at all times so far as is reasonably practical, including off-site visits and activities and holiday clubs/play schemes
- To raise team members' awareness by involving them in training
- To talk openly about bullying behaviour with children so they can understand the impact on students who experience bullying behaviour and learn how to respond safely and seek support.

## 2.1 Objectives

- All governors, team members, parents and students understand what bullying is
- All governors, teachers and non-teaching staff know what the school policy is on bullying, use it to help prevent bullying and follow it when bullying is reported
- All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises

Students and parents/carers should be assured that they will be supported, and given appropriate pastoral support, with access to further support where needed, when bullying is reported.

For this policy, bullying behaviour is understood as actions or words that are hurtful, usually repeated over time, and difficult for the affected individual or group to defend against, often involving a power imbalance. A single incident may still require a clear response where there is significant harm, risk, safeguarding concern or potential for escalation.

Bullying is defined as behaviour, which is:

- Being deliberately hurtful to others (physically, emotionally, mentally or through exclusion)
- Difficult for those experiencing bullying behaviour to defend themselves against. This includes:
  - racist, cultural, sexist and homophobic bullying
  - bullying on the basis of being lesbian, gay, bisexual or transgender
  - cyber-bullying, e.g. via mobile phones, social media, text messaging, websites, photographs and e-mail
  - bullying because of a person's special educational need or disability
  - bullying someone because he/she is adopted or a carer
  - bullying someone because he/she is a Looked After or Previously Looked After child or has a social worker.
- Frightening someone into doing something he/she does not want to do
- Invading someone's personal space to make him/her feel uncomfortable or unhappy
- Taking or damaging someone's property
- Spreading rumours about someone

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally ([Preventing and Tackling Bullying, Advice for Head Teachers, team members and Governing Bodies](#), DfE Guidance). Although bullying is usually repeated over time, the school will, where appropriate, take action in response to a single incident and keep an appropriate record.

Team members are aware that child-on-child abuse, (including sexual violence and sexual harassment between students, and upskirting), is closely allied with bullying and that initiation ceremonies may also have the effect of causing harm, embarrassment or physical or emotional distress. Team members work to raise the students' awareness of the potential damage of such incidences in order to minimise their occurrence. Any such issues will be dealt with in accordance with this policy and the Safeguarding Policy and Child-on-Child Abuse Policy.

As noted in the [DfE Guidance Behaviour in Schools 2024](#), the headteacher has the authority to take disciplinary action in relation to events which take place away from the school premises. (Refer to the Behaviour Policy for further details). In this respect, the school will take seriously and respond appropriately, in accordance with this policy, to reports of bullying, including cyber-bullying, which take place away from school.

As a statutory requirement, the *Anti-Bullying Policy* is available to parents/carers of students and prospective students via the school website. Its content and implications are discussed with students, for example, in lessons, assemblies and other relevant occasions.

[The Equality Act](#) protects people against discrimination because of the protected characteristics. In the Equality Act, the nine protected characteristics are defined as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

The school recognises that people who have a protected characteristic may experience additional vulnerability to bullying behaviour. Throughout the curriculum and co-curriculum, and particularly through the PSHE programme, team members work to develop a sense of respect, inclusion and understanding towards people who have a protected characteristic, in line with the school's promotion of fundamental British values. Any bullying behaviour linked to a protected characteristic is taken very seriously. The school's log of bullying behaviour incidents enables any issues arising from a protected characteristic to be identified, monitored and reviewed so that patterns or trends can inform proactive responses and support students' wellbeing.

### 3.0 Cyber-Bullying

Cyber-bullying is perpetrated via a technological medium, e.g. using social media. It can be an extension of 'face-to-face' bullying, with technology providing the student displaying bullying behaviour with another route to harass their target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience, and that it can take place at any time of the day. It takes different forms;

- threats and intimidation
- harassment
- cyber stalking, e.g. repeatedly sending unwanted texts,
- defamation
- exclusion or peer rejection
- impersonation
- circulation of private information or images.

Research into cyber-bullying indicates that it is a feature of many young people's lives. Cyber-bullying can extend into non-school time and parents/carers may wish to report the matter to the police, and the school will support them in doing so. The school should be informed of the details if the incident is likely to have repercussions in school.

**Cyber-bullying, like all other forms of bullying, is taken very seriously. It is never acceptable.**

### 4.0 Responsibilities

#### 4.1 Early Years to Year 3

Children are asked to:

- Say "don't do that" / "stop" / "leave me alone" if someone does something they don't like
- Tell an adult, i.e. a teacher, classroom assistant, helper, lunchtime or aftercare supervisor or parent if someone's behaviour is hurtful to them
- To step in to help children in distress or tell an adult (i.e. not to ignore it) Parents are asked to:
- Tell their child's teacher or a team member if their child/children are telling them about hurtful behaviour in school

Team members will:

- If children hurt other children, having ascertained the full facts, record the incident and report it to the Head
- Ensure that students displaying bullying behaviour are supported to make appropriate repair and help children to plan how they can put things right.

- Respond in line with the *Relational and Inclusive Behaviour Policy*, supporting the student to understand the impact of their behaviour, learn from what has happened, develop safer social and communication skills, and repair harm wherever possible, involving the Head or a member of the Senior Management Team as appropriate.
- Monitor the situation to prevent it happening again, by supervising areas and times where incidents could happen covertly

## 4.2 Year 4 and Above

### The Anti-Bullying Reporting Chain

The student who has experienced bullying behaviour should speak to a trusted team member, such as their Form Tutor, class teacher, member of the pastoral team or another adult they feel safe with. Team members should support the student to share what has happened without pressure or shame, record the concern, and ensure the Head is informed for monitoring purposes. Where appropriate, students may be supported to involve a trusted peer, but responsibility for reporting, responding and follow-up sits with adults in school. Both the student who has experienced bullying behaviour and the student displaying bullying behaviour will be spoken to by appropriate team member, with a focus on safety, understanding, support, accountability and repair.

Appropriate Form Tutor(s) and the Head is informed. It should be made clear that the student's behaviour is unacceptable and dependent upon the nature of the event, parents may be informed at a very early stage. The student/s who have experienced bullying behaviour must be aware that action has been taken against the student/s displaying bullying behaviour and are supported to develop strategies if they find themselves in similar situations outside the school. The DfE Guidance requires team members to be aware of the times and places where bullying is most likely to occur; team members are vigilant at all times, especially during movements between buildings and during lunch and break times.

If incidences reoccur the parents/carers will be invited to a meeting with the appropriate team members and the student displaying bullying behaviour within the school to review the situation and agree further actions.

The Head and/or DSL have received training as to what constitutes a safeguarding concern, as far as bullying behaviour is concerned, i.e. any bullying behaviour that puts a child at personal, mental or physical risk. The threshold for reporting a bullying issue to external agencies (e.g. police, social care) is known by all team members. This includes all issues where a child is at risk of further bullying behaviour, particularly outside the

school area, or where the bullying behaviour involves a criminal act.

A bullying incident will be treated as a safeguarding concern when there is “reasonable cause to suspect that a child is suffering or likely to suffer, significant harm”.

Records of any incidents of bullying are kept centrally by the school to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. The number of incidents (anonymised and aggregated) is available for parents to see. Training for team members includes how to record and report bullying, the team member’s legal responsibilities, and the sources of support that might be available to team members, particularly to facilitate addressing the needs of students with protected characteristics.

### **5.0 Guidelines for supporting the student displaying bullying behaviour**

- Make the student displaying bullying behaviour aware that such behaviour is unacceptable
- Explain clearly and precisely what behaviour is causing distress to the student who has experienced bullying behaviour
- Discuss the difference between assertive and aggressive behaviour
- Make the student displaying bullying behaviour aware of the natural and logical consequences if bullying behaviour continues
- Discuss the support, skills and changes needed to help the student displaying bullying behaviour behave differently and repair harm.
- Always inform the Head
- Monitor the student’s behaviour over the next few weeks

Whatever the cause, bullying is usually a signal that the student displaying bullying behaviour also needs help. The school will give due consideration as to whether an incident of bullying also gives rise to a possible safeguarding concern for the student displaying bullying behaviour.

### **6.0 Anti-bullying strategies**

- Students are encouraged to talk to peers and teachers who can then give feedback. Teachers support in a confidential manner.
- All students undergo training to develop their resilience to bullying and to understand its effects and how to prevent it.
- Curriculum areas, such as English and Drama, provide opportunities to explore relationships with bullying as the theme.
- Creating an inclusive environment and a school, which builds on positive self-image and commends good and appropriate behaviour in all areas and ages.
- Ensuring team members are trained on how to watch for signs, react to and deal

with instances of bullying or suspected bullying. This needs to include training on the needs of the students, including those with special educational needs or disabilities. Training on this policy and the school's anti-bullying strategy is included in the induction training of new team members.

- Having comprehensive Internet security, with the appropriate filters. Teaching children how to stay safe in the online and real world.
- Senior Management, teachers and student groups regularly present 'Anti-Bullying Assemblies'.

Our key message will always be prevention, by teaching students that everyone in our school has the right to feel safe and happy, and that bullying of any kind will not be tolerated. This programme of education is aimed at building resilience, to promote and understand the differences between people, and help students avoid prejudice-based language.

## **7.0 Natural and Logical Consequences**

In deciding on appropriate relational and restorative responses in relation to identified incidences of bullying behaviour, the school ensures that its action is in line with the Relational and Inclusive Behaviour Policy. Consequences will be natural, logical, firm and supportive, with a focus on safety, accountability, understanding, learning and repair. Support will be provided for students who have experienced bullying behaviour, students displaying bullying behaviour and any witnesses.

In severe or persistent cases of bullying behaviour, the Head will consider the appropriate next steps in consultation with parents and in line with relevant policies.

Following a permanent exclusion, the school will assist the parents in finding a future school. However, upon receipt of a request for a reference, if a student has been permanently excluded, if asked, the school is obliged to inform the potential future school about the exclusion.

## **8.0 Evaluation and Assessment**

The effectiveness with which the school acts to prevent and tackle bullying is evaluated by the Blenheim Schools Director of Compliance and Policy and also by the Head, Senior Management Team and class teachers. The policy has due regard for the DfE guidance documents, 'Preventing and Tackling bullying, Advice for Head teachers, Staff and Governing Bodies', (July 2017) and 'Cyberbullying: Advice for headteachers and school staff' (November 2014).

## 9.0 Useful Publications / Contacts for Parents/Carers:

- [The Anti-Bullying Alliance](#)
- [Help With Bullying | Bullying Advice | Coram Kidscape](#)
- [Childnet](#)
- [CEOP Education](#)
- [UK Council for Internet Safety](#)
- [UK Safer Internet Centre](#)
- [Educate Against Hate - Prevent Radicalisation & Extremism](#)

## 10.0 Complaints

The School aims to resolve concerns about bullying promptly, fairly and informally wherever possible. Parents/carers or students who remain dissatisfied with the handling of a bullying incident, or who believe that the School has not followed this policy appropriately, may raise their concerns with the Headteacher.

If the matter remains unresolved, a formal complaint may be made in accordance with the School's *Complaints Policy*, which is available on request and on the School's website. The School will ensure that all complaints relating to bullying are taken seriously, investigated thoroughly and handled in a timely, impartial and confidential manner.

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