



Anti-Bullying Policy

April 2025

SECTION 1: Policy Definition

- 1.1 The School is committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere.
- 1.2 Bullying is any wilful and persistent behaviour which causes pain and distress to another including the deliberate act of being unkind. It can include name calling, threatening, pressure to give or lend money or possessions, being unfriendly, taunts, gestures, excluding or ignoring, teasing, sarcasm, spreading rumours, abusive comments (including references to race, religion, disability, gender and sexuality) and physical acts such as pushing, kicking, hitting etc. damaging possessions and cyber bullying (use of mobile phones, texts, email, social media and web space).

SECTION 2: Reason for the policy

- 2.1 BULLYING OF ANY KIND IS UNACCEPTABLE AT OUR SCHOOL. If it does occur, all students should know that incidents will be dealt with promptly and effectively. There should be a climate in which pupils intervene themselves and TELL staff or another responsible adult.

SECTION 3: Scope and Application

- 3.1 The School is home to most of our students for the majority of the year and it is imperative that everyone should feel comfortable and at ease in their 'home'. The School must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied.
- 3.2 The School's objective is to promote and encourage the maintenance of a friendly atmosphere and to ensure that the students feel at home. The anti-bullying guidance is based upon promoting the school's values and ensuring the quality of its relationships. The School is determined to embed a culture of kindness and tolerance
- 3.3 Bullying is, therefore, viewed as one of the most serious, if not the most serious, form of antisocial behaviour. Our aim is to proactively prevent it from occurring, but where it does exist, to deal with it promptly and effectively.
- 3.4 **Raising awareness amongst Students**
It is very important that it is clear to everyone what bullying is. The School does this through our PSHE programme and in other lessons, eg. Drama, History, Options and Projects. Additionally, awareness is raised through Morning Talks, Peer Mentors, Major Officials, Adviser and Personal Tutor time; School Council; Anti-Bullying Week initiatives: students are told what to do about it and who to tell.



3.5 **Raising awareness amongst Staff**

- 4.2.1 The Schools' aim is to embed a culture of kindness throughout the year, using various mechanisms such as an 'Anti-bullying Week', Safer Internet Day, INSET, staff meetings, house meetings, Advisor time, Morning Talks, poster campaigns etc.
- 4.2.2 New staff are inducted into the Schools' safeguarding and anti-bullying procedures on arrival. This training is refreshed annually and all staff are reminded of the principles of the school policy and their legal responsibilities are identified.
- 4.2.3 The School takes heed of areas of the grounds where students have indicated they feel vulnerable and are deployed in order to deter cases of bullying in these areas through School Patrols rota.
- 4.2.4 There is regular updates and training for staff regarding Bullying behaviour and it is a key component in INSET. We recognise the shifting nature of bullying (cyber etc.) so are keen to review our practice regularly.

SECTION 4: Procedures (with variations as appropriate in the Junior School and EYFS)

- 4.3 Staff (including ancillary staff) should always respond to any bullying behaviour, even apparently minor incidents such as remarks from one pupil to another. (These can often accumulate throughout the day and constitute an unbearable load). Staff should report incidents they pick up on to the relevant adults responsible for pastoral matters. The School maintains a bullying log.
- 4.4 Students being bullied or observing bullying may:
 - speak to a parent/carer
 - speak to a member of staff
 - speak to a Major Official or Peer Mentor
 - speak to a friend to ask them to come with you to report it
 - report it through email to: bullying@stchris.co.uk
 - speak to School Nurse/Counsellor
 - speak to the Adviser or Head of Year
 - contact the Peer Mentors by email to: peer.mentors@stchris.co.uk
 - Go to the Head or any member of SLT, the School operates an 'Open Door Policy'
- 4.5 Parents should be informed in cases of serious and/or persistent bullying.
- 4.6 Attempts will be made to help bullies change their behaviour and to reconcile bullies and victims (for example by the 'no blame' method). Counselling may also be organised when appropriate.
- 4.7 In some cases of persistent or severe bullying strong sanctions such as exclusion may be necessary. The school would wish to make it clear that both physical and emotional bullying is serious and can cause psychological harm.
- 4.8 The Assistant Head (Pastoral) keeps a Bullying Log where all incidents are recorded, dated and timed. This is reviewed regularly to view trends and patterns.



4.9 How can we detect bullying?

- 4.9.1 In staff and student meetings, information regarding issues between pupils which might provoke conflict is discussed and strategies developed to prevent bullying occurring in the first place. This might involve talking to students about issues which have been observed by staff such as diversity, perhaps using lessons, Morning Talks or Advisor time.
- 4.9.2 Good behaviour is paramount if bullying is to be prevented. Good behaviour is where pupils treat one another and the school staff with respect. Values of respect and kindness are reinforced by staff and older students who should set a good example to the rest, eg. Major Officials.
- 4.9.3 The School is aware that there are many reasons that students might choose not to report bullying issues to an adult or senior students, but the School continues to promote an environment where they feel safe enough to do so. The best person to report bullying behaviour to is their Advisor or Head of Year, who will investigate and deal with it sensitively and robustly, but information can be passed to any responsible adult or senior pupil, who will ensure that the correct action is taken.
- 4.9.4 By creating a culture of non-bullying with the School, we hope that bystanders should feel empowered to report bullying behaviour.
- 4.9.5 We also hope that parents, if they should hear or suspect that there is a problem, will immediately contact us and let us know. Again the student's Advisor or Head of Year is the best contact in the first instance.
- 4.9.6 Staff working in EYFS look out for changes in young children's eating habits, becoming quiet, isolated or tearful which might indicate that they are being bullied. Any issues are escalated to the class teacher for monitoring and raising at pastoral staff meetings

4.10 Boarding Community

- 4.10.1 Houseparents should explicitly aim to maintain an anti-bullying culture in their house and encourage all their staff to take any incident seriously
- 4.10.2 This policy is provided to all parents but is also available and known to staff and boarders, including junior and recently appointed staff in boarding.
- 4.10.3 'Initiation ceremonies' intended to cause pain, anxiety or humiliation will not be tolerated within the boarding community. Students are strenuously encouraged to report any concerns about bullying kinds of behaviour to the Houseparents or resident tutors.
- 4.10.4 The School is committed to ensuring that students who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance.



4.11 The Curriculum

- 4.11.1 Staff should find opportunities to incorporate anti-bullying messages in areas of the curriculum for which they are responsible. Bullying forms part of the PSHE curriculum and through a series of talks in the Sixth Form.
- 4.11.2 The School participates in Anti Bullying Week each year, with a range of activities being run to raise awareness of the issues.

4.12 Training

- 4.12.1 All members of staff have access to external in-service courses about bullying issues. In addition, the School offers training and Advisers are informed about techniques they can use such as circle time discussions.
- 4.12.2 The School's Behaviour Policy should be read in conjunction with the E-Safety and Cyber Bully Policy.

4.13 ISSR Good practice Guidance

- 4.13.1 The prevention of bullying is rightly given a high priority by schools. It is often an emotive issue, and occurrences can have a notable impact on a close-knit school community. This can sometimes be reflected in pupil and parent questionnaires during inspections, resulting in high numbers of negative responses and comments.
- 4.13.2 Sadly, it is almost inevitable that some form of bullying will occur in a school at some point, and schools need to be open to the possibility and recognise this. For obvious reasons of confidentiality, the school's response and subsequent actions to address the issues cannot be shared at that point. As a result, concerns within the wider community can be reflected in higher numbers of negative responses and comments, often relating to a particular case. When inspectors follow up the questionnaires on inspection, it may well emerge that the school has acted appropriately and robustly, but the general school community may not necessarily be aware of the actions it has undertaken.
- 4.13.3 What becomes important at this point is the confidence and understanding of the anti-bullying measures within the school community which the school has previously established. It is notable that those schools who share their processes effectively with both pupils and parents through talks, assemblies and lessons engender greater confidence, which is then reflected in interviews and questionnaires during the inspection. The school should make it clear that third parties will not be informed what steps are being taken in each individual case, but will outline the sort of approaches used behind the scenes, hopefully reassuring all parties.



4.14 Vulnerable Groups and individuals

4.14.1 SEND & Disability

Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. Children who have learning disabilities and autism are particularly at risk. Research shows that 36% of pupils with SEND experience frequent bullying compared to 25% of those without SEND.

4.14.2 Racist and faith-targeted bullying

All incidents of racist bullying in schools constitute a racist incident. However not all racist incidents would constitute racist bullying. To determine if racist incident/s are bullying, it is important to have a shared whole-school understanding of what bullying is.

4.14.3 Children and young people who are refugees

Children and young people who are refugees are significantly more likely to experience bullying. Research we carried out in 2021, with nearly 30,000 pupils from infant to secondary school age, found that almost 1 in 4 (24%) of all the pupils surveyed were frequently being bullied face-to-face. Because bullying is also predominantly a behaviour which involves a wider group, it is likely that almost all children and young people are aware that some bullying is happening in their school or community, even if they are not directly involved.

Research shows that some groups are often more likely to experience bullying than their peers and this includes some race and faith minorities. Among the groups more likely to be bullied are Gypsy, Roma and Traveller, asylum seeker/refugee and mixed-race children and young people. Additionally, recently there has been an increase in reports of hate crime and incidents in school, as well as increased contact from children to Childline about race and faith targeted bullying [2].

4.14.4 Looked After Children

Care-experienced young people (looked after children and those who have been in care) are among the groups who are most vulnerable to bullying.

4.14.5 Young Carers

Research has shown that young carers are a vulnerable group and are significantly more likely to be bullied. Young carers have a range of responsibilities, which might include caring for a sick relative or friend, or taking on the role of translator for their parents if English is not their first language. This can have a significant impact on their lives, which can leave them feeling different or isolated from their peers, they may miss out on social opportunities and are more likely to be bullied or harassed

4.14.6 Homophobic, biphobic and transphobic bullying

Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT).



4.15 Resources

- Make Them Go Away (SEND DVD)
- Let's Fight it Together (Cyberbullying DVD)
- Keeping Children Safe in Education, September 2023
- DfE Guidance Preventing and Tackling Bullying July 2017
- Preventing and Tackling Bullying: Advice for School Leaders and Governing Bodies.
- Cyberbullying: Advice for Headteachers and school staff, November 2014

4.16 Specialist Organisations

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.
- Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- Cyberbullying: ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Responsible and Accountable Persons	Name	Position
Responsible	Alistair Phillips	Assistant Head Pastoral
Accountable	Rich Jones	Head
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