



Anti Bullying Policy

Written by	Adopted by Governing Body	Review Date
Baysgarth School: Mr J Bowsley	Autumn 2026	Autumn 2027

Contents

1.	Introduction and Statutory Framework	1
2.	Defining Bullying - Definitions and Types	2
3.	Responsibilities	4
4.	Reporting Processes	6
5.	Preventative Strategies and Whole School Culture	8

1. Introduction & Statutory Framework

1.1 Statement of Intent:

At Baysgarth we support the UN Convention on the Rights of the Child. We believe that every Baysgarth student has the right to feel safe and know they are cared for within our school community. Every student has the right to be valued as an individual and respected for their given and chosen identities.

This belief is underpinned by the promotion of the school's 3 key values, Respect, Resilience and Responsibility. This policy sets out to define what we consider to be Bullying Behaviours, their impacts on individuals and the community, as well as the modes by which it may be perpetrated. The policy also identifies how we endeavour to respond to both the needs of victims and perpetrators of Bullying Behaviours.

1.2 Legal Framework:

This policy has been drawn up in accordance with the law, statutory guidance, and advisory frameworks. It is designed to meet the school's legal duties under the following legislation:

- **The Education and Inspections Act 2006 (Section 89):** Mandates that the Headteacher must determine measures to be taken with a view to regulating the conduct of pupils, encouraging good behavior, and preventing all forms of bullying among pupils.
- **The Equality Act 2010:** Places a statutory Public Sector Equality Duty (PSED) on the school to eliminate discrimination, harassment, and victimization. This includes targeted protection for pupils with "protected characteristics" (including race, disability, sex, sexual orientation, religion or belief, and gender reassignment).
- **The Children Act 1989 & 2004:** Establishes the framework for inter-agency cooperation to safeguard and promote the welfare of children.
- **The Malicious Communications Act 1988 & Communications Act 2003:** Defines the legal thresholds for cyberbullying, electronic harassment, and the sharing of malicious communications or non-consensual imagery.

This policy strictly complies with the following Department for Education (DfE) statutory guidance:

- ***Keeping Children Safe in Education (KCSIE) (Current Edition)*:** Which directs schools to maintain an active awareness of hidden vulnerabilities, peer isolation, and the threshold where persistent bullying must be treated as child-on-child abuse.
- ***Preventing and Tackling Bullying (DfE Advice for Headteachers and School Staff)***
- ***Behaviour in Schools: Advice for Headteachers and School Staff (DfE Advice)***
- ***Mobile Phones in Schools (DfE Guidance)*:** Framing the school's legal authority to search for and confiscate electronic devices used in cyberbullying.

2. Defining bullying - definitions and types

We define bullying as the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of power.

Behaviours are harmful when they have a detrimental impact upon the physical safety or mental well-being of an individual.

Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures.

These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority which enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views which purport to justify abusive actions. This may relate to; misogyny, homophobia, racism, disability, gender identity and body image. Upskirting is now a form of peer on peer abuse and is a criminal offence.

The definition of upskirting: is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Historically some 'lower-level' Bullying behaviour has been categorised as '**Banter**'. This is an unhelpful label, because it minimises the nature and impact of some behaviour it inadvertently engenders a culture of acceptance. As well as harm to individuals, abusive behaviours perpetrate significant harm in the communities which host them. When any incident of Bullying behaviour goes unchallenged or unseen it sends a message about the unequal value afforded some members of the community. This creates a culture which enables further Bullying behaviour.

Bullying behaviours may be perpetrated in a number of forms which are not mutually exclusive. All forms of Bullying behaviour may be perpetrated in person or online.

Forms of Bullying

Bullying can take many forms. The following are recognised within our school policy:

Verbal Bullying

- Name-calling, mocking, insults, threats, or offensive remarks.
- Persistent teasing that causes distress.

Physical Bullying

- Hitting, kicking, pushing, or other physical aggression.
- Damaging, hiding, or taking someone's belongings.

Social/Relational Bullying

- Excluding someone from friendship groups or activities.

- Spreading rumours, gossip, or deliberately embarrassing someone.

Emotional Bullying

- Deliberate actions that undermine someone's confidence, self-esteem, or sense of safety.
- Includes intimidation, manipulation, humiliation, or persistent negative behaviour.

Cyberbullying

- Bullying carried out through digital technology such as social media, messaging apps, gaming platforms, or email.
- Includes sending harmful messages, sharing embarrassing images, impersonating others, or excluding someone online.

Sexual Bullying

- Unwanted physical contact, sexual comments, gestures, or pressure.
- Sharing or demanding inappropriate images.
- Any behaviour that demeans, humiliates, or intimidates someone based on sex, gender, or sexuality.

Prejudice-Based Bullying

- Bullying motivated by negative attitudes towards aspects of a person's identity, background, or circumstances.
- May relate to race, religion, culture, gender, disability, sexual orientation, or family situation.

Discriminatory Bullying

- A form of prejudice-based bullying that directly involves unfair or less favourable treatment of someone because of *protected characteristics* (e.g. race, gender, disability, sexual orientation, or religion).
- Can include slurs, harassment, exclusion, or systemic unfair treatment.

3. Responsibilities

At Baysgarth, preventing bullying is a collective responsibility. Every member of our community has a distinct role to play, and a united, consistent approach is vital if we are to tackle bullying effectively.

Students must:

- Not perpetrate bullying towards anyone else or encourage/support Bullying in others.
- Promote a culture of kindness and mutual respect.
- Report it if they themselves are being bullied or are aware of someone else being bullied to their tutor, Learning Manager, Head of Year or complete the schools online [Google form](#).
- Understand that being a 'by-stander' is unacceptable and silence makes all students partly responsible for what happens to the victims of Bullying.

Parents/carers must:

- Inform the school if they know or suspect their child is a victim of Bullying in order to work in partnership with the school to bring an end to the Bullying; this applies even if the child has asked for 'secrecy'. Parents should follow the schools reporting procedures so that all incidents are recorded correctly using the designated [Google form](#).
- Contact the school if they know or suspect that their child is perpetrating Bullying towards another student, either phoning reception, emailing admin.baysgarthschool.co.uk or preferable using the schools designated anti-bullying record [Google form](#).
- Share with the school any suspicions they have that Bullying is taking place even when it does not directly involve their child using the same communications as summarised above.
- Parents/carers should familiarise themselves with the different types of Bullying.
- They should have an awareness of social media platforms and how they can be used for perpetrating Bullying. See the following [advice for parents](#) from the government.
- They should familiarise themselves with the potential signs that their child is a victim of Bullying. More advice can be found from [YoungMinds](#) - YoungMinds is the UK's leading charity dedicated to the mental health and emotional well-being of children and young people. They provide resources, support, and advice for youth (up to age 25), their parents, and the professionals who work with them.

Staff must:

- Always be aware and take action when there are concerns about Bullying. Report all allegations of Bullying following Baysgarth's anti-bullying processes filling in the [Google form](#).
- Ensure they listen to students.
- Promote a culture of kindness and mutual respect.
- Ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Identifying "Masked" Bullying in Vulnerable Pupils (SEND)

In line with statutory guidance, the school recognises that children with Special Educational Needs and Disabilities (SEND), or those with chronic medical and physical health conditions, are disproportionately vulnerable to peer isolation and prejudice-based bullying. The school acknowledges that these pupils may internalize or 'mask' the emotional impact of bullying without demonstrating outward signs of distress. Consequently, staff are trained to practice professional curiosity, monitor subtle changes

in peer-group dynamics, and adapt reporting mechanisms to ensure they are accessible and safe for all pupils.

Anti-Bullying Co-ordinator - A designated member of staff has been appointed to overall see all recorded bullying records. Their role includes the following:

- Lead on all communications with regards to reporting incidents - communicating with students, parents and teachers.
- Daily monitoring of logged incidents and allocating Learning Managers tasks to investigate.
- Communication link between school and parent.
- Support the Senior Leader on whole school strategies to raise awareness and education of bullying, including education on the different types.

Learning Manager:

- Will investigate all concerns within a timely manner and intervene providing appropriate interventions.
- Communicate with teachers, students and parents next steps / actions taken.
- Monitoring recorded data and taking a proactive approach to manage issues within their year groups.

Inclusion Manager / Deputy Inclusion Manager:

- Support Learning Managers monitor for trends and patterns of behaviour.
- Support Learning Managers conduct investigations when required.
- Support with targeted interventions

Senior Leaders:

- A designated member of SLT will monitor completion of bullying records on a weekly basis and present reviews at weekly SLT meetings.
- Ensure that learning managers and inclusion staff are completing interventions and investigating recorded incidents.
- Support Learning Managers and Inclusion team with specific incidents that need further support.
- Support the Anti-Bullying Co-ordinator in aspects of their role.

Designated Safeguarding Lead:

- Assess all recorded bullying incidents to determine if they cross the threshold into **Child-on-Child Abuse** or present a serious safeguarding risk.
- Lead on cases where bullying escalates to a safeguarding concern, making immediate referrals to external agencies (such as Local Authority Children's Services or the Police) when statutory thresholds are met.
- Coordinate targeted pastoral support plans for victims of bullying, ensuring their long-term psychological and physical well-being.
- Oversee the secure, confidential transfer of safeguarding and behavioral records within 5 working days when a pupil involved in significant bullying incidents leaves or joins Baysgarth.

Governors:

- Ensure that Baysgarth has an anti Bullying Policy and that it is reviewed annually.
- Promote a culture of kindness and mutual respect.
- Ensure that there is a member of the Senior Leadership Team that has specific responsibility for preventing Bullying.
- Ensure that the effectiveness of the Bullying Policy is regularly monitored and that this is reported to the Governing Body.

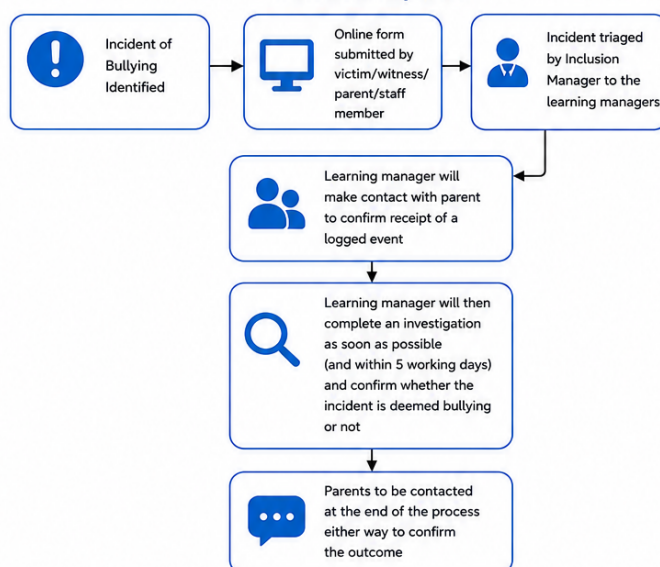
4. Reporting procedures

To ensure that all Bullying is captured effectively, Students, Parents and Staff members should report suspicions and allegations of Bullying behaviour using the designated anti-bullying [Google form](#), which is available to students via the useful links section of Google Chrome, and parents via the school website.

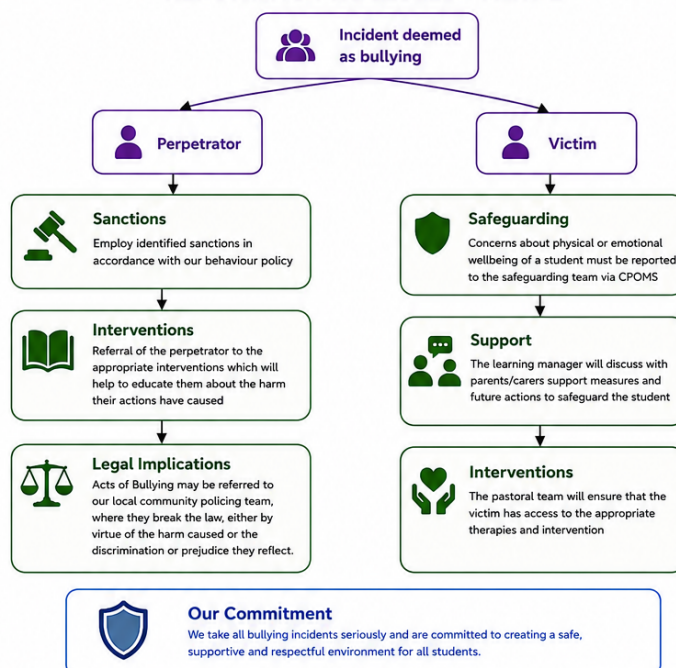
This will then create a log of all bullying reports so that they can be collated centrally, to

REPORTING PROCESSES – PART 1

1. Incident Reported



REPORTING PROCESSES – PART 2



ensure that all reported bullying behaviours are managed and tracked effectively and that actions are triaged to designated team members.

Child-on-Child Abuse

The school addresses bullying through a contextual safeguarding lens. While minor peer conflicts are managed via standard behavioral interventions, any incident where bullying crosses the threshold into physical violence, serious threat, misogyny, targeted harassment, or sexualized behavior will immediately bypass standard disciplinary channels. Such incidents will be recognized as **Child-on-Child Abuse** and referred instantly to the Designated Safeguarding Lead (DSL) to be managed under the school's Child Protection and Safeguarding Policy.

Cyberbullying, Device Searches, and Off-Site Responsibility

The school's responsibility to prevent and tackle bullying extends beyond the school gates and outside of standard school hours. The school will actively investigate, log, and discipline cyberbullying or off-site harassment if it impacts a pupil's well-being, safety, or inclusion within the school environment. In line with the DfE guidelines on mobile-phone-free environments, the school reserves the legal right to search, screen, and confiscate electronic devices if there is reasonable suspicion that a device contains malicious communications, AI-generated deepfakes, or evidence of peer-to-peer cyberbullying. Where cross-school cyberbullying occurs, our DSL will collaborate directly with the safeguarding teams of neighboring settings.

5. Preventative Strategies & Whole-School Culture

At Baysgarth, we believe that preventing bullying is more effective than simply responding to incidents. We are committed to creating a positive, inclusive, and respectful school culture where all students feel safe, valued, and able to thrive. We promote kindness and respect for all students through our core values of respect, responsibility and resilience. These are taught in a number of ways as outlined below:

This includes:

- **RSHE (Relationships, Sex and Health Education)** lessons that develop understanding of healthy relationships, consent, respect, empathy, and discrimination.
- **PSHE (Personal, Social, Health and Economic Education)** lessons that explore identity, equality, protected characteristics, conflict resolution, peer influence, and seeking support.
- **Computing and Online Safety** lessons that educate students about cyberbullying, digital footprints, responsible online behaviour, and reporting concerns online.
- Opportunities across the wider curriculum to discuss themes such as inclusion, diversity, prejudice, resilience, and respect.

The school regularly promotes anti-bullying messages through assemblies, tutor activities, student leadership initiatives, and awareness campaigns.

Examples include:

- Participation in **Anti-Bullying Week**.
- Assemblies focused on kindness, inclusion, respect, and positive relationships.
- Tutor-time activities exploring current issues, discrimination, and online safety.
- Peer mentoring, and opportunities for student voice.
- Visual displays, posters, and school communications reinforcing key messages throughout the year.

These activities help to maintain a culture where bullying is not tolerated and where students feel confident to report concerns.

Signed: _____ Chair of Governors Date: _____	Signed: _____ Head Teacher Date: _____
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