

Policy Name: Anti-Bullying Policy (including Cyber-Bullying)

Policy Number: 5.4

Date: 1 **September 2026**

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1. Introduction

1.1 The Governing Body and Senior Leadership Team of Sidcot School fully recognise their responsibilities under this policy to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to identify, assess and support those children who are at risk of suffering harm or who are suffering harm.

1.2 Quakerism provides the framework for our School. The recognition and development of the “good” within each person, and the peaceful and reasonable resolution of conflict are applications of Quaker principles. Sidcot, therefore considers itself to be a community in which every member must make his or her own contribution, as well as properly making the most of the resources provided. The disciplined framework of the School community is promoted through a cooperative atmosphere where all are encouraged to share responsibility, and where wise choices can be made about behaviour

1.3 We encourage students to let their life speak for them; to ensure that their actions reflect well on them and the School, to endeavour to act always with consideration and thought of the needs of others, in school and in the wider community.

1.4 The School will ensure that all responses to bullying are reasonable, proportionate and appropriate to the circumstances.

2. Equal Opportunities

2.1 The School is committed to welcoming students from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

2.2 The School is active in its responsibilities under the Equality Act 2010 and has Equal Opportunities policies in place (Policy 2.1). It recognises that students with special educational needs are at particular risk of bullying and may not show any outward signs of what they are suffering.

2.3 The School celebrates diversity and successes of students, for example Celebration Assemblies in the Junior school which are published in the weekly junior school newsletter, and Celebration Assemblies for the Senior School, and the use of House points to gain a variety of rewards.

2.4 During any periods of school closure and online supported learning, this policy would continue to apply. Students are advised to report any safeguarding concern, using the school’s Online Supported Learning platform.

3. Scope

3.1 This policy is a whole school policy that relates to both the Senior School and Junior School, although not EYFS where a separate behaviour policy applies to address antisocial and unacceptable behaviour. This policy also applies to bullying behaviour outside of the School of which the School becomes aware. This policy is available on the School website, the intranet and in hard copy form. It can be made available in large print or other accessible format if required.

3.2 This policy concerns only bullying between children. Staff members who are concerned about being bullied or harassed should refer to the School's relevant policies in the Staff Handbook. Students and parents who feel that a member of staff is bullying them should report this in accordance with the complaints process.

4. Roles and Responsibilities

4.1 The Governing Body is ultimately responsible for this policy and ensuring that it is effectively implemented.

4.2 The Head and Deputy Head (Pastoral) are responsible for ensuring the implementation of and day-to-day management of the policy and procedures. The Deputy Head (Pastoral) will keep the governing body appraised of the effectiveness of the policy.

4.3 Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all and maintain an anti-bullying culture. Staff have a key role in advising the Head on the effectiveness of the policy and procedures, and maintaining consistent records in order that a clear picture regarding behaviour in the School is apparent.

4.4 Parents, guardians and carers must take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School. When accepting a place for their child, parents agree that the Head may authorise such disciplinary or preventative action as necessary. The School expects parents to support the School in dealing with issues around bullying and the implementation of this policy.

4.5 Students are expected to take responsibility for their own behaviour. They are ambassadors for the School at all times. Students also have a responsibility to ensure that incidents of bullying and any form of harassment are reported. All students will also be supported and guided by those staff with pastoral and academic responsibilities for them, to include their Tutor, Housemaster/mistress (Hm) and Head of Year.

5. Aims

The aims of this policy are:

5.1 To emphasise that bullying behaviour is not acceptable at Sidcot and assure students and parents that we take bullying seriously;

5.2 To ensure that all governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is in order to work towards preventing any bullying behaviour occurring at Sidcot;

5.3 To ensure prompt action in the case of any incident occurring;

5.4 To ensure that all governors, staff students and parents understand the School's policy on bullying and what they should do if bullying arises or is reported;

5.5 To ensure that everyone is aware that bullying is a potential safeguarding issue, and that safeguarding issues may manifest themselves as child-on-child abuse;

5.6 To encourage any student who is being bullied to tell any member of staff and parent and guardian about it.

6. What is Bullying?

6.1. Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying, particularly emotional bullying, can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups,

for example on grounds of race, religion, culture, sex, gender, sexual orientation, or special needs. Any bullying that takes place on the basis of protected characteristics is taken particularly seriously.

6.2 Some students are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from a health problem. Bullying is also more frequent amongst children who are carers or have been adopted. Some forms of bullying may be more prevalent for different genders – for example girls being pressured into sharing nudes and semi nudes, and boys being subject to hazing (initiation type violence).

6.3 Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. The School will also consider its child-on-child abuse procedures and escalate as necessary. Where this is the case, school staff follow Safeguarding procedures as outlined in the Child Protection and Safeguarding Policy (2.1). It would be usual in such circumstances for all the children to be referred to the relevant agencies and treat all as being at risk. Even where safeguarding is not considered to be an issue, the School may draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Safeguarding considerations will take precedence over disciplinary action where there is any risk of harm.

6.4. Bullying is serious and the emotional aspects of all forms of bullying can cause psychological damage.

6.5 Bullying can be:

6.5.1 Emotional - being unfriendly, excluding repeatedly, tormenting (e.g. hiding books, threatening gestures);

6.5.2 Physical - pushing, kicking, hitting, punching or any use of violence;

6.5.3 Racist - racial taunts, direct or indirect racist remarks, graffiti, gestures, mocking accents;

6.5.4 Sexual - unwanted physical contact or sexually abusive comments including misogyny/misandry;

6.5.5 Homophobic/biphobic/transphobic – direct or indirect remarks and/or actions because of, or focusing on the issue of sexuality/gender identity;

6.5.6 Verbal -name-calling, sarcasm, spreading rumours, repeated teasing;

6.5.7 Cyber - all areas of internet misuse, such as:

- Email and Social Media misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology e.g. camera and video facilities and by using the internet or phones to upset or threaten people, to post cruel messages, to send unpleasant photographs, to publish intimate or private details or images or to spread rumours
- Using cameras or video facilities inappropriately in order to intentionally harm, humiliate, embarrass or otherwise upset a person including sharing nudes and semi nudes, revenge porn and upskirting. Sharing nudes and semi nudes refers to someone sending or receiving a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude pic can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Taking, possessing, or sharing a sexually explicit picture or video of someone under

18 is an offence pursuant to the Sexual Offences Act. It is irrelevant if permission was given, it is unsolicited, both parties are under 18 or if it is a "selfie". Upskirting refers to taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm – it is a criminal offence.

6.6. Bullying amounts to cyber-bullying if and when a person or a group uses the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else and this is usually repeated over time. Cyber bullying can be a particularly harmful form of bullying due to the large audiences which can be reached and the loss of control of the subject matter when shared. It is hard to escape from cyber bullying because the recipient can be targeted wherever they are, directly through access to mobile technology or indirectly via others.

6.7 The School acknowledges that children will have access to technologies with both positive and negative potential, and has safeguarding systems in place. Please refer to the Digital Safety policies, the online safety policy and AUP.

6.8 The School has the power to seize devices and delete inappropriate images – please refer to policy 12.5.

6.9 The school keeps a record of all bullying incidents and records them on CPOMS, including a log of racist bullying, and where required by the Independent Schools' Inspectorate will submit data concerning nature and frequency of incidents of this nature.

7. What is not Bullying?

7.1. It is important to realise that not all inequality in relationships will constitute bullying, nor will all disagreements, differences or conflicts between members of the community. It can be harmful to use the term 'bully' particularly if the evidence of bullying is inconclusive.

7.2. The following list is a non-exhaustive list of behaviours which are not, in isolation, bullying behaviours:

7.2.1 Not liking someone or not being liked by someone;

7.2.2 Being excluded from play or activities where there is no intention to humiliate or emotionally harm the person being excluded;

7.2.3 Accidentally bumping into someone;

7.2.4 Assertiveness;

7.2.5 A single act of telling a joke about someone, although the difference between having a sense of humour and making fun of someone is very fine, and people can misjudge this use of humour with negative consequences;

7.2.6 Arguments and the breakup of relationships of friendship groups. Arguments are just heated disagreements between two (or more) people (or groups). Conflict is a natural part of human behaviour. Peaceful resolution of conflict is a healthy and essential part of community, of society and of a world where there are differences. Relationships and friendship groups change over time, this can cause upset and hurt but does not necessarily constitute bullying, support is available to help students navigate these situations and develop resilience;

7.2.7 Expression of negative thoughts or feelings regarding others. This is to be discouraged but does not constitute bullying in itself.

7.2.8 Isolated acts of harassment, aggressive behaviour, intimidation or meanness are not necessarily bullying. They can become so if they are repeated over time;

7.2.9 It is however important to remember that there is a fine line between behaviours which are anti-social and those which may constitute bullying.

7.2.10 Whilst the definition of bullying states that bullying behaviour is 'repeated over time' all incidents of inappropriate behaviour will be recorded on CPOMS. This will assist the school to spot patterns and to ensure the single incident does not become the first of a series.

8. The Law and Bullying

8.1. Although bullying is not a specific criminal offence in UK law, there are criminal and civil laws that apply to assault, harassment and threatening behaviour, and cyber bullying offences. Where appropriate (in the more severe cases) the School will involve the police if it suspects that a criminal offence has been committed, in addition to social care as part of a multi-agency approach outlined in Working Together to Safeguard Children.

9. Signs of Bullying

9.1 There are many potential signs of bullying, but changes in behaviour that may indicate that a student is being bullied might include:

9.1.1 Unwillingness to return to school including EBSA.

9.1.2 Displays of excessive anxiety, becoming withdrawn or unusually quiet.

9.1.3 Failure to produce work, or producing uncharacteristically poor work, or work that appears to have been copied, interfered with or spoilt by others.

9.1.4 Books, bags and other belongings suddenly going missing, or being damaged.

9.1.5 Changes to established habits (e.g. giving up music lessons, change to accent or vocabulary).

9.1.6 Diminished levels of self-confidence.

9.1.7 Frequent visits to the Health Centre with symptoms such as stomach pains or headaches.

9.1.8 Unexplained cuts and bruises.

9.1.9 Frequent absence, erratic attendance, late arrival to class.

9.1.10 Choosing the company of adults.

9.1.11 Displaying repressed body language and poor eye contact.

9.1.12 Difficulty in sleeping, experiencing nightmares.

9.1.13 Talking of suicide or running away.

9.2 Although there may be other causes for some of the above symptoms (indeed some are potentially signs of possible abuse), a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers.

10. Preventing Bullying

10.1 At Sidcot we take the following preventative measures with respect to bullying:

10.1.1 At Sidcot School we promote the values of the school through everyday conversations and actions and use the Community Wheel to promote positive behaviour in school. All students agree to live by these values at the start of the school year.

10.1.2Our PSHE programme is structured to give students an awareness of their social and moral responsibilities as they progress through the School. A discussion of bullying, what it is, its effects, and what to do if it is occurring is an integral part of this. The programme is structured to enforce the message about community involvement and taking care of each other.

10.1.3 Other lessons highlight the issue of bullying and reinforce this message by teaching Social, Moral Spiritual and Cultural values that show bullying to be unacceptable and by developing social skills.

10.1.4 All of our students are encouraged to tell a member of staff at once if they know that bullying is taking place.

10.1. 5 All reported incidents are recorded on CPOMS and investigated as soon as possible. We always monitor reported incidents. Racist incidents and those relevant to child protection are reported to governors termly by the DSL in the Safeguarding report. As a Quaker school we do not tolerate prejudicial behaviour based on any protected characteristic or the use of language that is prejudicial towards protected characteristics between students, staff and students or staff whether intentional or not. Sanctions are consistently applied to such racist, homophobic or transphobic incidents as well as restorative justice and an educational piece.

10.1.6 We have a strong and experienced team of Tutors and Year Heads and Pastoral Support Leads, who support the Deputy Head (Pastoral) and handle any incidents as an immediate priority and are alert to the possible signs of bullying.

10.1.7 Staff are always on duty at times when students are not in class and patrol the school site, particularly areas where bullying might occur (for example “the tunnel” and locker areas). If they observe inappropriate language or behaviour they can step in and if necessary, follow the procedure below for dealing with bullying.

10.1.8 In boarding houses there are strong teams of House staff supporting the Housemaster/mistresses (HMs) and the Matrons, who act in loco parentis. The informal house environment is important in reinforcing a student’s standards and values providing the opportunities for friendly, informal discussion of matters of concern to the individual student outside the formal classroom. We encourage close contact between the HMs and the parents / guardians and would always make contact if we were worried about a student’s well-being.

10.1.9 ‘Initiation ceremonies’ are not tolerated and any that may cause pain, anxiety or humiliation will be treated as bullying.

10.1.10 All students have access to a telephone, enabling them to call for support in private. We ensure that students are aware through posters of the telephone numbers for Childline, The Office of the Children’s Commissioner, ISI, and the Independent listeners.

10.1.11 The School will investigate incidents that take place outside school hours, on school visits and trips, and that occur in the vicinity of the school, involving our students where appropriate.

10.1.12 The School welcomes feedback from parents and guardians on the effectiveness of our preventative measures.

11. Advice for Students

11.1. What to do if you feel you are being bullied:

11.1.1 As a member of the School we expect you not to have to put up with any form of bullying behaviour. We can and will help you to put a stop to it.

11.1.2 You should feel free to speak to your parents or guardian or to a teacher or other member of staff if you are being bullied, or if you have seen someone being bullied. Try to tell them straight away if you can either in person or message them through the chat function on Microsoft Teams.

11.1.3 Do not be afraid of reporting any behaviour you think may be upsetting other students. Watching and doing nothing can suggest support for the bully.

11.1.4 Do not put up with bullies or with behaviour that could be seen as bullying in your group of friends. Bullies often stop what they are doing if their friends make it clear that their behaviour is not acceptable.

11.1.5 Take care how you act and speak towards other people. Always aim to be considerate and helpful.

11.2. What to do if you see someone being bullied.

11.2.1 Support the person being bullied as far as possible, both during the bullying incident and afterwards and report the incident as quickly as possible. Send for an adult to help you.

11.2.2 Try not to make the situation worse by taking sides. You must not put yourself at risk. If in doubt seek help from an adult immediately. Staff will not mind if you interrupt whatever they are doing to seek help or to report bullying.

12. Advice for Parents/Guardians

12.1. If you are concerned that your child or another student may be being bullied, please contact the School as soon as possible. The best people to contact at this stage are the child's tutor (Senior School) or their class teacher (Junior School). They will contact anyone else who needs to be involved and the matter will be investigated as soon as possible.

12.2. Encourage your child to talk about the issue but be patient. It is quite natural for them not to want to discuss the matter and not to want you to do anything about it.

12.3. Listen to them and try not to interrupt.

12.4. Reassure them that you are sympathetic and that it is a problem that can be solved.

12.5. Ask him/her if there are ways of changing things and help to develop strategies to cope and then run through these together. Don't be afraid to let the strategies evolve over time – there is rarely a 'one-size fits all' strategy when dealing with bullying.

12.6. Try to keep the situation in perspective and try to remain good-humoured. If you let your child know that you are very distressed (which you may well be) then that may make the child even more worried and they may not want to trouble you with it if it happens again.

12.7. Encourage your child to talk to their class teacher (Junior School), tutor or other trusted member of staff about this.

12.8. For useful contacts and web resources please refer to the information at the end of this policy document.

13. Intervention for staff – what should I do?

13.1 The following steps will be taken when dealing with incidents:

13.1.1 If bullying is suspected or reported, action will be taken immediately by the member of staff who has been approached;

13.1.2 A clear account of the incident shall be recorded by the person who has witnessed the bullying incident or who has been approached about the problem on CPOMS. A record should be made for all students involved on CPOMS.

13.1.3 The incident will be reported to the most appropriate person, who will then be identified as the individual in charge of the investigation. This could be a tutor, class teacher, Year Head, HMs, Pastoral Support Staff, Deputy Head (Pastoral / DSL) or the Head. In most instances, it will be the Head of Year who will take the lead at the Senior School and the class teacher at the Junior School. The matter will be allocated to more senior staff as appropriate.

13.1.4 Any notes taken during the interviews, will be uploaded onto the student's file on CPOMS.

13.1.5 Tutors, class teachers, Year Heads and HMs will be kept informed, as appropriate, and if the problem persists the appropriate subject teachers will be advised of the situation.

13.1.6 When behaviour is identified as bullying, parents of all students concerned will be informed and may be asked to come into school to discuss the problem.

13.1.7 The records on CPOMS are reviewed regularly so as to identify patterns of bullying and to guide school policy and procedures.

13.1.8 Where allegations of abuse or assault have been made against one or more students a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) shall be carried out with a view to ensuring the safety of all students and that they all receive appropriate support. Decisions arising might include, for example, whether the accused student should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc.

14. Guidance to Staff when Speaking to Students who feel that they have been Bullied.

14.1 Always take complaints of bullying and cyberbullying seriously, no matter how trivial the complaint may seem. Recognise the effort it takes for a victim to come forward. You have been chosen by them to help

14.2 Find a quiet place to sit down and listen. Avoid discussing in a public area, if at all possible. If you are busy, explain how much time you have available and arrange a follow up session quickly or hand over to another member of staff acceptable to the student. This could be the Junior School Head or Out of School Care Manager for Junior School children

14.3 Ask the student to tell you in their own words what happened. Ask for as many details as possible: facts, times, manner, precise words used (even swearing), but be careful not to use leading questions. In the case of cyberbullying, assist the student to obtain printouts. Explain that you can't guarantee confidentiality but information will only be shared on a strict need to know basis.

14.4 Go through the statement with the student adding your own notes clarifying wording. Agree the statement with the student,

14.5 Ask the student what action they would like to be taken. Explain the options. Explain the 'no blame approach' (see paragraph 15 below). This will usually be dealt with by the student's teacher, Head, Out of School Care Worker or Out of School Care manager. Contacting the parents about the issue is at your discretion. If in doubt, discuss with the DSL, Deputy or member of the team.

15. Support

15.1 Students who have been bullied (the victim) will be supported by:

- The offer of an immediate opportunity to discuss the experience with a tutor, pastoral support staff or class teacher, or a member of staff of their choice
- Reassurance that the problem is being taken seriously
- The offer of continuing support
- Strategies aimed to restore their self-esteem and confidence
- The offer of parental involvement.

15.2. Students who have caused harm will be supported by:

- Discussion and exploration of what has happened
- Exploration of why they became involved in the bullying incident
- Clarification of what was wrong about their behaviour and why they need to change
- Help to change their behaviour
- Being given opportunities for putting things right – please refer to paragraph 16 below for a suggested process. The success rate of this system, properly handled, is extremely high but it will not always be appropriate, and it depends on the willingness of the children to engage in the process. In cases involving statutory agencies, and external investigation, it may well not be appropriate to follow this process, and certainly not until any external investigation is complete, and advice has been sought from those agencies. If in doubt the advice of the DSL should be sought.
- The involvement of parents or guardians to help change the attitude of the student and to assist with ensuring an appropriate course of action is followed when determining pastoral and disciplinary outcomes.

16. Resolving Conflict between Students

16.1 The School promotes the following approach wherever possible and appropriate. Put simply, the process aims to facilitate the peaceful co-existence of our students and reconciliation after verbal, physical or cyber antipathy. Each case is different, but the basic principle is the same. We use the no blame approach in a first case of bullying, recognising that a sanction is not a cure. This should be adapted to take into account the age and understanding of the individuals involved.

Stage 1: Talk to individual students and take statements. Work towards one student accepting a joint meeting with the other student

Stage 2: When both parties agree, arrange a meeting where the nominated staff member acts as chairman, and each child talks to the other, safely, in their presence.

Stage 3: One child speaks. The other listens. When the first has finished, the second may speak and the first listens. Then each child takes it in turns to ask questions and seek answers.

Stage 4: Ensure that each child is content with the other's apology/explanation. Explain that further acts of bullying will not be tolerated and will be considered as disciplinary issues. Ask each child to declare their intention to move on positive/and accept the other. Get them to write this on their statement and sign it.

Stage 5: The children shake hands, or make similar acknowledgement, and arrange a follow-up session not more than one week later.

17. Outcomes

17.1. After the incident(s) has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The bully or bullies will be expected to apologise and, if possible, the students will be reconciled. The unacceptable nature of the behaviour will be made clear to the bully and support and help will be offered to the person who has been bullied as well as to the bully.

17.2. Serious sanctions can be applied for bullying behaviour. The following disciplinary steps may be taken in line with the Behaviour and Discipline Policy (5.1):

- Official warnings to cease offending
- Lunchtime reflection
- Saturday detention (Senior School)
- Gating
- Exclusion from certain areas of school premises or activities
- Not allowed to attend a school trip/fixture
- Suspension
- Permanent exclusion

18. Monitoring and Review of this Policy

18.1 This policy will be reviewed annually by the Board of Governors or sooner if major incident or change in guidance or statute dictate. The Junior School Head, Deputy DSL (based at the Junior School), the DSL (who is the Deputy Head (Pastoral) and her team including the Student Wellbeing and Safeguarding Lead, monitor all incidents of bullying and identify significant patterns and trends. Racist incidents and those relevant to Child Protection are shared with Governors in the termly safeguarding report in order that they may monitor the efficacy of the policy, and its implementation.

19. Further Sources of Information

19.1 Department for Education advice and guidance:

- Preventing and Tackling Bullying (current DfE guidance)
- Behaviour in Schools (current DfE guidance)
- Supporting children and young people who are bullied: advice for schools

- Counselling in schools - a blueprint for the future: advice for school leaders and counsellors
- Keeping Children safe in Education – (current edition)
- Section 89 Education and Inspections Act 2006 (Schools' duty to promote good behaviour)
- Education (Independent School Standards) (England) Regulations 2014 (ISSRs)
- The Equality Act 2010
- The Independent School Standards (current edition)
- National Minimum Standards for Boarding Schools (2022)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people. (Current edition)

19.2 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.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/.
- Kidscape: Charity established to prevent bullying and promote child protection providing 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.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their childs towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

19.3 Cyberbullying

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.

19.4 LGBT (Lesbian, Gay, Bisexual and Transgender)

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT+ equality in education.

- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

19.5 SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

19.6 Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

20. Relevant Policies

2.1 Safeguarding and Child Protection Policy

2.2 Staff to student Code of Conduct

2.3 Child on child abuse policy

2.11 Equal Opportunities

3.1 Admissions Policy

4.2 Supporting students with medical conditions, disabilities

5.1, 5.1a and 5.1b Behaviour and Discipline Policies

5.10 Search and confiscation policy

5.11 Exclusions

6.4 Special educational needs and disability in practice (SEND)

7.1 PSHE policy

7.3 Relationships and Sex Education (RSE)

12.1 Digital safety

12.4 Acceptable use policy students

Keeping Children Safe in Education

21. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
08.10.2016	New Version approved by Board – incorporates whole school and guides to staff (previously separate documents)
21.04.2017	Paragraph 6.5.7 clarified regarding sextingand references updated
07.10.2017	Policy reviewed and adopted by Board, references updated.
01.10.2018	Policy reviewed
01.12.2018	Reviewed and adopted by Board Paragraph 2.6 reference made to the vulnerability of children who are carers and are adopted, to bullying. References updated.
05.10.2019	Minor changes to nomenclature. Reference to admissions procedure removed at paragraph 2.1 as more properly covered in admissions policy. Inclusion of “upskirting” at paragraph 6.5.7. Reviewed and adopted by Board of Governors at Annual Safeguarding Review.
25.11.2019	Paragraph 13 updated to provide clarity around the use of CPOMS.
10.10.2020	Paragraph 6.1 Bullying that takes place on the basis of protected characteristics will be taken particularly seriously Paragraph 7.2.10 All incidents of student unacceptable behaviour will be recorded on CPOMS in order that they can be tracked to see if a pattern of bullying emerges Paragraph 2.4 During any periods of online supported learning due to the pandemic, this policy continues to apply. Students have been advised to report any safeguarding concern, using the school’s Online Supported Learning platform Paragraph 10.4 As a Quaker school we do not tolerate racist or homophobic behaviour or use of racist or homophobic language between students, staff and students or staff whether intentional or not. Sanctions are consistently applied to such racist or homophobic incidents as well as restorative justice and an educational piece. Policy reviewed and adopted by Board at Annual Safeguarding Review.
29.09.2021	Policy reviewed and adopted by Board Reference to House point system of rewards added Deleted reference to Assistant Head Pastoral and replaced with Student Support and Wellbeing Lead
01/10/2022	Section 3, Scope, clarification that policy applies to bullying between students

	6.5 Additions to list of types of bullying to included biphobic/transphobic and misogyny/misandry 10.1.4 Preventing Bullying -To include reference to transphobic bullying and 10.1.5 Preventing Bullying- To include reference to the Pastoral Leads Policy reviewed and adopted by Board at Annual Safeguarding Review.
10.10.2023	Policy reviewed and adopted by Board as part of Annual Safeguarding Review
1 September 2024	Policy reviewed. 6.5.7 'Sexting' changed to 'Sharing nudes and semi nudes' to reflect changes in Government guidance.
1 September 2025	Policy reviewed. Minor changes to include reference to the Community wheel (10.1.1)
1 September 2026	Policy reviewed. No major changes.