Anti-Bullying policy

Approved by: Headteacher Approved: September 2025

STA Contact: Deputy Headteacher Revision due: September 2028

1. Statement of Intent

We strive to create a culture based on our core values of Respect, Responsibility and Integrity. Students must feel safe and respected if they are to learn effectively. We are a school that is guided by our core Christian value: "let all you do be done in love". We have aspiration for all, from all, and therefore set high standards for our students and staff, and ensure all stakeholders know that it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

2. A definition of bullying
   - There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.
   - Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities). It might be motivated by actual differences between children, or perceived differences.
   - Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).
   - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
   - Homophobic Bi-phobic and Transphobic (HBT) bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying)
   - Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

3. Bullying can be:
   - physical e.g. hitting, kicking, theft and damaging belongings)
   - verbal, e.g. name calling, taunting, threats, offensive/personal remarks
   - relational, e.g. spreading nasty stories, gossiping, excluding from social groups
   - cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)
   - indirect, e.g. graffiti, defacing of property, class, disability, homophobic, racist or sexist material.
   - baiting
   - making threats

4. Who bullies?

   Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work.

5. Who is bullied?

   Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

   Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

6. How we set the right ethos of being a 'telling' school

   A 'telling' school is one where students do inform staff when bullying is taking place.

   If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

   We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 5.

   If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

   - promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
   - ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
   - treating other people with respect at all times;
   - doing nothing that could be construed as bullying;
   - doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
   - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying;
   - engaging students in reviewing and developing our anti-bullying practices;
   - analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Procedure for dealing with complaints of bullying

7. How to deal with bullying and who to tell

   Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied by telling them:

   - if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
   - if the bullying doesn't stop, tell someone in school, or put it on Tootoot, which will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff – Tootoot can be accessed via the downloadable app, or via a desktop computer;
   - use the safeguarding@sta-worthing.com email address to report your concerns discreetly.

8. What any adult – teacher, support staff, parent – who has been told about bullying should do

   Go to, phone or email the Head of Year of the student concerned.

   If a parent does not know who the appropriate Head of Year is they should contact school and the Receptionist will advise them, or access their email address via the staff contact page on the school website.

9. Who should investigate

   In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email the Head of Year. An investigation into a complaint of bullying will be carried out in most cases by the student's Head of Year, but on occasions by a form tutor or Mrs Dalmon (Behaviour and Attitudes Lead).

10. The need for gathering evidence

    If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

11. How we deal with incidents that cross the inside/outside school boundaries

    Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

12. What consequences we use

    At our school, consequences are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate consequences imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following is the normal hierarchy of consequences. A serious case of bullying, however, might result in immediate suspension:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be invited into school and both student and parents will be told that further consequences will follow if the bullying doesn't stop.
- If there is further bullying, the student will be detained at break and lunch times.
- Removal from specific classes if appropriate will be used.
- Further consequences such as Reflection or Suspension from school for a fixed period of time will also be used if appropriate.
- The ultimate consequence for bullying is permanent exclusion.
- Engaging with parents and carers.

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, Heads of Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

13. How we monitor the situation

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition. Whilst the consequences outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

The Process Flowchart

The 'victim' will discuss the incident with their form tutor and often this will help resolve the situation. If the bullying continues then the matter will be passed to the HOY. The student will then be asked to make a statement, either verbal or written, and the member of staff investigating will make notes. These will be added to the student's file on Bromcom.

The 'bully' will then be interviewed and given the opportunity to give his/her side of the story. Again a verbal or written statement will be made and the member of staff investigating will make notes. These will be added to the student's file on Bromcom.

If the stories of both Students are the same, there may be no need to involve other students or to find witnesses.

The student guilty of bullying will be warned that any repetition will lead to the hierarchy of consequences. A behaviour contract will be signed identifying the conduct not to be repeated.

The victim will be told to report immediately any repetition of the bullying behaviour on Tootoot, or to their HOY.

Both sets of parents will be informed and the incident logged on both students' files and the Central Bullying Record (CBR). The CBR will be brought to a governors meeting each year.

In cases where the 'bully' denies the allegation, witnesses will need to be sought and interviewed, and additional evidence gathered. Such investigations are very time-consuming, no matter who initiated the investigation. It may then need to be shared between the Head of Year and Mrs Dalman. Even though the period of investigation may be difficult for the victim, it is essential that we are seen to be thorough and fair. No-one will report bullying if they feel that investigations are rushed or not dealt with properly and fairly. The investigation will continue until a satisfactory conclusion is reached. All notes will be added to both the Bromcom files of 'victim' and the 'bully'.

During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered support at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

14. Education

The PSHE programme includes the following modules that give students regular opportunities to understand how to be wise and adaptable global citizens, showing respect for all, taking responsibility for their actions and having integrity:

Year Group	Theme	When?
7	Relationships (anti-bullying)	AU1
	Relationships (online bullying)	SP1
8	Relationships (antibullying)	AU2
	Relationships (online bullying)	SU1
9	Relationships (antibullying)	AU2
10	Living in the wider world (respectful relationships/antibullying)	SU2
11	Living in the wider world (antibullying)	Sp1

At our school, the Character and Spiritual Life curriculum supports the work we do to tackle bullying by helping students think carefully about the kind of community we want to build together. Through weekly themes and times of reflection, we regularly return to the values of responsibility, integrity, and respect, encouraging pupils to see how these shape the way we treat one another. Each year, Anti-Bullying Week is a key focus, with sessions and scenarios designed to help students reflect on the impact of bullying and how they can play an active role in challenging it. Alongside PSHE, this gives our young people practical tools and moral grounding to stand up for what is right and to support each other in creating a safe and inclusive environment.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk

- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventingand-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Policy review notes:

Member of Staff Responsible for the Policy: Matthew Cordwell

Date on which this Policy was last reviewed: July 2025

Date on which this Policy will next be reviewed: July 2027

Dissemination of the Policy: All Staff, Parents (via newsletter and the website), Students (via tutor programme)

This policy has been drawn up after consultation with the Senior Leadership Team, Pastoral Team and student voice.