

Bridlington School

Anti-Bullying Policy (statutory)



Approved by: Full Governing Body **Date:** September 2025

Last reviewed on: September 2024

Next review due by: September 2026

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This policy has been drawn up after consultation with the Senior Leadership Team, Pastoral Team, Form Tutors, Parents, Carers and members of the Student Council.

1. Rationale

1.1. At Bridlington School, we strive to create a culture rooted in our TORCH values of Teamwork, Opportunity, Respect, Community and Happiness, where every member of our community feels valued, respected, safe and happy. We set high expectations for our students, and it is essential that bullying, harassment or discrimination have no place within our school environment. We therefore operate a zero-tolerance approach to bullying, recognising it as a form of child-on-child abuse that can cause serious harm to emotional wellbeing and development. While bullying can occur in any society, our role is to ensure that students are knowledgeable about it, are equipped with strategies to protect themselves without retaliation, and feel confident that support is available. Parents are also fully informed of our approach so they can distinguish clearly between bullying and other behaviours. When incidents do arise, the school will take all necessary steps to investigate, deal with perpetrators, support victims and prevent recurrence. It is the responsibility of every member of our community to uphold our anti-bullying policy, promote an inclusive ethos, and respond effectively.

2. Definition of Bullying

2.1. There is no single legal definition of bullying. At Bridlington School, 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. Bullying can be physical, verbal, psychological or take place online.

2.2. Bullying can take many forms. Examples may include:

Physical – hitting, kicking, theft, intimidation or unwanted physical contact.

Verbal – name-calling, mocking, racist remarks, degrading language or threats.

Indirect / Emotional – spreading rumours, excluding someone from social groups, deliberately ignoring someone.

Online / Cyber – sending or posting offensive or upsetting content through social media, text or other platforms.

Attacking property – damaging, taking or hiding belongings.

2.3. Bullying is often motivated by prejudice against groups. This might be based on actual or perceived differences, such as: race, ethnicity, nationality or culture, religion or belief (or lack of belief), sex or gender (including sexist bullying), sexual orientation (homophobic or biphobia bullying), gender identity (transphobic bullying), disability or special educational needs, physical

appearance, health or mental health conditions, home circumstances (for example, being a young carer, looked-after child, or adopted), pregnancy or maternity.

2.4. The following are protected characteristics under the Equality Act 2010, and our role in school is to ensure that students are protected from discrimination in relation to these both in person and online: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, marriage or civil partnership.

2.5. Stopping violence and ensuring immediate safety is always the priority, but we also recognise that emotional and psychological bullying can be equally, if not more, damaging to a child's wellbeing and development.

2.6. With the rapid growth of technology, cyber-bullying has become a significant concern. This can occur at any time of the day and often has a wider audience as harmful content can be shared instantly. Under the Education Act 2011, staff have powers to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones and in social media.

2.7. Bullying does not always occur within school. When incidents outside school are reported to staff, they will be investigated, and appropriate action will be taken. The Headteacher will consider whether to inform the police or local authority, and where behaviour may be criminal or poses a serious risk to the public, the police will always be contacted. Where necessary, the Designated Safeguarding Lead will work with other schools and external agencies. Any response will include providing support for those affected and applying sanctions in line with this policy and the school's behaviour policy.

2.8. Bullying relationships can occur in different contexts, including child on child, student on staff, staff on student, adult on adult.

2.9. Not all conflict between students is bullying. Relational conflict (where there is no perceived or proven imbalance of power) is not defined as bullying, but unkindness will still be addressed by the pastoral team in line with our TORCH values.

3. How We Set the Right Culture as a 'Call It Out' School

3.1. A 'Call It Out' school is one where students feel confident and safe to inform staff whenever bullying is perceived to be taking place.

3.2. To achieve this, we must build an atmosphere of trust. Students who are being targeted need to know their concerns will be taken seriously and understand that thorough investigations may take time.

3.3. Reporting bullying must be as straightforward as possible. Students should be clear that reports will always be acted upon and that outcomes may vary depending on the situation.

3.4. Through assemblies, form time, and the PSHE / RSHE / SMSC and FBV curriculum, we will educate students about bullying in all its forms, including child-on-child abuse and gender- or sexual-based harassment, in line with our KCSIE safeguarding responsibilities.

3.5. Everyone in the school community has a role in setting the right culture and upholding our TORCH values. This means:

- ✓ Promoting an open and honest ethos where the school's zero tolerance stance on bullying is clear and understood by all.
- ✓ Ensuring all staff model positive behaviour and act as role models for students.
- ✓ Always treating others with respect.
- ✓ Avoiding behaviour that could be perceived as bullying or as condoning it (e.g., relaying threats, laughing at incidents, or being a bystander to fights).
- ✓ Reporting any bullying or concerning behaviour promptly to the appropriate person.
- ✓ Involving students in reviewing and developing the school's anti-bullying approaches.
- ✓ Analysing data regularly to identify ways in which the school environment and journeys to and from school can be made safer.

4. Responding to Bullying

4.1 Reporting Bullying

We encourage all members of our school community to report bullying. Students who are being bullied should not retaliate but instead tell someone they trust. Reporting routes include:

- Speaking to a pastoral manager, form tutor, teacher, teaching assistant, Head of Year, or a member of the Senior Leadership Team.
- Talking to a school support worker such as the school nurse, counsellor, or youth and family support worker.
- Reporting via a trusted parent, carer, or friend who can contact the school on their behalf.
- Sending a direct message to a pastoral manager or form tutor on Arbor.
- Using the Big Red Button on the school website (anonymous if preferred).

Throughout the year, students will be reminded:

- If able, calmly tell the perpetrator that the behaviour is unacceptable and must stop.
- If the behaviour continues, report it to a member of staff immediately.
- Use the Big Red Button to report concerns, with the option to do so anonymously if required.
- Students who witness bullying must report it but should not use physical or verbal retaliation.

Parents and carers are encouraged to:

- Look for signs of distress, withdrawal, lack of concentration, or other unusual behaviours.
- Support their child to report concerns and avoid retaliation.

- Contact their child's pastoral team in person, by phone (**01262 672593**), through **Arbor**, or by emailing **office@bridlingtonschoo.org.uk**.

4.2 Roles and Responsibilities

- All staff must report and record bullying, discrimination, or harassment (witnessed or suspected), reassure students, and pass information to the pastoral team.
- Pastoral managers, Heads of Year, and Directors of Key Stage act as anti-bullying leads for their areas.
- The Senior Leadership Team and Headteacher hold overall responsibility for policy implementation. The Pastoral Deputy Head is the senior lead for anti-bullying.
- Parents and carers should work with the school to support their child and report concerns promptly.
- Students must not take part in bullying or be passive bystanders; they are expected to "Call it Out" and report what they see.

4.3 Investigating and Recording

When bullying is reported:

- Staff will record the incident on CPOMs, including type of incident, parties involved, and actions taken.
- All parties will be interviewed by the Pastoral Team, Director of Key Stage, Senior Leader, DSL, or Headteacher.
- The DSL will be notified of all cases where safeguarding concerns are identified.
- Relevant staff will be informed as needed.
- Incidents of substantiated bullying will be monitored and evaluated through half-termly reporting to SLT and termly reporting to governors.

4.4 Support and Sanctions

- Students who have been bullied will be supported by the Pastoral Team, with strategies such as personalised support and restorative practice. Support provided will be logged on CPOMs.
- Sanctions will be applied when bullying is substantiated, in line with the school's Behaviour Policy.
- Parents/carers will be kept informed of concerns and outcomes as appropriate, in line with safeguarding and confidentiality protocols.
- Where appropriate, the school will involve other agencies (e.g., police, Early Help, or Children's Social Care), particularly if the incident may be criminal or a child is at risk of significant harm.

5. Who should investigate

5.1. In the first instance a student's form tutor may 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 inform their pastoral manager and their Head of Year. An investigation into a complaint of bullying will be carried out in most cases by the Pastoral Manager or the student's Head of Year, but on occasions by the Designated Safeguarding Lead or one of the Senior Leadership Team.

6. Gathering evidence

6.1. To ensure incidents are dealt with fairly, we must gather as much evidence as possible to establish the facts of any reported situation. Where necessary, students may be isolated in the Return to Learn room or Safeguarding Support room while statements are taken and investigations are carried out.

7. Addressing Bullying Inside and Outside of School

7.1. Incidents that occur outside of school which have a detrimental impact on a student's education, wellbeing, or behaviour in school, or which bring the school into disrepute, can also be dealt with within the school's bullying and behaviour policy.

8. How We Respond to Bullying with Sanctions

8.1. At Bridlington School, sanctions are applied fairly, proportionately, consistently, and reasonably, with full consideration given to any special educational needs (SEN), disabilities, or vulnerabilities that pupils may have. Bullying by children with disabilities or SEN is no more acceptable than bullying by any other child, and it will be made clear that such behaviour is unacceptable, with appropriate sanctions imposed. We also expect all students to be proactive in supporting others by seeking help from staff if they witness a peer being harmed or if they have concerns about another student's wellbeing.

8.2. The school has a range of strategies and sanctions available to address bullying. Sanctions will usually escalate if incidents are repeated; however, in cases of serious bullying, the school may apply the highest sanctions available.

Possible strategies and sanctions include:

- Restorative conversations with all parties involved
- Meetings and ongoing communication with parents/carers for support
- Adjustments to class seating plans or timetables
- Targeted support and further education with school support teams
- Loss of social time
- After-school detention
- Internal exclusion
- Suspension
- Permanent exclusion

9. Engaging with parents and carers

9.1 It is important for our school to work closely with parents and carers to ensure they understand our approach to bullying and to engage with them promptly whenever concerns arise, whether their child is experiencing bullying or involved in bullying others. Parents and carers will be informed of how they can work with us to address bullying and how to seek further help if an issue remains unresolved. In some cases, parents may require additional support in managing their child's behaviour. Where this is identified, the school will provide support directly or signpost families to appropriate external services.

9.2. 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 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.
- ✓ ensure all parents/carers know about our complaints procedure and how to use it effectively.

9.3. During extended investigations, or in cases of repeated bullying, parents of the victim may experience understandable anxiety. The school recognises the importance of maintaining regular communication with parents; however, it must also be acknowledged that Form Tutors, Pastoral Managers, Heads of Year, and senior staff have multiple responsibilities which may affect immediate availability. The school will endeavour to contact parents on the same day that an incident occurs, although it may not always be possible to provide updates as promptly or as frequently as parents might wish.

10. How we monitor the situation

10.1. Pastoral staff will endeavour to check regularly on the welfare of any student who has experienced bullying. However, the school relies on students to report any recurrence of such behaviour. While the sanctions outlined above will be applied where appropriate, it must be understood by both students and parents that the school cannot act unless incidents are reported.

11. Support and Education

11.1 Support: During an investigation, students may feel particularly vulnerable, especially at breaks, lunchtimes, and the end of the school day. They will be offered support during these times, which may include access to the Return to Learn (RTL) room, the Safeguarding Support room, or pastoral team offices, either with friends or independently. Alternative arrangements for purchasing and eating lunch may also be considered. In addition, the student will be offered regular check-ins with their pastoral team to monitor their wellbeing.

11.2 Education: The PSHE, RSHE, SMSC and FBV programme also aim to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum intent for these subjects. Bullying is also covered in the assembly programme.

12. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-codeofpractice-0-to-25

Cyberbullying

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

- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf
- Disrespect No Body:
www.gov.uk/government/publications/disrespectnobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgenderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix A: Signs and Effects of Bullying

Recognising the Signs of Bullying

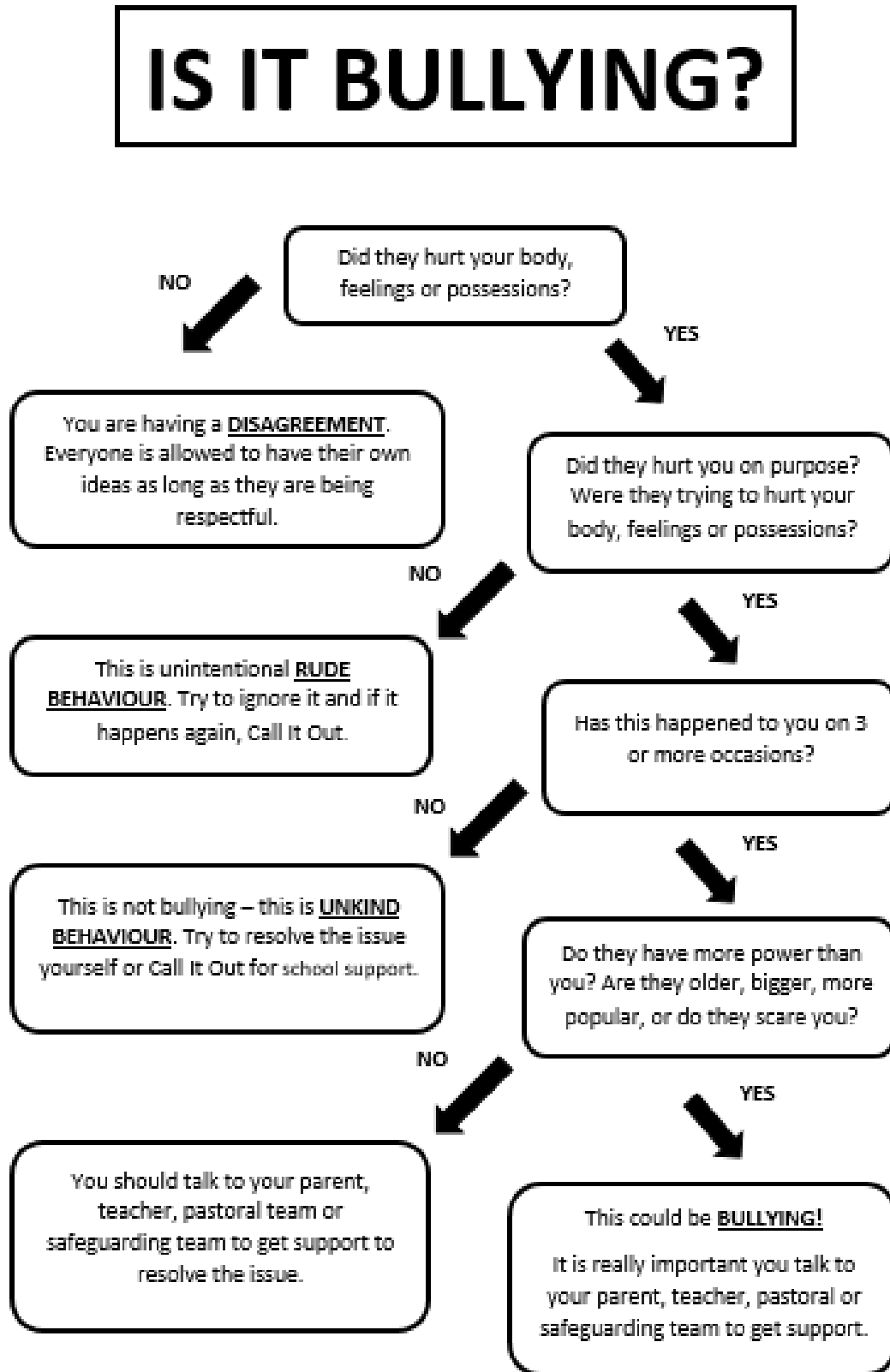
Bullying is deliberate, aggressive behaviour directed towards an individual by another, and it can cause significant harm. Its impact may be evident through a range of physical, emotional, and behavioural signs. Staff must remain vigilant to recognise these indicators, as children often feel too frightened to report bullying themselves.

Possible signs that a child is being bullied include:

1. Appearing persistently sad, withdrawn, moody, or tearful.
2. Avoiding interaction with peers, isolating themselves, or refusing to join in activities.
3. Showing reluctance to attend school, including frequent excuses or avoidance behaviours.
4. Presenting with unexplained injuries such as bruises, cuts, or scratches.
5. Arriving at school with damaged clothing, missing belongings, or destroyed personal items.
6. Frequently complaining of headaches, stomach aches, or other physical ailments without a clear medical cause.
7. Declining academic performance or difficulty concentrating in lessons.
8. Demonstrating low self-esteem, low confidence, or a lack of resilience.
9. Appearing nervous, anxious, or fearful, particularly in unstructured times such as breaks and lunchtimes.

Staff and parents should be alert to these signs, particularly when they occur persistently or in combination. Early recognition and intervention are crucial in protecting children and supporting their wellbeing.

Appendix B: Student planner flow chart



Appendix C: Call It Out

