



Bullying Prevention Policy

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Approved by Safeguarding governor and PDBW committee.

Next Review March 2025

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Statement of intent

Lower Park School believes that all pupils and adults are entitled to learn and work in a safe and

supportive environment; this means being free from all forms of bullying behaviour. This policy

outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. Although, we acknowledge that in this policy, we are focusing on children within the school, there is a zero-tolerance policy for bullying at Lower Park School. The broad definitions and responsibilities apply in a more general context to all members of the school community.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2023'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with

children and young people'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Child Protection and Safeguarding Policy
- Mental Health Policy
- RSE and PSHE policy

This policy has been written with reference to the Cheshire East Bullying Prevention Strategy

2019-2021 for Education Settings

2. Definitions

There is no legal definition of bullying however there are three agreed defining features of bullying:

- the victim is targeted by an individual or group on a regular basis (it is repeated)
- there is intention to harm or humiliate physically or emotionally
- there is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, it is highly likely that this is a bullying situation.

Any child may be bullied but bullying often occurs if a child has been identified in some ways as vulnerable, different or inclined to spend more time on their own. Bullying may be fuelled by prejudice - racial, religious, homophobic and against children with special education needs or disabilities or who are perceived as different in some way. In cases of sexist, sexual and transphobic bullying, school must always consider whether safeguarding processes need to be followed. This is because of the potential seriousness of violence (including sexual violence) that these forms of bullying are characterised through inappropriate sexual behaviour.

3. Types of bullying

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs
- cyberbullying (see section 10)
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- bullying someone because they have a protected characteristic

4. Roles and responsibilities

Lower Park School is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Overseeing records on the electronic CPOMS system, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying using the electronic CPOMS system once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing relevant staff members of any changes.
- Visit the Cheshire East Live well site that has a useful list of dos and don'ts

[click here](#)

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a trusted adult should they fall victim to cyberbullying.

5. Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

6. Prevention

In line with the ethos of the Cheshire East Bullying Prevention Strategy, Lower Park School will ensure that prevention is a prominent aspect of its anti-bullying vision.

“Anyone can be anti-bullying, but bullying prevention means that you have to do something to prevent bullying.”

Lower Park School clearly communicates a whole-school commitment to addressing bullying through the school values of being Curious, Responsible, Active, Respectful, Creative and Brave

and these are regularly promoted across the whole school.

All members of the school will be made aware of this Bullying Prevention policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing

with the different types of bullying.

All types of bullying will be discussed as part of the PSHE education curriculum, in line with

the statutory requirements for Health and Relationships Education and the school's Primary Relationships, Sex and Health Education Policy. Anti-Bullying Week is recognised as part of the calendar of school events. The school's PSHE curriculum, systematically teaches children about all aspects of individual difference and diversity, including those related to protected characteristics. It builds directly on the Personal, Social and Emotional Development area of learning in the EYFS statutory framework, teaching children about their rights and responsibilities in relationships, and reinforces the message that using any prejudice-based language is unacceptable.

The school has a whole-setting approach to preventing and tackling bullying, involving teaching and non-teaching staff, pupils, parents and carers, and governors.

The school's Inclusion Ambassadors play a key role in bullying prevention by leading assemblies to advocate acts of kindness across the whole school community, and by promoting positive, healthy relationships between peers.

Staff encourage pupil cooperation and the development of interpersonal skills using group work and paired talk strategies. Opportunities to extend friendship groups and interactive skills

will be encouraged through participation in special events, e.g. drama productions, sporting activities and after school clubs.

Staff members will openly talk about 'trusted adults' and encourage all pupils to identify trusted

adults with whom they can share worries or concerns, both in and out of school. All staff will have an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or

have witnessed an incident.

The school has a rigorous and vigilant whole-school approach to social, emotional and mental

health issues, and all staff will be alert to, and address, any mental health and wellbeing issues

amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors,

e.g. mental health issues.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing snack money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a

significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

8. Staff principles

Lower Park School ensures that prevention is a prominent aspect of its anti-bullying vision.

Staff treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will

act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is

not discussed with others unless the pupil has given consent or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

8. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual

harassment and sexual violence. Please see our child protection and safeguarding policy for more details

All staff will:

- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, Sexual “jokes” or taunting
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within the Child Protection and Safeguarding Policy.

10. Cyberbullying

Please see School’s online safety policy – NB All pupils, parents and staff have signed an ‘acceptable use’ agreement

Cyberbullying can take many forms, can target more than one person, and can go even further

than face-to-face bullying by invading personal space and home life. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within

the wider community, at home or when travelling.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips including potentially AI generated output
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

- Up skirting (this is a criminal offence).

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

All members of staff will receive training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents.

Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents

to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted

will be encouraged to use the reporting mechanism on the website or social media platform to

request its removal. Where the person who has posted it is known to the school, the Head teacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile phones, where there is good reason to do so.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone

11. Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, record details of the incident using the electronic CPOMS system, and set appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately.
- If a pupil is injured, members of staff immediately seek advice from a trained first-aider.

- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The Headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider

whether there is a need for safeguarding processes to be implemented.

12. Sanctions

If the Headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will inform the perpetrator of the type of sanction to be used, in line

with the school's Behaviour Policy, and future sanctions if the bullying were to continue.

If possible, the Headteacher will attempt reconciliation and will obtain an apology from the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The Senior Leadership Team monitors the pupils involved over the next half-term.

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school's pastoral team
- Reassurance that it was right to report the incident and that appropriate action will be

taken

- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent reoccurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Head teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups.

Staff, particularly the pastoral team, will work with the victim to build resilience through regular

check-ins and possible referral to an emotional health and wellbeing intervention if appropriate.

The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by the Senior Leadership

Team. If appropriate, follow-up correspondence will be arranged with parents.

Pupils who have been bullied will be supported in the following ways:

- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Appropriate assistance from parents
- continuous support through regular check-ins
- encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their

- behaviour
- Appropriate assistance from parents

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure

that they understand how to respond to reports of bullying that occurred outside school in line

with the Child Protection and Safeguarding Policy.

16. Record keeping

The Head teacher/DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying using the electronic CPOMS system – this includes

recording decisions that have been made, e.g. sanctions, support, escalation of a situation and resolutions

The Head teacher/DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17. Monitoring and review

This policy is reviewed annually by the Head teacher and the DSL. Any changes to this policy will

be communicated to all relevant stakeholders.

The scheduled review date for this policy is Spring 2025.

18. Additional Resources

See Cheshire East Bullying Prevention Strategy 2019-2021 Education Settings Appendix 1 for a full list of external agencies who can offer support, including The Anti-Bullying Alliance,

Stonewall, and Think U Know cheshire_east_anti_bullying_strategy_2019.pdf

The Cheshire East Live Well page also provides useful information for parents and victims of bullying.

See also:

- Preventing and Tackling Bullying - Advice for Headteachers, Staff and Governing Bodies (Department for Education, 2017);
- Cyberbullying: Advice for Headteachers and School Staff (Department for Education, 2014);
- Advice for parents and carers on cyberbullying (Department for Education, 2014);
- Review of Sexual Abuse in Schools and Colleges (Ofsted).

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 full range of bullying issues;
- **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 BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

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 CCA-CEOP for children and young people, parents, carers and teachers on how to stay safe on a computer, tablet or phone;
- **Digizen:** Provide online safety information for educators, parents, carers and young people;
- **Advice on Child Internet Safety:** The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online;
- **Sexting: How to Respond to an Incident:** The UK Council for Child Internet Safety (UKCCIS) an overview for staff on how to respond to incidents involving sexting.

LGBT:

- **Ditch the Label:** resources to use when tackling gender stereotypes;
- **The Proud Trust:** A regional organisation that seeks to support lesbian, gay, bisexual and trans young people in the North West of England;
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education;

- **Stonewall:** Resources to help schools, colleges and other settings ensure they are LGBT inclusive;
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people.**

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.

Racism:

- **Racist and Faith Targeted Bullying** - information on racist and faith targeted bullying including top tips for schools, advice countering intolerance and prejudice, promoting shared values and what the law says;
- **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 schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.