

Anti-Bullying Policy



NANSTALLON SCHOOL

AD VITAM PARAMUS

NANSTALLON VISION 2020: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

Reviewed	February 2026
Date for next Review	Spring 2028
Signed-Chair of Governors	(Sylvia Oaten)

1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils.

Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel able to tell an adult and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff. All members of staff are responsible for dealing promptly with issues brought to their attention.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This Anti-Bullying Policy works alongside:

- Positive Behaviour for Learning Policy (restorative approach and culture of belonging)
- Child Protection and Safeguarding Policy (bullying can be a safeguarding concern)
- Online Safety / Acceptable Use Policy (for cyberbullying incidents)

Our approach is grounded in inclusion, equity and the right of every child to feel safe, valued and able to learn.

2. Aims

We aim to:

- Prevent bullying by building a positive, inclusive culture and explicitly teaching respectful behaviour
- Provide clear, accessible ways for pupils and families to report concerns
- Respond quickly, fairly and consistently, with effective support for the child who has been bullied
- Address the behaviour of the child/children who have bullied through education, consequences, restoration and sustained change
- Record, monitor and review bullying patterns (including prejudice-related bullying) so that prevention is strengthened over time

3. Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making 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 or psychological. It can happen face-to-face or through cyberspace.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or has not yet become persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

4. What does bullying look like?

Bullying can include:

- Name calling
- Threats
- Nasty teasing
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet including social networking sites
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Racial bullying
- Homophobic or transphobic bullying

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can also include (examples):

- Relational/social bullying: deliberate exclusion, friendship manipulation, "silent treatment"
- Sexual bullying: unwanted sexualised comments, gestures, sharing sexual content, inappropriate contact
- Emotional/psychological bullying: intimidation, humiliation, persistent criticism, coercion, "gaslighting"
- Exploitation/coercion: forcing a child to do tasks, hand over belongings/money, take blame, or join harmful behaviour
- Disability-based bullying: targeting a child because of a disability/SEND; mocking reasonable adjustments or assistive devices

5. Why are pupils and young people bullied?

Specific types of bullying include:

- Prejudice related bullying of pupils with special educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture;
- Bullying related to appearance or health;
- Bullying of young carers or looked after pupils or otherwise related to home circumstances;
- Sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Children with SEND (including autism) can be more vulnerable to bullying due to social communication differences, sensory needs, anxiety, difficulty reporting concerns, or being perceived as "different". We therefore:

- Ensure reporting routes are accessible
- Use reasonable adjustments during investigation and restoration
- Provide proactive support in high-risk times/places (often unstructured times)

6. Prejudice related bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex /gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobic, transphobic and disabilist in nature.

We will record these types of bullying on the Prejudice Related Incident Form (Appendix 2) in all cases.

Other vulnerable groups include

- Bullying related to appearance or health;
- Bullying of young carers or looked after pupils or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

7. Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where prejudice-related language is used, we respond in a way that:

- Stops the behaviour immediately
- Names the harm clearly ("that is disabilist/racist/homophobic language")
- Educates and rebuilds expectations
- Applies consequences where needed
- Ensures the targeted child is safe and supported

8. Where does bullying take place?

Bullying is not confined to the school premises. It may also persist outside school, in the local community and on the journey to and from school.

We recognise that bullying is more likely during less structured times/places (e.g., playground, lunch, corridors, toilets, online). Supervision, routines, zones and pupil support are planned with this in mind.

9. Cyberbullying

The increasing use of digital technology and the internet has provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our pupils are taught safe ways to use the internet (See our Internet Safety and Acceptable Use Policy) and encourage good online behaviour.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents and their children particularly those who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

Where cyberbullying involves:

- sexual images/content,
- threats of harm,
- hate crime,
- coercion/exploitation,
- persistent targeted harassment,
- the DSL will be informed and safeguarding procedures followed.

10. Reporting bullying (pupils, staff, parents)

Pupils can report bullying by:

- Telling any trusted adult in school
- Speaking to the class teacher / Headteacher / DSL / SENDCo
- Using agreed class systems (e.g., worry box / check-in cards / planned check-ins)

Parents/carers should report concerns promptly to the class teacher (first instance) or to the Headteacher/DSL if urgent.

All staff who witness bullying, or receive a report, must:

- Take it seriously
- Record it
- Pass it on to the appropriate lead the same day (Headteacher/DSL depending on risk)

11. Recording

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be reported to the headteacher.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and the development of the policy. This information will be discussed by staff in staff meetings (as part of staff agenda) and necessary actions agreed and taken if parts of the policy appear not to be working.

Recording systems:

- All bullying incidents are logged using the school recording system, MyConcern.
- Where behaviour escalates to a level of concern, bullying incidents must be recorded on MyConcern to support safeguarding chronology. Where there are potential safety concerns, a risk assessment will be completed with the pupil and family; serious incidents (including bullying) require an individual plan of support.
- Appendix 1 is used for bullying incidents; Appendix 2 is used for all prejudice-related bullying incidents.
- Serious incidents (e.g., fighting, bullying, threats, hate-related incidents, sexual bullying, coercion/exploitation) trigger consideration of risk assessment and an individual plan of support.

12. Responding to bullying (procedure)

Our response is grounded in restorative practice. Where it is safe and appropriate, staff use restorative principles and questions to repair harm, rebuild trust, and prevent recurrence.

Step 1: Immediate response (same day)

- Listen calmly, reassure the child, and take the concern seriously.
- Ensure immediate safety (separate children if needed; increase supervision).
- Preserve evidence for cyberbullying (screenshots, messages) where possible.

Step 2: Assess severity and safeguarding

- Consider whether this is bullying, peer conflict, or another issue.
- If there is significant harm/risk of harm, sexualised behaviour, hate-related targeting, coercion/exploitation or persistent harassment → inform DSL and follow safeguarding procedures.

Step 3: Investigation

- Gather factual accounts from the children involved and relevant witnesses.
- Consider reasonable adjustments for children with SEND (processing time, communication support, trusted adult, safe space).

Step 4: Actions and outcomes (support + consequences)

Support for the child who has been bullied:

- Named trusted adult and regular check-ins
- Plan to reduce risk in high-risk times/places (e.g., structured support at lunch)
- Support to rebuild peer relationships and confidence (e.g., ELSA, small group work)
- Communication with parents/carers

Actions for the child/children who have bullied:

- Clear statement that the behaviour is unacceptable and must stop
- Education and skill-building (empathy, respectful language, online conduct, conflict resolution)
- Proportionate consequences in line with the Positive Behaviour for Learning policy
- Restorative work (ONLY when safe and appropriate, and never forced for the targeted child)
- A plan to prevent recurrence (supervision, routines, targeted support)

Step 5: Follow-up

- Review with the targeted child within 1 week and again within 3–4 weeks.
- Escalate if concerns continue (including involvement of outside agencies where necessary).

13. Prevention: actions to tackle bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- PSHE/Citizenship lessons and cross curricular work;
- Specific curriculum input on areas of concern such as cyberbullying and internet safety;
- Students have a voice through democratically elected school councillors in each class;
- Promoting a nurturing learning environment, including the deployment of a PSA to address specific issues.
- Effective relationships between adults and pupil;

Support for parents/carers

- Information on website signposting helpful websites;
- Open door policy allows parents to communicate with staff as often as they choose;
- Effective referral routes to other agencies.

Support for all school staff

Staff training and development for all staff including those involved in lunchtime and before and after school activities.

Pupil Voice

The ideas and experiences of pupils are valued within our school

- Pupils through School Council, circle time/ class discussions and lessons will have regular opportunities to learn about different types of bullying as well as discussing appropriate responses. School Council will also regularly assess how well this policy is working through pupil voice activities such as pupil interviews/ questionnaires.
- Parents will also be given regular opportunities to give their views through a Parent Forum / Parent View.

Alignment with Positive Behaviour for Learning:

Bullying prevention is central to our culture of Belonging and Inclusion. We explicitly teach and reinforce respectful conduct and repair using our shared QI skills language.

- Adults explicitly teach and model respectful conduct and repair when harm occurs.
- Bullying prevention is strengthened by clear routines and structured support during unstructured times (especially for vulnerable pupils and pupils with SEND).

14. Roles and Responsibilities

All staff:

- Act on reports of bullying; do not ignore or dismiss as “banter”
- Record incidents and share with appropriate leaders
- Model respectful relationships and language

Headteacher:

- Ensures consistent implementation, parent communication and follow-up

- Oversees recording, trends and policy review

Designated Safeguarding Lead (DSL):

- Leads when bullying becomes (or may become) a safeguarding concern
- Coordinates referrals to external agencies where needed

SENDCo:

- Advises on vulnerability, reasonable adjustments, communication supports and targeted provision
- Supports staff with proactive planning for pupils with SEND at higher-risk times/places

Governing Board:

- Monitors safeguarding and behaviour data (including prejudice-related incidents) and policy review.

15. Monitoring and Review

- Bullying and prejudice-related incidents are reviewed termly by SLT to identify patterns, vulnerable times/places, and pupils needing additional support.
- Actions are agreed and reviewed (supervision changes, curriculum inputs, staff training, targeted support).
- This policy is reviewed in line with the school's review cycle and PBL policy review interval.

16. Useful Organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Mencap – www.mencap.org

Stonewall – www.stonewall.org.uk

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Childnet International – www.childnet-int.org

APPENDIX 1 - Bullying Incident Form

Date of Incident: _____ **Time of Incident:** _____

Nature/Type of Incident:

(please tick)

Extortion	<input type="checkbox"/>	Personal possessions taken/damaged	<input type="checkbox"/>
Isolation/Being ignored	<input type="checkbox"/>	Forced into something against their will	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Written	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Details of the pupils involved:

Names	Year Group	Gender	Ethnic Origin	Role*

V = Victim

R = Ring leader

A = Associate

B = Bystander

Location of Incident:

For example: classroom, library, to/from school, corridor etc.

Motivation for the incident:

(please tick)

Cultural	<input type="checkbox"/>
Sexual orientation (homophobic)	<input type="checkbox"/>
Home circumstances	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>
Appearance	<input type="checkbox"/>
Disability/SEN	<input type="checkbox"/>
Sexist, sexual or transphobic	<input type="checkbox"/>
Religion	<input type="checkbox"/>
Race	<input type="checkbox"/>

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

Appendix 2: Prejudice Related Incident Form

Date of Incident: _____ **Time of Incident:** _____

Details of the pupils involved:

Victim	Year Group	Gender	Ethnic Origin

Incident believed to be related to:	Race/ethnicity/ Nationality	Homophobic/ bi-phobic	Transphobic	Disablist

Perpetrator/Perpetrators	Year Group	Gender	Ethnic Origin

<p>Location of Incident: <i>For example: classroom, library, to/from school, corridor etc.</i></p>
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Nature/Type of Incident:

(please tick)

Extortion	<input type="checkbox"/>	Personal possessions taken/damaged	<input type="checkbox"/>
Isolation/Being ignored	<input type="checkbox"/>	Forced into something against their will	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Written	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

Circumstances Leading Up to Actual Incident:

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken: