



The Children's House

Anti-Bullying Policy

This policy should be renewed annually and as required by legislation.		
Action	Reviewer	Date
Review	EG	Sept 2025
Approved by Chair of COM	BDB	Sept 2025
Date for next internal review		Sept 2026

ANTI-BULLYING POLICY

Introduction:

Our School is one in which our primary goal is that pupils will flourish both socially, emotionally and academically. Children learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Every child and member of our school community is entitled to learn, work and play in a school environment free from bullying of any kind and in which they feel happy, safe and supported. The School is committed to encouraging good behaviour, courtesy, genuine respect for others and to preventing all forms of bullying amongst its pupils, staff and parents. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members of the School community.

This Policy has been approved by the Council of Management and Headteacher. It will be reviewed annually and more frequently if required.



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Definitions

Before defining bullying, it is important to clarify what is not bullying. Bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship issues, the odd name calling or childish prank. Children will always be helped to deal with these situations and develop the social and emotional skills to repair relationships. This is reinforced in many areas of the curriculum including literacy- in text, PSHE, assemblies, and by staff supervising playtimes,

Bullying is a deliberate and repeated behavior that is intended to hurt, harm, or distress another individual, either physically or emotionally. It often involves an imbalance of power, where the individual being targeted finds it difficult to defend themselves.

The key characteristics of bullying include:

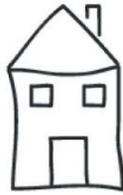
1. **Intentional harm:** Bullying is not accidental; it is done with the intention of causing hurt.
2. **Repetition:** It typically happens over time and is not a one-off incident, however, certain severe one off incidents could be regarded as bullying if they cause significant harm or distress, or meet other criteria for bullying.
3. **Power Imbalance:** The person bullying often holds more power, whether it's physical strength, confidence, social standing, or influence, and uses that power to dominate or harm the other person.

Bullying can take many forms, including verbal (name-calling, threats), physical (hitting, pushing), emotional (exclusion, spreading rumors), sexual harassment, and cyberbullying (online harassment).

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, culture, physical appearance, religion, gender, sexual orientation, physical or mental health, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might also be motivated by actual or perceived differences between children.

Bullying includes but is not limited to:

- Verbal, including name-calling, taunting, mocking, making offensive comments
- Physical (including sexual) assault e.g kicking, hitting, pushing
- Indirect emotional tormenting by excluding or 'blanking', spreading rumours, defacing or damaging property
- Forcing actions in another



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- Cyber-bullying, which is defined as the use of IT by an individual or group in a way that is intended to upset or harm others, such as on social media, mobile phones, text messaging, photographs, video and email

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another means through which to harass a target. We recognise that cyberbullying can have a particularly negative impact because it invades both home and personal space and can be challenging to identify and control.

We recognise that children displaying bullying behaviour are doing so for a number of possible reasons. The child may not know it is wrong. He or she may be copying an older sibling, family member or friend. The child may not yet have learnt healthy ways of socially interacting with peers. Encouragement to bully may be coming from other members of the group. Perhaps the child is going through a difficult time, feels powerless and is acting out anger and frustration.

We also recognise that being on the receiving end of bullying behaviour can be a stressful and upsetting experience for a child; one that can adversely affect their performance at, and enjoyment of, school, both inside and outside the classroom, and that this adverse effect can extend into their life beyond the school environment. We will ensure any child who experiences bullying feels that they are listened to, that their concerns are taken seriously and that they are well supported by all members of staff and will take all necessary measures to ensure it does not continue.

Preventative Measures

The school's main aim is to develop and implement strategies that promote an anti-bullying culture.

These include the following preventative measures:

- A clear ethos about how members of the School community should be treated and members of staff providing good role models.
- All new members of staff are required to read the School's Anti Bullying Policy and are given guidance on how to react to allegations of bullying.
- The pastoral care and nurturing and family like culture of the school is designed to raise self-esteem and value the unique contribution of every child within the school, therefore making bullying less likely.
- Through the curriculum, an anti-bullying ethos is developed and respect for others, tolerance and kindness are promoted at every opportunity.
- Celebrating difference and diversity wherever possible, through the curriculum and in particular through Jigsaw PSHE and circle times, RE lessons, themed assemblies, special whole school events and visitors such as during 'Our Wonderful World Week', 'Black History Month', Harvest festival and through visits and trips to places of interest in London and beyond.



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This includes culture, gender, sexuality, religion, neurodiversity, family situations and lived experiences. We use inclusive language and imagery throughout our curriculum and school environment, to ensure a welcoming environment for everyone.

- Open discussions that cultivate understanding of and respect for differences between people that could motivate bullying, such as religion, ethnicity, gender, sexuality and different family situations.
- Class agreements established within each class, together with the children, at the start of the academic year, remind children of the behaviours that are expected of them.
- Clear consequences for poor behaviour are consistently applied by all staff through the School.
- Kindness and good behaviour is rewarded and reinforced through positive praise, stickers and other in class reward systems, and in weekly Celebration assemblies.
- Pupils are regularly reminded they can report bullying of any kind to any member of staff and they are assured that they will be listened to and incidents acted on. All classrooms contain a 'worry box' for children to report anonymously.
- Anti Bullying Week, which includes a fund raising day for the Anti Bullying Alliance, promotes discussions about bullying at age appropriate levels throughout the School. Pupils are reminded of what constitutes bullying, how to respond to it, including when they find themselves to be bystanders, and how and where to seek help.
- All children, staff and parents sign an AUP (Acceptable Use Policy) at the start of the school year, reminding them of appropriate online behaviour, and how to report anything concerning that happens online, both at school and at home. In cases of online bullying, pupils are advised not to retaliate or reply but to keep any evidence and report the matter to their parent or a member of staff.
- Through the School Council, PSHE, Circle times and through anonymous worry boxes pupils' worries and views are encouraged and heard, and their ideas on improvement encouraged.
- Specific organisations or resources are used for help with particular problems.
- Time is set aside in weekly staff meetings to discuss children who may be causing concern, enabling easy sharing of information and the opportunity for all staff to offer advice and disseminate good practice.
- Patterns of behaviour are identified on Wellbeing Manager and monitored by the SLT and Wellbeing Lead, in particular with regard to protected characteristics.
- Through regular assemblies, school council meetings circle times and PSHE lessons, children's voices are heard. In an atmosphere of trust where every staff member gets to know every pupil, children should feel confident to talk to adults about their concerns, knowing that they will be addressed immediately. Children are taught strategies to help them recognise and deal with situations which may involve bullying, namely, to be firm and clear and tell the bully to stop, remove themselves from the situation as quickly as possible and tell a teacher or parent.



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- It is the School's policy to deal immediately with cases of suspected bullying. Staff undertake to listen carefully to all sides in order to achieve a clear understanding of what has been said or done and why, without presumption.

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Acceptable Use Policy for Pupils
- Online Safety Policy
- Anti-Bullying Handbook

Procedures

All incidents that may be construed as bullying, however low level, are recorded on ISAMS Wellbeing, where they will be automatically be shared with the DSL team. Should a teacher suspect that there is bullying he/she should inform the Wellbeing Lead or member of the SLT immediately.

The incident report on the ISAMS Wellbeing Manager records names of victims/perpetrators, location, dates, type of bullying, witnesses etc. Following an incident of bullying, parents of the victim and the perpetrator are informed. An Action-Plan is drawn up by the class teacher and the Head/Deputy Head, in conjunction with the Wellbeing Lead. This will document how the issue is to be managed for the children involved and for the wider group, if appropriate, including positive behaviour management strategies, consequences and curriculum support. The Action Plan is shared with parents. Any repeated behaviour is also logged on Wellbeing Manager by teachers and SLT. Meetings will be held weekly to review the effectiveness of the Action Plan.

Bullying behaviour is not tolerated and the school works with the parents to eradicate all forms of bullying and support the development of children's understanding, tolerance and respect towards others.

Cyber bullying – Preventative Measures

In line with *Keeping Children Safe in Education 2025*, our school recognises that cyberbullying is a safeguarding issue. We are committed to preventing and responding to online abuse, including the non-consensual sharing of images, harassment in digital spaces, and exposure to harmful content such as misinformation and conspiracy theories. Our staff are trained to understand their responsibilities in relation to filtering and monitoring systems, and our Behaviour Policy includes clear procedures for addressing cyberbullying and prejudice-based online abuse.



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Filtering and Monitoring

Purpose

Our school recognises its statutory duty to safeguard pupils from online harm, including cyberbullying, exposure to inappropriate content, and online exploitation. Effective filtering and monitoring systems are essential to fulfilling this duty.

Definitions

- Filtering is a preventative measure that blocks access to illegal, inappropriate, or harmful content (e.g. websites, images, videos, audio).
- Monitoring is a reactive measure that tracks and reviews user activity on school devices to identify potential risks, including bullying, abuse, or safeguarding concerns.

Responsibilities

- The Headteacher, also one of the Designated Safeguarding Leads (DSL), oversees filtering and monitoring as part of the school's safeguarding strategy.
- The Head of IT downloads filtering and monitoring reports on a weekly basis to ensure systems are technically sound and updated.
- Senior leaders and governors are responsible for ensuring compliance with statutory guidance.

Standards and Practice

We will:

- Use filtering systems that block harmful content without unreasonably impacting teaching and learning.
- Implement monitoring solutions that generate alerts or reports based on illegal, inappropriate, or potentially harmful activity, including bullying.
- Ensure manual monitoring (e.g. staff observing screens) complements technical systems.
- Assign clear roles and responsibilities for managing filtering and monitoring.
- Review filtering and monitoring provision annually, or sooner if risks or technologies change.
- Provide staff training on how systems work and how to respond to alerts or concerns.



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Integration with Safeguarding

Filtering and monitoring are embedded within our wider safeguarding framework. Any concerns identified through these systems are addressed in line with our Child Protection Policy, Behaviour Policy, and Online Safety Policy.

The Children's House operates a number of specific preventative measures to deter online bullying. This includes:

- making positive use of technology across the curriculum;
- ensuring all pupils know they are expected to adhere to the Acceptable Use policy for the internet;
- Using a filtering system to block inappropriate content and monitor pupil internet activity to detect any potential risks;
- applying sanctions where appropriate for any breaches of AUPs or misuse, or attempted misuse, of the internet;
- giving pupils in Upper Key Stage 2 specific guidance on the appropriate use of social networking and messaging sites as well as identifying and preventing online bullying;
- supporting pupils in safe and responsible use of the internet including understanding the importance of password security, the need to log out of accounts and keeping other personal details safe;
- regularly evaluating and updating approaches to take account of developments in technology, for instance updating 'Acceptable use' policies in relation to generative AI
- Using the email filtering system in Purple Mash to automatically flag and alert IT staff and teachers if children's communications contain specific vocabulary related to bullying, inappropriate content, or safeguarding concerns;
- providing information on external reporting routes e.g. mobile phone company, internet service provider, Childline.
- Regularly reminding parents, through newsletters and school meetings, about ways to enhance online safety at home.

Parents

The school aims to support parents of children who are either bullying or being bullied.

In the event that a parent has concerns that his or her child may be being bullied, the parent should speak to the class teacher immediately, who will inform the Head or Deputy Head.



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Information about the School's policies and procedures are published online and in the Parents' Handbook. Parents are expected to follow the School's Code of Conduct and support the school's stance on bullying. They are encouraged to tell the school of concerns, including those relating to incidents out of school, as soon as possible. Any concerns raised by parents will be sympathetically heard and investigated. We then support parents by discussing the problems and offering help and advice. Parents may also be provided with information on outside agencies that they could approach, in relation to internet safety and other relevant topics.

In the event that parents are not able to offer their full support in this matter and discriminatory bullying by a pupil continues, the School may find it necessary in the final instance to consider expulsion of the pupil concerned.

If a parent or carer is not satisfied that a bullying matter has been resolved adequately by the School, they should follow the School's Complaint Policy, as found on the School's website.

Safeguarding

A bullying incident will 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. Where this is the case, the school's Designated Safeguarding Lead (DSL) will follow the school's safeguarding procedures and will not investigate further before advice has been sought from Children's Services and/or the police.

The school also understands that a child exhibiting bullying behaviour may be an indicator that he/she is experiencing abuse and/or being bullied.

Any allegations against staff bullying children will be handled following guidance in the DfE statutory guidance 'Keeping children safe in education' and the school's Safeguarding Policy.

Consequences and sanctions

Consequences and sanctions for bullying will be in line with The Children's House Behaviour Policy and in cases of serious or persistent bullying could result in a fixed term or permanent exclusion. These will also take into consideration the age and level of understanding of the child and any SEND.

Children in the Early Years Foundation Stage are encouraged to treat one-another with kindness and consideration. We want them to be honest, helpful and polite, and to work hard and listen to others. They should respect everyone and learn to value differences and diversity. The Deputy Head and Assistant Head are in charge of behaviour management in the EYFS setting.

We rarely need to impose sanctions in the Early Years but sometimes we may remove a privilege for hurtful behaviour. In Occasionally, a child may be sent to see the Deputy Head or Assistant Head, who will explain the inappropriateness of a particular action and introduce a more appropriate action. Parents are always informed when their child is given a significant sanction or reproof, and in cases of



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repeated instances of hurtful or inappropriate behaviour, parents are invited into the School to discuss the situation with the child's teacher and the Deputy Head to agree a way forward.

Children in the Prep School (Years 1 to 6) are regularly reminded to treat others with respect, kindness and consideration, and this is revisited frequently and modelled by teaching staff.

Sanctions for bullying behaviour may be imposed, particularly in order to keep the target of bullying safe and these will always be case and child specific. These may include writing an apology letter or missing some of a break time or special event. Parents and carers of those involved will be kept informed of actions taken, and all actions and conversations will be recorded on ISAMs Wellbeing Manager.

Whilst we believe that School is the best place for children to learn positive behaviours, we do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so. The school is able to administer:

- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

See Behaviour Policy

Interventions in response to bullying

We are committed to ensuring that those who have used bullying behaviours understand, in an age appropriate way, that these behaviours can seriously impact other children and will not be tolerated at The Children's House. Staff will run restorative sessions that focus on repairing harm, fostering accountability and rebuilding relationships among those involved. In addition, pupils involved may be offered extra interventions, either in a group or individually. These may include social groups, sessions with an ELSA (Emotional Learning Support Assistant) coach, psychotherapist or speech and language therapist to build self esteem and support children to develop and sustain healthy friendships and relationships.

Bullying in the Workplace

If a member of staff has concerns about bullying in the workplace, he or she is advised to talk to the Head about his or her concerns. If a member of staff is not satisfied with the response from the school to his or her concerns, he or she should contact The Chair of the Council of Management, in writing via the school. If a member of staff is not satisfied with the response from the Council of Management, he or she is advised to follow the school's Grievance Procedure.

Any complaint against a member of staff which is a child protection issue involving the bullying of a child or children, must be referred immediately to the Headteacher/Designated Safeguarding Lead in line with the school's policy on whistleblowing. Staff must always report any concern.



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We aim to ensure through this Policy that all members of our school community are well integrated and appreciative of one another's rights and responsibilities.

Reporting Incidents of Bullying to the Council of Management (Governing Body)

- Reports of bullying and prejudiced based incidents will be made by the Head teacher / Senior Teacher to the Safeguarding governor
- The Head teacher, together with The Council of Management, will monitor the effectiveness of this policy and will be proactive in closely monitoring and resolving any such incidents.

Guidance & Legislation

This policy has been developed following the guidance and advice from the Anti Bullying Alliance and the following publications:

- Equality Act 2010
- Cyberbullying: Advice for Headteachers & School Staff (2014)
- Preventing and Tackling Bullying (DfE, July 2017),
- Behaviour in Schools guidance (2024)
- Keeping Children Safe in Education (KCSIE) 2023 and updates 2025
- Equality and Human Rights Commission EHRC 2025 Tracker

This Policy was reviewed, amended and agreed by the Council of Management in September 2025. It will be reviewed again in one year's time.

Signed: Brodie Bibby Chair of the Council of Management