



St Christopher's

THE HALL SCHOOL

PART OF
ST DUNSTAN'S EDUCATION GROUP

ANTI-BULLYING POLICY

Policy Owner:	Head of Pastoral
ISSR Reference:	Part 3 – Welfare, Health and Safety of Pupils
Date of review:	Spring 2026
Approved by:	Local School Board
Date of next review	Spring 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Head of Pastoral	Lent 2026	New template Incorporation of previously separate related documents into the main policy document.

1. Aims

This policy is applicable to staff, pupils and parent/carers of St Christopher's The Hall ('the School') and aims to ensure all parties are clear on how to try and prevent bullying of any sort, in so far as reasonably practicable, and help staff, pupils and parents / carers deal with bullying when it occurs.

Our school community is based on an ethos of mutual respect and consideration. To this end, we are committed to providing a safe and happy learning environment for all.

We do not tolerate bullying, harassment, victimisation or discrimination of any sort and work hard to prevent these or tackle them should they arise.

Any member of our community could be impacted by bullying. We consider all instances of bullying equally serious and in turn expect all pupils, parents/carers and staff to play their part in preventing and tackling bullying.

All members of the school community, including governors, teaching and non-teaching staff, pupils and parents/carers should understand what bullying is and be familiar with the school policy on bullying. Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated.

Everyone in the community has a responsibility to report any incident of bullying that comes to their attention, and these reports will always be taken seriously. We encourage all members to speak out if they have a concern about their own or someone else's safety and happiness.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Keeping Children Safe in Education (Sep 2026)
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017)
- Cyber-bullying: Advice for headteachers and school staff (2014)

3. Roles and responsibilities

3.1 St Dunstan's Education Group Board

The Group Board has ultimate responsibility for pastoral care but will delegate day-to-day responsibility to the Head of St Christopher's, who line manages the Head of Pastoral.

The Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows what is articulated within this framework

3.2 The Head Teacher

The Head Teacher and Head of Pastoral are responsible for pastoral care and antibullying in the school. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Ensuring all school staff receive sufficient training on how to implement the principles outlined in the policy

3.3 Staff

Staff are responsible for the provision of pastoral care and responding to reports of bullying in the School. Staff will:

- Implement the framework outlined in this policy, with all staff members made aware of their individual responsibility and how to follow appropriate steps of escalation, as required.

3.5 Pupils and parents/carers

The following points must be reinforced frequently by staff:

- To witness bullying and do nothing is to imply that one agrees with what is going on
- An adult must be informed immediately of any incidents
- St Christopher's The Hall will not tolerate bullies
- There is no place for bullying in the school community, and the victim will always receive a sympathetic hearing and be supported

In everything said and done with St Christopher's The Hall School it must be made clear that intimidation of any kind, physical or verbal, or unkind exclusion from a group is unacceptable at the school.

Relationship Education, including bullying, is included in PSHE lessons in each year group. Behaviour, including the topic of bullying, will also be brought up in assemblies. Staff will reinforce the message that bullying is unacceptable behaviour.

Staff must always be vigilant, with class teachers in particular paying close attention to the group dynamics, rivalries, or any bad feeling in their classes. Any member of staff who suspects bullying must refer the matter to the class teacher.

If a pupil reports bullying, and it is not a made-up or trivial affair, it must be reported to the Head of Pastoral Care and a record made of what was said by the reporting pupil.

Any incidents of fighting or aggression must be reported to the class teacher. Any child involved in a serious fight will be sent to the Head of Pastoral Care for a serious discussion. It is very important to have a clear record of events, for a child may become a habitual offender, a fact that will not be clear unless there is consistent reporting.

The level of response to incidents will vary according to their seriousness. Where the Head of Pastoral Care considers it appropriate, the following procedure has the effect of conveying to all parties how seriously bullying is taken:

- The incident will be recorded on CPOMs.
- All parents of the children involved will be informed
- Parents are welcome to discuss the matter with the Head of Pastoral Care
- The Head Teacher will be informed if the situation escalates
- The Head Teacher will speak with the 'perpetrator' regarding their choices
- Parents of the 'perpetrator' will be invited in to discuss the matter with the Head Teacher
- Appropriate sanctions will be imposed on pupils who are 'bullies' and may include exclusion from the school

4. Definition of Bullying

In line with the guidance from the Department for Education and the Anti-Bullying Alliance, St Christopher's the Hall defines bullying as the repetitive, intentional hurting of one person or group by another person or group. Bullying, including cyber-bullying, is a form of child-on-child abuse and will be treated as such. It can involve an imbalance of power between the individuals concerned. It can happen face to face or online and can lead to psychological damage if unresolved.

Examples of bullying include but are not limited to:

- Physically hurting, harming or humiliating another person or damaging, hiding or taking their property, including money.
- Verbal/written abuse such as name-calling, persistent teasing, insulting, spreading malicious rumours, threats of violence. This includes interactions online.
- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, ignoring, tormenting, abusive looks or gestures, deliberate exclusion of an individual.
- Harassment, unpleasant remarks or actions relating to race, religious or cultural differences, gender, sexual orientation (e.g. homophobia), intellectual or other abilities, being adopted or a carer, disabilities or other physical attributes, any derogatory reference to Special Educational Needs or any other protected characteristic.
- Sexual harassment: unwanted or unwelcome physical contact, abusive comments, abusive behaviour and sexist graffiti.
- Cyber-bullying: the use of ICT (for example social media, mobile phones, text messaging, photographs, video and email) in a way that is intended to upset or humiliate others. Cyberbullying can happen on or off school premises and is dealt with in the same way no matter the location if it involves school pupils.

- **Passive involvement:** being a bystander, not informing a teacher, not getting help, not telling. It is important to realise that passive bullying reinforces the power of the bully and makes the bystander partly responsible and thus complicit.
- **Indirect involvement:** manipulating a third party to tease or torment someone.

Certain vulnerable pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities as well as children with a protected characteristic who are bullied due to prejudice. Any child with a perceived difference could potentially be at risk from bullying. Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's wellbeing, emotional development, and learning. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the Designated Safeguarding Lead will follow procedures as outlined in our Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026 and liaise with our local safeguarding partners as necessary.

5. Relational Conflict and Friendship Issues

Sometimes pupils can feel hurt or upset because they have fallen out with a friend. This is not the same as bullying. On other occasions, pupils can be affected by a one-off incident of unkind behaviour. This is also not the same as bullying. In both cases, similar strategies may be employed to tackle the situation in order to resolve conflict and prevent the situation escalating to bullying.

6. Preventing Bullying

Through the Behaviour Rewards and Sanction Policy, Child on Child Abuse Policy and Anti-Bullying Policy, St Christopher's The Hall School intends to have transparent and clear guidelines so that in the event of bullying, parents, pupils and staff know how a case will be dealt with and that it will be dealt with quickly.

Staff are encouraged to be proactive in their gathering of information about issues between pupils that might provoke conflict and develop strategies to prevent bullying occurring in the first place. Staff briefing and meetings provide regular opportunities for staff to raise concerns or share information regarding their concerns for pupils.

St Christopher's The Hall School aims to foster good behaviour, respect and care and makes clear its zero-tolerance approach to bullying in several ways:

- It is embedded in the St Christopher's The Hall Code of Conduct, E-Safety Policy and in our PSHE Jigsaw charter which is discussed at the beginning of every academic year and throughout the year as part of the PSHE curriculum and daily classroom life.
- The discussion of related topics in assemblies, through projects, drama lessons, scenarios, history and current affairs.
- The Head of Pastoral Care/Heads of PSHE presents an annual whole school 'Anti - Bullying' assembly and Phase assemblies and meetings address this topic on a regular basis.
- All staff are reminded to remain vigilant inside and outside the classroom, taking action to reduce the opportunity for bullying at all times.
- Any potential situation is reported to the Head of Pastoral Care who will hold individual and mediation sessions with all parties involved on a regular basis
- Any potential situation is monitored by the Head of Pastoral Care daily
- St Christopher's The Hall School seeks to promote a culture in which both those who are receivers of bullying and those who witness an incident are prepared to 'tell'. The school will embed the culture by constantly reiterating that helping one's peers and friends is a positive action. In so doing, the school recognises that for a 'target' to 'tell' can be a very difficult thing to do. not least for the fear of alienating all those around them. In recognising that possibility, our School strives to ensure that repercussions of that kind are not allowed to occur.
- St Christopher's The Hall School will seek to provide a parents' forum about bullying and cyberbullying.
- Teachers must always be prepared to stop bad behaviour, as this can lead to bullying, and to report patterns of behaviour, as this may indicate bullying. Teachers are expected to arrive in good time for class, when collecting their class from the playground after break times and first thing in the morning and to be vigilant when dismissing their class at the end of the day. They are also expected to be vigilant around the school and to report anything they feel concerned about to the class teachers, Heads of Phase or Head of Pastoral Care.

6.1 What to do?

If pupils are being bullied, or know someone who is being bullied, they are advised and encouraged to confide in the person with whom they feel most comfortable – 'a trusted adult'. This could be:

- their parents/carers
- their class teacher
- any other teacher
- Heads of Phases
- the Head of Pastoral Care
- the Head Teacher

- the office staff
- the caretaker
- the Munchkins staff
- the DSL
- the DDSL

Any member of staff who has been made aware of bullying must pass on this information immediately, as appropriate.

Parents who have concerns about their children should always contact their class teacher or the Head of Pastoral Care at the earliest opportunity, so that the matter can be promptly investigated.

7. Dealing with Bullying Incidents and Record Keeping

The school adopts a restorative approach to tackling bullying in the first instance. Bullies may have complex reasons for their behaviour, and the initial stages of this approach are focused on restorative justice, rather than being sanction-based. The school will offer support for both the target and the bully to ensure all pupils can move on from the incident in a positive way. Where appropriate, bullies will be offered support in managing their behaviour.

Where this approach does not improve the outcomes for the target(s) of bullying behaviour, disciplinary sanctions will be implemented which reflect the seriousness of the incident and convey a deterrent effect. These may extend to permanent exclusion in the most severe cases. The school has a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. Examples can include:

- Monitor the situation closely, by class teacher in consultation with all other teachers, including specialists, to see if anything occurs. (This response is usually only appropriate if the incident appears to be a 'one-off').
- Arrange for the 'victim' and 'perpetrator' to have one to one consultation with the Head of Pastoral Care.
- Arrange for the 'victim' and 'perpetrator' to have a mediation session with the Head of Pastoral Care. The 'perpetrator' may be totally unaware that he is bullying, or the 'target' may have given a different story. The situation will then be closely monitored (and recorded on CPoms) by the Head of Pastoral Care.
- Sanction the 'perpetrator' both making it clear that this must never happen again and encouraging the 'perpetrator' to see the 'target's' point of view.

Staff should be particularly alert to the effect any form of bullying can have on vulnerable pupils. There is evidence to suggest that pupils who are badly bullied in school are more likely to be bullied outside of school (either on their way to/from school or online, including through direct contact, via social media or through online gaming messaging services. Suspected

bullying incidents should be logged on CPoms and shared with a member of the Safeguarding Team. This allows senior staff to remain alert to any patterns or trends in bullying behaviour.

8. Monitoring

This policy will be reviewed by the Head Pastoral annually. At every review, the policy will be approved by the Local School Board.

9. Links with other policies

This pastoral care policy links to the following policies:

- Safeguarding and Child Protection
- Curriculum
- IT

Appendix A- Advice on Good Practice for those dealing with bullying

St Christopher's The Hall School aims to:

- **Involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of procedures to follow if they believe that their child is being bullied. Parents must feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. The parents must then be encouraged to reinforce the value of good behaviour at home. Parents to be made aware that bullying will be dealt with in line with the St Christopher's The Hall School Anti-bullying Policy. The Head Teacher will make decisions about expulsion or exclusion.
- **Involve pupils** so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- **Regularly evaluate** and update our approach to take account of developments in technology, for instance, updating 'acceptable use' policies for computers.
- **Implement disciplinary sanctions:** the consequences of bullying should reflect the seriousness of the incident so that the others see that bullying is unacceptable.
- **Openly discuss differences between people that could motivate bullying,** such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations may well have particular issues that need to be understood. The school will also teach children that using any prejudice-based language is unacceptable.
- **Use specific organisations or resources to help with particular problems:** draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- **Provide effective staff training** as anti-bullying policies are most effective when all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support.
- **Make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel they could report bullying, which may have occurred outside school, including cyber bullying. E-safety will be addressed in IT and PSHE lessons as well as informal discussions.
- **Create an inclusive environment:** create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- **Celebrate success,** which is an important way of creating a positive school ethos around the issue.