



## **Denefield School Anti-Bullying Policy**

Approved by Standards on	12 November 2025
Date of next review	November 2026
Review cycle	Annual
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Deputy Head (Behaviour & Culture)
Location of policy	Website



## **Anti-Bullying Policy**

### **Status**

Statutory

This policy applies to all the school's students, staff, trustees, parents or carers and visitors. It sets out our definition of bullying and how any bullying will be dealt with.

### **A. Aim**

At Denefield we are committed to creating a culture based on our core values of respect, tolerance and happiness. Students must feel safe and respected if they are to learn effectively, therefore we strive to provide a safe environment free from disruption, violence, bullying and any form of harassment.

We aim to develop our students' self-esteem and self-discipline so that they have proper regard for authority and enjoy positive relationships based on mutual respect.

Bullying happens in all societies, at all levels, so it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

### **B. Our definition of bullying**

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, sustained and persistent over time, that intentionally hurts another individual or group either physically or emotionally. It can be cumulative and can build with the experience of success and status and may escalate. Bullying in adults is the abuse of power and, in children, is the enjoyment of power.

Examples of bullying (not exhaustive) include:

- Physical (hitting, kicking, pushing, tripping, invading someone's personal space, theft)
- Teasing
- Making threats
- Verbal (comments about an individual's race, religion, size, sexual orientation, appearance, physical disability or mental disability)
- Indirect (spreading rumours, making malicious accusations, and by seeking to sideline or ostracise individuals)
- Electronic (cyberbullying)
- Peer-on-peer
- Adult-on-child

Bullying is not 'a bit of fun', not 'playful' but a deliberate intention or desire to inflict hurt, distress or humiliation, to intimidate, to threaten, or to frighten someone repeatedly over a period of time.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Students with protected characteristics:

- Homophobic bullying occurs when bullying is motivated by a prejudice against members of the LGBTQ+ community
- Racial bullying occurs when someone is belittled, mocked, intimidated, vilified or shamed because of their physical appearance, ethnic background, religious or cultural practices or the way they talk or dress
- Other protected characteristics are disability, sex, religion or belief, age and being pregnant or on maternity leave.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if

necessary, delete inappropriate images (or files) on electronic devices, including mobile phones

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **C. How we set the right ethos of being a 'telling' school**

A 'telling' school is one where students do inform staff when bullying is taking place.

If students who feel they are being bullied are to tell us about bullying, we must work together to create an atmosphere of trust. Targets or victims must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. Those involved must understand that bullying may result in a number of different outcomes and be familiar with the content of the flow chart in appendix 1.

In order for this to happen, everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere around school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying;
- ensuring all students, staff and parents are aware of the school's recognised procedure for dealing with identified cases;
- those experiencing bullying having the confidence that they will be supported;
- ensuring students know that there will be appropriate consequences for bullying behaviour;
- ensuring that all staff exhibit positive behaviours, demonstrate our CHARACTER values and become positive role models to students, treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;

- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying;
- ensuring all students, staff, parents and carers understand that freedom from the fear of bullying is a necessary condition for effective learning.

#### **D. Procedure for dealing with complaints of bullying**

##### **How to deal with bullying and who to tell**

- If you feel able to, then let the perpetrator or bully know that you do not like what is happening to you and ask them to stop;
- If the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be a tutor, a member of the house team or could be any trusted member of staff (teaching or non-teaching.)
- Use the [listening@denefield.org.uk](mailto:listening@denefield.org.uk) email address to report your concerns discreetly.

##### **What any adult – teacher, support staff, parent or carer – who has been told about bullying should do**

- Contact the tutor and house team of the student concerned.
- If a parent or carer does not know who the appropriate Head of House is, they should contact school and main reception can advise.

##### **Who should investigate**

- In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes they need help in resolving an issue they will contact the relevant house team.
- An investigation into a complaint of bullying will be carried out in most cases by a member of the house team but on occasions by a tutor or Deputy Head for Behaviour and Culture.

##### **The need for gathering evidence**

- If we are to deal with incidents fairly, we must gather evidence in order to establish what really happened. This will usually take the form of written statement from the alleged perpetrator or bully, the target or victim and any witnesses.

## **How we deal with incidents that cross the inside/outside school boundaries**

- Where incidents that happen outside school are clearly having a detrimental effect on the student in school, we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

## **What sanctions we use**

- At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.
- The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension:
  - In the first instance, a perpetrator or bully will be warned, and parents or carers will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
  - If the bullying continues, parents or carers will be invited into school and both student and parents and parents or carers will be told that further sanctions will follow if the bullying doesn't stop. An antibullying contract will be issued for signing by the student, their parents or carers and their head of house. In addition, a 'no-contact' contract may also be put in place.
  - Further sanctions such as removal from lessons and/or free time may be imposed, as may a fixed term suspension if appropriate.
  - The ultimate sanction for bullying is permanent exclusion.

## **E. Roles and responsibilities:**

### **The Board of Trustees will:**

- monitor and review the anti-bullying policy;
- monitor reports of bullying incidents through termly reports to the Standards Committee.

### **The Headteacher will:**

- implement the school's anti-bullying policy within the school;
- ensure all staff are aware of their responsibilities in relation to promoting a safe environment free from disruption, violence, bullying and any form of harassment;
- promote the CHARACTER values at all times;
- undertake a regular review of the anti-bullying policy and procedures in order to evaluate them and ensure that they are effective, fair and consistently applied.
- provide safeguarding training for staff which will include expected responses to different issues.

### **The member of SLT with responsibility for behaviour and culture will:**

- monitor incidents in line with the Public Sector Equality Duty and Equality Act 2010 and report these on a termly basis to the Board of Trustees through the Standards Committee;
- ensure appropriate intervention is put in place;
- monitor effects of bullying by protected characteristics to identify patterns; □ address any patterns with the House team for intervention.

### **Heads of House will:**

- investigate and follow up on any incidents of bullying reported;
- contact home following any incidents of bullying to ensure parents or carers are fully informed of any investigations and outcomes;
- ensure restorative meetings take place following any incidents of bullying and that apologies are made either verbally or in writing;
- Ensure that parents or carers of students involved in incidents of bullying will be informed of progress during the process of investigation and of the outcomes of these processes.

**Staff will:**

- model and promote the school's CHARACTER values at all times;
- promote the school's ethos of tolerance, empathy and respect;
- be aware of their responsibilities in relation to promoting a safe environment free from disruption, violence, bullying and any form of harassment;
- be responsible for ensuring that the anti-bullying policy and procedures are followed and consistently and fairly applied;
- deal effectively and with due seriousness with any incidents of bullying;
- ensure that all staff, students, parents/carers and visitors are treated fairly, equally and with dignity and respect;
- facilitate restorative meetings where it is deemed to be appropriate.

**Parents and carers will:**

- support the school's ethos promoting tolerance, empathy and respect;
- treat all staff, students, parents/carers and visitors fairly, equally and with dignity and respect;
- report any incidents of bullying and support the school in dealing effectively with these.

**Students will:**

- adhere to the school's anti-bullying policy both within and outside the school premises, when representing the school at off-site events and when travelling to and from school;
- take responsibility for their own behaviour;
- treat all staff, students, parents or carers and visitors fairly, equally and with dignity and respect;
- report any incidents of bullying.

**Arrangements for monitoring and evaluation**

This policy will be reviewed regularly and will be updated in response to new guidance and/or legislation as necessary.

Termly reports are provided to the Standards Committee to enable the Board of Trustees to monitor data on bullying incidents.

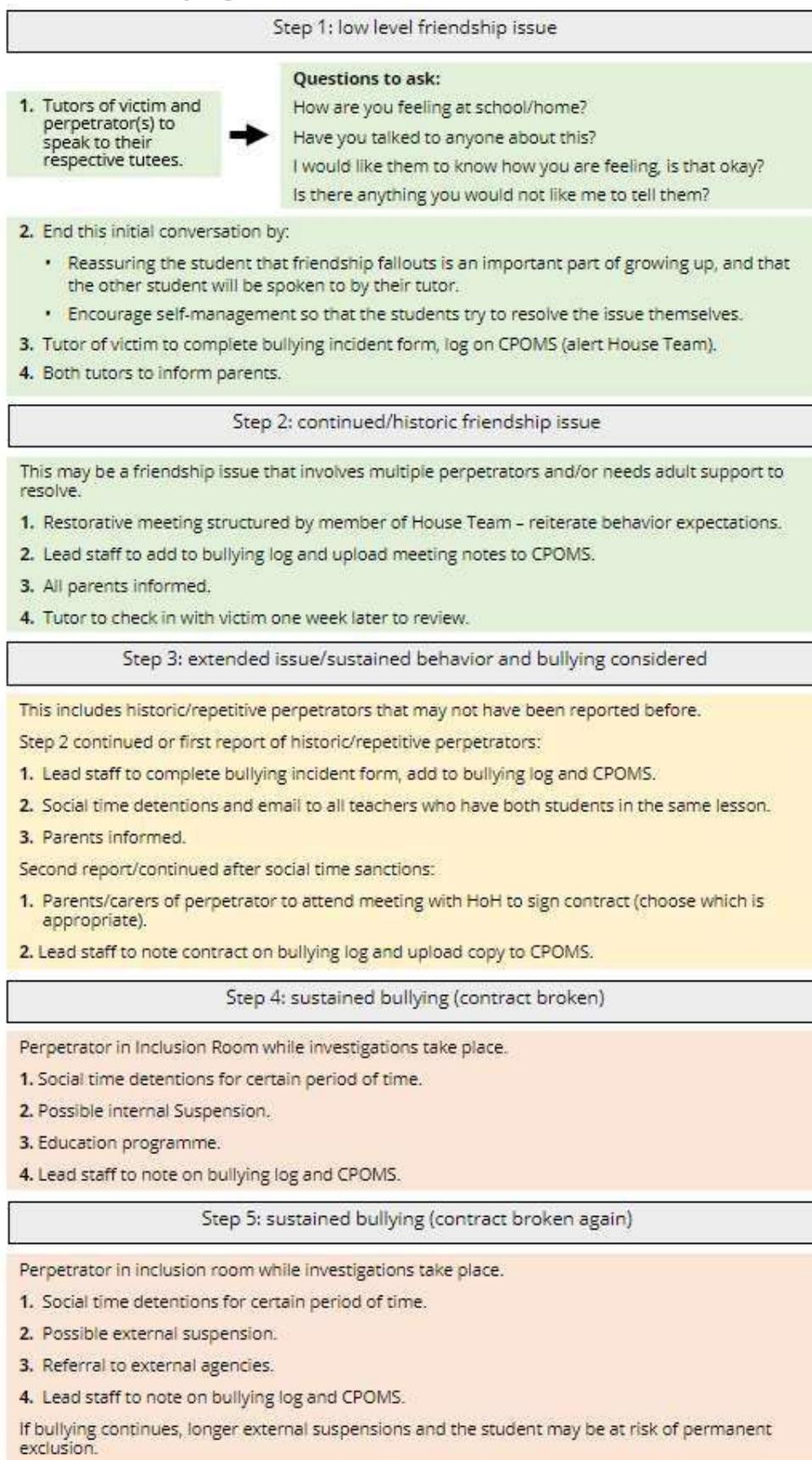
## **Who or what was consulted**

- The Senior Leadership Team
- Heads of House
- Department for Education: Preventing and Tackling Bullying – advice for school leaders, staff and governing bodies (July 2017)
- Department for Education: Cyberbullying–advice for headteachers and school (November 2014)
- Department for Education: Behaviour and Discipline in Schools Guidance (January 2017)
- Ofsted: School Inspection Handbook (September 2024)

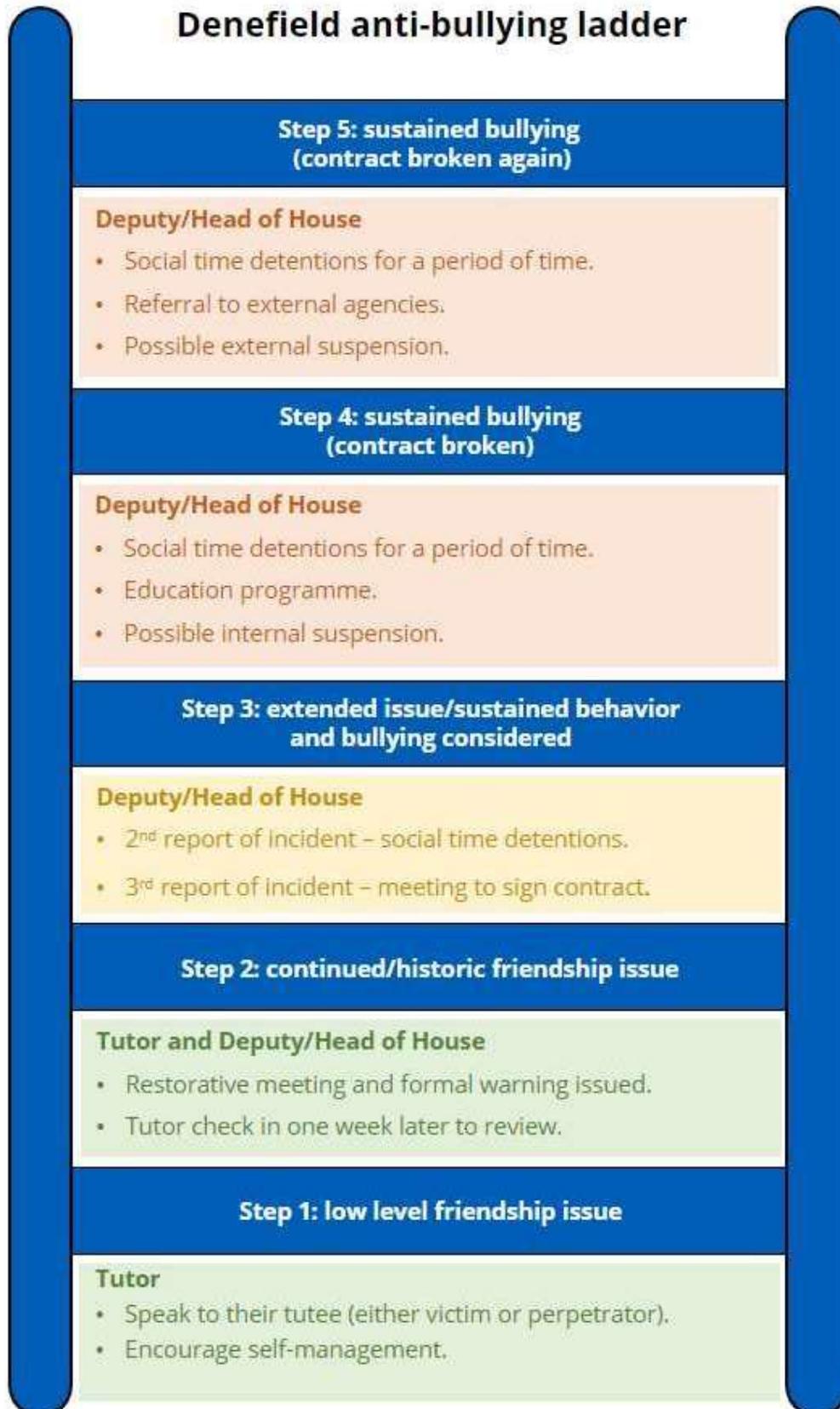
## **Linked policies** (on the school website)

- Attendance & Punctuality Policy
- Behaviour and Discipline Policy
- Equality Policy
- E-Safety and Data Protection Policy
- Exclusions Policy
- Reasonable Force Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy
- Mental Health Policy
- Bereavement Policy
- Whistleblowing Policy

## Appendix 1 – Anti-Bullying Flowchart



## Appendix 2 – Anti-Bullying Ladder



### Appendix 3 – Supporting Organisations and Guidance

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools”  
March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)