10a. Anti-Bullying Policy

Linked Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- E Safety Policy
- Equal Opportunities Policy

Key Guidance

This policy is informed by the following statutory and non-statutory guidance:

- *Keeping Children Safe in Education* (DfE, September 2025)
- *Preventing and Tackling Bullying* (DfE, 2017, updated)
- *Behaviour in Schools: Guidance for Headteachers and Staff* (DfE, 2022)
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE, 2021)

Aims

At The Lyceum, we are committed to providing a safe, caring and respectful environment where all pupils can thrive. Bullying, harassment and child-on-child abuse are contrary to our values of respect, good manners and fairness and will not be tolerated. We work closely with parents, guardians and the wider community to ensure that expectations are consistent and children are supported in developing healthy, respectful relationships.

Definition of Bullying

"a working definition of bullying, such as that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or online through cybertechnology (social websites, mobile phones, text messages, photographs and email).

The policy is written in conjunction with the Dfe 2019 guidance on Independent School Standards which covers **Prejudice – based bullying** based on the above protected characteristics.

Bullying may be:

- **Physical** – hitting, kicking, pushing, threats of violence.
- **Verbal** – name-calling, mocking, threatening, spreading rumours.
- **Emotional** – excluding, isolating, manipulating friendships.

- **Sexual or sexist** – inappropriate comments, unwanted touching, sexualised behaviour.
- **Discriminatory** – racist, homophobic, transphobic, biphobic, disablist, faith-based.
- **Linked to vulnerability** – targeting children with SEND, in care, young carers, or from minority backgrounds.
- **Cyber-bullying** – bullying carried out through digital technologies (see below).

Cyber-Bullying

We recognise that online bullying can happen inside or outside school and at any time. Examples include:

- Sending abusive texts, emails, or instant messages.
- Sharing humiliating images or videos.
- Impersonation, trickery, or outing personal information.
- Exclusion from online groups or platforms.
- Harassment or cyber-stalking.

We will always investigate reports of cyber-bullying and take appropriate action, even if incidents occur outside school hours, when they impact pupils' wellbeing or the school environment.

Child-on-Child Abuse and Sexual Harassment

In line with *KCSIE 2025*, we recognise that bullying may include sexual harassment, sexual violence, or other forms of child-on-child abuse. All such incidents will:

- Be taken seriously and never dismissed as "banter" or "part of growing up".
- Be reported immediately to the Designated Safeguarding Lead (DSL).
- Be recorded on CPOMS and investigated by SLT.
- Involve appropriate support for victims and perpetrators.
- Trigger a safeguarding referral where there is reasonable cause to suspect harm or risk of harm.

Signs of Bullying

Staff are alert to possible signs such as reluctance to attend school, anxiety, withdrawn behaviour, missing belongings, deterioration in work, frequent illness, unexplained injuries, changes in habits or sleep, or talk of running away/self-harm. These will be investigated sensitively and logged appropriately.

Response to Bullying

- All reports are taken seriously, logged on CPOMS, and investigated by SLT.

- All bullying is recorded on the Bullying, Child on Child Victims are listened to, supported, and kept informed.
- Parents of both victim and alleged perpetrator are informed early.
- Sanctions may include loss of privileges, exclusion from activities/trips, internal exclusion, or, in serious/repeated cases, permanent exclusion.
- All sanctions will be in line with the steps taken in the Behaviour Policy.
- Support is offered to the perpetrator to help them change their behaviour (e.g. mentoring, restorative conversations, pastoral input).
- Where behaviour indicates significant harm or safeguarding concerns, the DSL will refer to Children's Services and, if appropriate, the Police.

Preventative Measures

We promote an anti-bullying culture through:

- A comprehensive PSHE and Relationships, Sex & Health Education curriculum.
- Circle Time, assemblies and workshops addressing friendship, respect and inclusion.
- Embedding British Values, SMSC and diversity education across the curriculum.
- NSPCC assemblies and external speakers.
- Celebration of differences and learning about different cultures and faiths.
- Buddy systems, worry boxes, and pupil voice surveys.
- Clear behaviour expectations and positive reinforcement.
- Annual staff training, safeguarding updates and regular pastoral staff discussions.

Record-Keeping and Monitoring

- All incidents are recorded on CPOMS.
- The Bullying Incident Log and Sanction Log are maintained by SLT.
- Data is analysed termly to identify patterns, vulnerable groups and effectiveness of interventions.
- The Safeguarding Governor monitors bullying trends and policy implementation.
- An annual review of this policy includes input from staff, pupils and parents.

Support for bullying

Depending on the nature and context of bullying situation, the school will support all children in bullying situations.

This support will either involve internal support from members of staff or in conjunction with the parents, the school will refer the children involved to the school's Behaviour Consultant – Stepping Stones to offer support for all the children involved.

Support and weekly reviews at SLT meetings will continue as long as the children involved need the support.

If more support is required, the school will seek advice from the Dukes Safeguarding Governor.

Safeguarding

Where bullying constitutes or leads to safeguarding concerns, the school will follow its Safeguarding and Child Protection Policy and make referrals to Children's Services. *Reasonable cause to suspect significant harm will always override other considerations*.

Roles and Responsibilities

- **All staff**: remain vigilant, intervene, report concerns, support pupils.
- **DSL/SLT**: oversee investigations, ensure safeguarding referrals are made, maintain records, support staff.
- **Governors**: monitor effectiveness of policy, hold leaders to account.
- **Parents/Carers**: support the school in tackling bullying, reinforce expectations at home.
- **Pupils**: treat others with respect, report bullying, support peers.

Review

This policy will be reviewed annually, or sooner in response to updates in statutory guidance or emerging best practice.

Reviewed by ST: September 2025

Reviewed by the Board: September 2025

Next review: August 2026