

SARAH BONNELL SCHOOL

Anti-Bullying Policy

Coordinator	DHT Behaviour
Review Frequency	Annually, or sooner following changes to legislation, statutory guidance, safeguarding trends or identified school need
Last reviewed	Sep 2026
Agreed by SLT on	Sep 2026
Agreed by Governors or delegated to	
Committee	Sep 2026
The policy is communicated by the following means	
Governors	Through IEB
Staff	Policy folder on the staff shared drive
Parents	Policy available on the school website; key procedures communicated through parent information and school communications as appropriate.
Students	Students verbally by all staff inside and outside the classroom, classroom display, student bulletin and student planners, assemblies and the wider behaviour curriculum

Sarah Bonnell School is committed to providing a safe, inclusive and respectful environment where all students can learn and thrive. We believe every student has the right to learn, the right to respect and the right to feel safe.

Bullying of any kind is unacceptable and will not be tolerated. We recognise that bullying can have a significant impact on a young person's educational achievement, emotional wellbeing, physical health and mental health. We are committed to preventing bullying, responding effectively when concerns arise and supporting all students involved.

This policy reflects the school's values as outlined in The Sarah Bonnell Way and should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, Promoting

Equality Policy, Online Safety Policy, SEND and Inclusion Policy, Mental Health and Wellbeing Policy, Suspension and Permanent Exclusion Policy and Searching and Screening Policy.

1. Policy Objectives

The aims of this policy are to:

- Promote a culture of kindness, respect, inclusion and belonging.
- Ensure all members of the school community understand what bullying is and how to report it.
- Prevent all forms of bullying, discrimination, harassment and victimisation.
- Encourage students to report concerns and feel confident they will be taken seriously.
- Ensure all staff are equipped to identify, challenge and respond to bullying.
- Support students who have experienced bullying and those whose behaviour has caused harm.
- Record, monitor and analyse incidents to identify patterns and improve practice.
- Promote restorative approaches alongside appropriate sanctions.
- Ensure compliance with safeguarding responsibilities and statutory guidance.

2. Legislative and Statutory Framework

This policy has been developed with reference to:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Human Rights Act 1998
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- Keeping Children Safe in Education (current edition)
- Behaviour in Schools Guidance
- Suspension and Permanent Exclusion Guidance
- Preventing and Tackling Bullying Guidance
- Searching, Screening and Confiscation Guidance
- Working Together to Safeguard Children

3. Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally causes physical, emotional or psychological harm to another person. It may involve an actual or perceived imbalance of power which makes it difficult for the person being bullied to defend themselves.

Bullying may:

- Be repeated over time or form part of a pattern of behaviour.
- A serious one-off incident may not meet the definition of bullying but will still be taken seriously and addressed under the school's Behaviour and/or Safeguarding and Child Protection procedures.
- Exploit an imbalance of power.
- Cause fear, distress, humiliation or isolation.

Bullying can occur face-to-face, online or through a combination of both.

The impact on the victim is an important factor when determining whether behaviour constitutes bullying.

4. Types of Bullying

Bullying may include, but is not limited to:

Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging property
- Theft
- Intimidation

Verbal Bullying

- Name-calling
- Threats
- Insults
- Mockery
- Derogatory language

Emotional or Psychological Bullying

- Deliberate exclusion
- Humiliation
- Manipulation
- Intimidation
- Spreading rumours

Online (Cyber) Bullying

- Social media abuse
- Group chat harassment
- Sharing images without consent
- Anonymous messages
- Impersonation
- AI-generated harmful content
- Sextortion
- Online threats or intimidation

Prejudice-Based Bullying

Including bullying related to:

- Race or ethnicity
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Other actual or perceived differences
- Gender reassignment
- Pregnancy or maternity
- Special educational needs, appearance, family circumstances, care experience or caring responsibilities

Sexual Harassment and Sexual Violence

Sexual harassment, sexual abuse, sexual violence, unwanted sexual comments, sexualised bullying and harmful sexual behaviour are never acceptable and will be managed in line with the school's safeguarding procedures and Keeping Children Safe in Education.

Child-on-Child Abuse

The school recognises that children can abuse other children. Such behaviour will never be dismissed as:

- Banter
- Part of growing up
- Just a joke
- A normal part of adolescence

All concerns will be investigated appropriately and safeguarding procedures followed.

5. School Ethos and Prevention

At Sarah Bonnell School, bullying prevention is embedded through:

- The Sarah Bonnell Way
- High expectations of behaviour
- A restorative approach
- Curriculum learning
- Assemblies and form time
- Anti-Bullying Week
- Student leadership opportunities
- Digital Leaders
- Peer mentoring and Big Sisters
- Student voice activities
- Online safety education
- Equality and diversity education

We are committed to promoting equity, inclusion and anti-racism and to challenging discriminatory attitudes and behaviours wherever they occur.

Students who witness bullying are encouraged not to participate in, share or reinforce the behaviour and to report concerns to a trusted adult. The school will support students to act safely as active bystanders.

6. Bullying Outside School

The school may investigate and respond to bullying that takes place outside the school premises where there is a clear connection to the school community or where the

behaviour affects the safety, wellbeing or education of a student. This may include behaviour:

- Travelling to or from school
- In the local community
- On school trips or activities
- Online or through social media, messaging platforms or gaming

The school will respond in accordance with its Behaviour and Safeguarding policies and may apply sanctions where appropriate.

7. Reporting Concerns

Students are encouraged to report bullying to:

- Any member of staff
- Form tutors
- Pastoral Managers
- Year Leaders
- Designated Safeguarding Leads
- Student leaders, mentors or Big Sisters

Parents and carers should report bullying concerns to their child's Year Leader or Pastoral Manager in the first instance, using the school's published communication channels.

All reports will be taken seriously and investigated promptly.

8. Responding to Bullying

When bullying is reported or suspected:

- The concern will be investigated promptly.
- All students involved will be spoken to.
- Statements may be taken.
- Appropriate safeguarding assessments will be completed.
- Parents/carers will be informed.
- Support will be offered to affected students.

- Incidents will be recorded on Arbor.
- The Designated Safeguarding Lead will be informed where required. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the concern will be referred immediately to the Designated Safeguarding Lead and managed in accordance with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Where behaviour may constitute a criminal offence or poses a serious threat to a student or member of the public, the school will consider referral to the police and/or other appropriate agencies.

Responses may include:

- Restorative conversations
- Mediation
- Behaviour support
- Educational interventions
- Detentions
- Internal exclusion (RESET)
- Suspension
- Permanent exclusion in the most serious cases

Restorative approaches or mediation will only be used where this is safe, appropriate and in the interests of the student who has experienced harm. They will not replace safeguarding action, appropriate sanctions or other protective measures.

The school recognises that some students may be more vulnerable to bullying or may face additional barriers to reporting it, including students with SEND or disabilities, looked-after and previously looked-after students, young carers and students experiencing significant personal or family difficulties. Reporting and support arrangements will be adapted and reasonable adjustments made where necessary.

9. Support for Students

Students who have experienced bullying may receive:

- Pastoral support
- Mentoring
- Counselling
- Safe spaces
- Regular check-ins
- External agency support where appropriate

Students whose behaviour has caused harm may receive:

- Restorative interventions
- Behaviour support plans
- Social and emotional support
- Targeted interventions
- Referrals to external services where appropriate

10. Recording and Monitoring

All incidents of bullying will be:

- Recorded on Arbor.
- Monitored by pastoral teams.
- Reviewed by safeguarding staff where appropriate.
- Analysed by type of bullying, including prejudice-related incidents, year group, location and recurring patterns, to identify trends and vulnerable groups.
- Reported to senior leaders and governors as required.

The school will regularly review bullying data to ensure effective prevention and intervention strategies are in place.

11. Monitoring and Review

The school will:

- Review this policy annually, or sooner following changes to legislation, statutory guidance, safeguarding trends or identified school need.
- Seek feedback from students, staff, parents and governors.
- Monitor the effectiveness of reporting systems.
- Analyse behaviour and safeguarding data.
- Ensure staff receive regular training on bullying prevention and response.

The school is committed to continuous improvement in creating a safe, respectful and inclusive environment for all members of the school community.