

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Anti-bullying Policy

Key Contact Personnel in School

Mrs Julia Head

Headteacher

Mrs Lauren Gilbert - EYFS/KS1 Phase Leader

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Mr Ed Schryver

Chair of Governors

Date written: **January 2026**

Date agreed and ratified by Governing Body: **February 2026**

Date of next review: **February 2027**

This policy will be reviewed annually.

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

Rights Respecting Schools and Our Commitment to Children's Rights

As a school working towards Silver Rights Respecting School Award, we are committed to promoting and protecting the rights of all children as set out in the United Nations Convention on the Rights of the Child (UNCRC).

This Anti-bullying Policy is underpinned by children's rights, particularly:

- **Article 2** (non-discrimination) - All children have rights regardless of their race, religion, abilities, whatever they think or say, whatever type of family they come from
- **Article 3** (best interests of the child) - All adults should do what is best for children
- **Article 12** (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- **Article 13** (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law
- **Article 14** (freedom of thought, belief and religion) - Every child has the right to think and believe what they choose and also to practise their religion
- **Article 15** (freedom of association) - Every child has the right to meet with other children and to join groups and organisations
- **Article 16** (right to privacy) - Every child has the right to privacy
- **Article 19** (protection from violence, abuse and neglect) - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them
- **Article 23** (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community
- **Article 28** (right to education) - Every child has the right to an education
- **Article 29** (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- **Article 31** (leisure, play and culture) - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Bullying is a violation of children's rights. It prevents children from enjoying their rights and can have a lasting impact on their wellbeing, development and education.

We are committed to ensuring that all children in our school community can enjoy their rights in an environment free from bullying, harassment and discrimination.

School Statement on Bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

We maintain a zero-tolerance approach to bullying and all forms of child-on-child abuse. Bullying is unacceptable and will always be taken seriously.

Bullying violates children's rights and prevents them from:

- Feeling safe and protected (Article 19)
- Accessing their education (Article 28)
- Developing to their full potential (Article 29)
- Expressing themselves freely (Article 13)
- Being treated with dignity and respect (Article 2)

We recognise that every child has the right to be protected from bullying, and we are committed to creating a school environment where all children's rights are respected and upheld.

Aims and Purpose of the Policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour, where all children can enjoy their rights under the UNCRC
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable and violates children's rights
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur, always keeping children's rights at the centre of our response
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment where children's rights are respected
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures
- To ensure that our anti-bullying approach forms part of our whole-school safeguarding framework and our commitment to being a Rights Respecting School
- To empower children to understand and exercise their rights, including their right to be protected from bullying (Article 19) and their right to have their views heard (Article 12)

Relationship with Other Policies

This Anti-bullying Policy should be read alongside:

- **Child Protection and Safeguarding Policy** - which sets out our approach when bullying constitutes abuse and our commitment to protecting children's rights under Article 19
- **Behaviour Policy** - which includes our approach to managing bullying behaviour and sanctions, while respecting children's rights
- **Online Safety Policy** - which includes our approach to cyber-bullying and online safety, protecting children's rights in the digital world

- **Equality Policy** - which sets out our commitment to eliminating discrimination and upholding Article 2 (non-discrimination)
- **SEND Policy** - which outlines support for vulnerable pupils and upholds Article 23 (children with a disability)
- **PSHE and RSE Policy** - which includes our preventative curriculum approach and supports Article 29 (goals of education)

Together, these policies form part of our whole-school approach to keeping children safe and upholding their rights, in line with Keeping Children Safe in Education (KCSIE) 2025 and the UNCRC.

Statutory Framework

This policy has been developed in accordance with:

- The United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children
- The Equality Act 2010
- The Education Act 2002
- DfE guidance on behaviour in schools
- DfE guidance on preventing and tackling bullying (including cyber-bullying)
- DfE guidance on sexual violence and sexual harassment between children in schools
- DfE guidance on the use of reasonable force and other restrictive interventions (from April 2026)

We recognise that bullying is a safeguarding issue and forms part of our duties under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils. We also recognise that bullying is a violation of children's rights under the UNCRC.

Definition of Bullying

Bullying involves intentional and repeated actions that are hurtful, unkind, or threatening. It can be perpetrated by an individual or a group against another individual or group, where the aggressor(s) possess more power than the victim(s).

Bullying is a violation of children's rights, particularly:

- **Article 19** (protection from violence, abuse and neglect)
- **Article 2** (non-discrimination) - when bullying is based on protected characteristics
- **Article 28** (right to education) - as bullying can prevent children from accessing their education
- **Article 16** (right to privacy) - particularly in cases of cyber-bullying

Allowing bullying to continue negatively affects the perpetrator, the victim, and the entire school community, disrupting its safe, supportive and happy environment and preventing children from enjoying their rights.

The Nature of Bullying Can Be:

- **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) - violates Article 19
- **Verbal** (e.g. name calling, ridicule, comments, threats) - violates Articles 13 and 16
- **Cyber** (e.g. messaging, social media, email, sharing images) - violates Articles 13 and 16
- **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours) - violates Articles 15 and 16
- **Visual/written** (e.g. graffiti, gestures, wearing racist insignia) - violates Article 2
- **Sexual** (e.g. unwanted sexual comments, jokes, physical contact, sharing nude or semi-nude images) - violates Article 19
- **Damage to personal property** - violates Article 16
- **Threat with a weapon** - violates Article 19
- **Theft or extortion** - violates Article 16

Bullying Can Be Based On:

- Race (racist bullying) - violates Article 2
- Sexual orientation (homophobic or biphobic bullying) - violates Article 2
- Special educational needs (SEN) or disability - violates Articles 2 and 23
- Culture or class - violates Article 2
- Gender identity (transphobic bullying) - violates Article 2
- Gender (sexist bullying) - violates Article 2
- Appearance or health conditions - violates Article 2
- Religion or belief - violates Articles 2 and 14
- Related to home or other personal circumstances - violates Article 2
- Related to another vulnerable group of people - violates Article 2

All forms of discrimination-based bullying violate Article 2 of the UNCRC, which states that all children have rights regardless of their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Bullying as Child-on-Child Abuse

We recognise that bullying is a form of child-on-child abuse and a violation of Article 19 (protection from violence, abuse and neglect). All staff should be aware that children can abuse other children, and this can manifest as bullying. This can happen both inside and outside of school and online.

We maintain a zero-tolerance approach to all forms of abuse and recognise that all child-on-child abuse is unacceptable, will be taken seriously, and violates children's fundamental rights.

Child-on-child abuse can include:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Physical abuse

- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals

Where bullying incidents involve or may involve sexual violence, sexual harassment, or other forms of serious abuse, these will be handled in accordance with our Child Protection Policy and Part 5 of KCSIE 2025.

In line with Article 12 (respect for the views of the child), all victims will be listened to, taken seriously, supported and kept safe. They will never be made to feel ashamed for making a report or that they are creating a problem by reporting. Their views will be considered and taken seriously in all decisions affecting them.

Sexual Violence and Sexual Harassment

We maintain a zero-tolerance approach to sexual violence and sexual harassment. These behaviours are never acceptable, will always be taken seriously, and are serious violations of children's rights, particularly Article 19 (protection from violence, abuse and neglect) and Article 16 (right to privacy).

Sexual harassment includes:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault

We recognise that:

- Addressing inappropriate behaviour (such as sexual harassment) can help prevent abusive/violent behaviour in the future
- Dismissing or tolerating sexual harassment risks normalising it and violates children's rights
- Sexual violence and sexual harassment can occur between two children of any age and sex
- Children who are victims of sexual violence and sexual harassment will likely find the experience distressing, which can adversely affect their educational attainment (violating Article 28 - right to education) and will be offered appropriate support
- Some groups are potentially more at risk, including girls, LGBTQ+ pupils, and pupils with SEND

In line with Article 12 (respect for the views of the child), all victims will be taken seriously, supported and kept safe. Their views will be heard and taken into account in all decisions. Staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, and will never make a victim feel ashamed for making a report.

Where incidents involve sexual violence or harassment, these will be handled in accordance with Part 5 of KCSIE 2025 and our Child Protection Policy. The Designated Safeguarding Lead (or deputy) will take a leading role, supported by other agencies such as local authority children's social care and the police as required.

Cyber-bullying and Online Safety

We recognise that cyber-bullying can occur 24/7 and can have a significant impact on pupils' wellbeing beyond the school day. Technology is a significant component in many safeguarding and wellbeing issues, and children are at risk of abuse and other risks online as well as face to face.

Cyber-bullying violates several children's rights, including:

- **Article 16** (right to privacy)
- **Article 19** (protection from violence, abuse and neglect)
- **Article 13** (freedom of expression) - when used to silence or intimidate others
- **Article 28** (right to education) - when it impacts on a child's ability to learn

Our Approach to Cyber-bullying Includes:

- **Teaching pupils about online safety** through our PSHE and computing curriculum, including:
 - The 4 areas of online safety risk: content, contact, conduct and commerce
 - How to recognise and report cyber-bullying
 - How to stay safe online and protect their personal information and privacy (Article 16)
 - Understanding that what they do online can have real-world consequences and can violate others' rights
 - Critical thinking about online content, including misinformation, disinformation and conspiracy theories
 - Understanding their rights and responsibilities online
- **Appropriate filtering and monitoring systems** on school devices and networks in accordance with DfE guidance on meeting digital and technology standards, while respecting children's right to access information (Article 13)
- **Working with parents/carers** to reinforce online safety messages and support them to keep their children safe online at home
- **Taking action on cyber-bullying** that occurs outside school where it impacts on pupils' wellbeing or safety at school and violates their rights
- **Recording and monitoring** all incidents of cyber-bullying in the same way as other forms of bullying

- **Empowering children** to understand their rights online and to report when their rights or others' rights are being violated

Staff should be aware that pupils may be exposed to harmful online content which normalises harmful or violent behaviours, including content from influencers who promote misogynistic, sexist or other harmful views. We will educate pupils to think critically about such content and understand its potential harms and how it violates children's rights.

Additional Considerations for Pupils with SEND

We recognise that children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Article 23 (children with a disability) states that a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Bullying of children with SEND violates both Article 19 (protection from violence, abuse and neglect) and Article 23 (children with a disability).

Pupils with SEND May:

- Face additional barriers when experiencing or reporting bullying, including:
 - Assumptions that indicators of possible distress relate to their disability without further exploration
 - Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - Communication barriers and difficulties in managing or reporting challenges - which can prevent them from exercising their right to express their views (Article 12)
 - Cognitive understanding barriers (e.g. being unable to understand the difference between fact and fiction in online content)
- Be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Require additional support to understand and report bullying, and to exercise their right to be heard (Article 12)
- Need adjustments to how we communicate with them about bullying to ensure they can fully participate (Article 23)

Our Response:

We are committed to upholding the rights of children with SEND and ensuring they can enjoy their rights on an equal basis with other children.

We will work closely with our SENCO to ensure:

- Appropriate support is in place for pupils with SEND who experience bullying
- Any communication barriers are addressed so children can exercise their right to express their views (Article 12)
- Staff are aware of each pupil's specific needs and vulnerabilities
- Extra pastoral support and attention is provided where needed

- We consider whether a pupil's SEN has contributed to any bullying behaviour they have engaged in, and whether reasonable adjustments need to be made to any sanctions (in line with the Equality Act 2010 and Article 23)
- Children with SEND are empowered to understand their rights and to report when their rights are being violated
- We make reasonable adjustments to ensure children with SEND can fully participate in all anti-bullying activities and initiatives

Any reports of bullying involving children with SEND will require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.

Children at Greater Risk

Article 2 (non-discrimination) states that all children have rights regardless of their race, religion, abilities, whatever they think or say, whatever type of family they come from.

We recognise that some groups of children are potentially at greater risk of harm, including from bullying, and may face additional barriers to having their rights respected and upheld. These include:

- Children with special educational needs and disabilities (SEND) - Article 23
- Children with certain medical or physical health conditions
- Looked after children and previously looked after children - Article 20
- Children with a social worker
- LGBTQ+ pupils (lesbian, gay, bisexual, transgender, questioning) - Article 2
- Children from certain ethnic minorities - Article 2
- Children eligible for free school meals
- Children who are perceived to be different in any way - Article 2

We will ensure that:

- Staff are aware of these additional vulnerabilities and the importance of protecting these children's rights
- We provide appropriate support and monitoring for these groups
- We analyse our bullying data to identify if any groups are disproportionately affected, which would indicate their rights are not being equally upheld
- We take swift action if any disparities are identified
- All children, regardless of their circumstances, can enjoy their rights on an equal basis
- We actively work to remove barriers that prevent any group of children from enjoying their rights

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. Such language violates Article 2 (non-discrimination) and can prevent children from enjoying their rights with dignity and respect.

This type of language can take any of the forms of bullying listed in our definition of bullying.

This includes, but is not limited to:

- Racist language or slurs - violates Article 2
- Homophobic, biphobic or transphobic language (including casual use of terms like "gay" or "that's so gay") - violates Article 2
- Sexist language or comments - violates Article 2
- Language that mocks or belittles disability or SEN - violates Articles 2 and 23
- Language that mocks appearance, religion, culture or family circumstances - violates Article 2

It will be challenged by staff and recorded and monitored on CPOMS. Follow-up actions and sanctions, if appropriate, will be taken for pupils found using any such language.

Staff are encouraged to record even the casual use of derogatory language using CPOMS, as this helps us to:

- Monitor patterns and trends
- Identify pupils who may need additional support or education about respecting others' rights
- Take preventative action before language escalates to bullying behaviour
- Create a culture where such language is not normalised and where all children's rights are respected
- Teach children about the impact of their words on others' rights and dignity

We will use these incidents as learning opportunities to help children understand:

- How derogatory language violates others' rights
- The importance of treating everyone with dignity and respect (Article 2)
- How to express disagreement or frustration in respectful ways that don't violate others' rights
- Their responsibility to respect the rights of others

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. Such incidents violate Article 2 (non-discrimination). It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice-based incidents are taken seriously, recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions and ensures we are upholding all children's rights.

Even if an incident does not meet the definition of bullying (because it is not repeated), we will:

- Take it seriously and investigate, recognising it as a violation of children's rights
- Record it on CPOMS
- Take appropriate action, which may include sanctions
- Provide support to the victim and ensure their rights are protected
- Use it as a learning opportunity to educate about rights and respect

- Monitor the situation to ensure it does not escalate

Reporting Bullying

Article 12 (respect for the views of the child) states that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

We are committed to ensuring that all children feel able to report bullying and have their concerns taken seriously.

Pupils Should:

- Know that they have the right to be protected from bullying (Article 19)
- Understand that reporting bullying helps to protect their rights and the rights of others
- Report any bullying they experience or witness to a trusted adult immediately
- Not take part in any kind of bullying, as this violates others' rights
- Watch out for signs of bullying among their peers
- Never be bystanders to incidents of bullying - they have a responsibility to help protect others' rights
- Offer support to the victim and encourage them to report it
- Understand that reporting bullying is not 'telling tales' but helping to keep everyone safe and protecting everyone's rights
- Know that their views will be listened to and taken seriously (Article 12)

Pupils can report bullying to:

- Their class teacher
- Any member of staff they trust
- Their parents/carers, who can then contact the school
- Phase leaders (Mrs Gilbert for EYFS/KS1, Mr Langford for KS2)
- The headteacher (Mrs Head)
- Through our worry box system
- Via a peer mentor or buddy
- Through our Rights Respecting Schools committee

We will ensure that:

- All children know how to report bullying
- There are multiple ways for children to report, recognising that different children may feel comfortable using different methods
- Children understand that their views will be taken seriously (Article 12)
- Children are supported throughout the process
- Children's privacy is respected (Article 16) while ensuring they are kept safe

Parents/Carers Should:

- Look out for signs of bullying (e.g. distress, feigning illness, lack of concentration, reluctance to come to school, unexplained injuries, loss of possessions)
- Understand that bullying violates their child's rights
- Support their child to report bullying
- Contact the school immediately if they suspect their child is being bullied or is bullying others
- Work in partnership with the school to address the issue and protect children's rights
- Not approach other children or parents directly to resolve the issue
- Understand that their child has the right to be heard (Article 12) and that their views will be taken into account

Parents/carers can report bullying by:

- Contacting their child's class teacher
- Contacting the phase leader
- Contacting the headteacher
- Using the school's contact details found on the school website: www.egerton.kent.sch.uk
- Speaking to staff at the school gate

Staff Should:

- Be vigilant to signs of bullying and violations of children's rights
- Challenge all forms of bullying (including HBT (homophobic, biphobic and transphobic) bullying and language) and derogatory language
- Report all bullying incidents and concerns
- Play an active role in the school's efforts to prevent bullying and protect children's rights
- Never dismiss bullying as "just banter" or "part of growing up"
- Maintain an attitude of "it could happen here"
- Understand that safeguarding and promoting the welfare of children, and protecting their rights, is everyone's responsibility
- Ensure children's views are heard and taken seriously (Article 12)
- Model respect for children's rights in all their interactions

The Role of Bystanders

We recognise that pupils who witness bullying have an important role to play in creating a safe and respectful school community where everyone's rights are protected.

Children have both rights and responsibilities. While they have the right to be protected from bullying (Article 19), they also have a responsibility to help protect the rights of others.

We Expect All Pupils To:

- Never join in with bullying behaviour, as this violates others' rights
- Offer support to pupils who are being bullied

- Report bullying to a trusted adult, understanding this helps to protect others' rights
- Understand that reporting bullying is not 'telling tales' but helping to keep everyone safe and protecting everyone's rights
- Stand up for what is right, even when it's difficult
- Be active rights respecting citizens who help to create a community where everyone's rights are protected

We Will:

- Teach pupils how to safely intervene or report bullying through our PSHE curriculum and Rights Respecting Schools work
- Ensure pupils understand they will be supported if they speak up
- Recognise that some pupils may fear becoming targets themselves and provide safe ways to report
- Celebrate and recognise pupils who demonstrate courage in standing up to bullying and protecting others' rights
- Help pupils understand that being a bystander means allowing rights to be violated, and that they have the power to help protect others' rights
- Empower pupils to be active citizens who stand up for rights

Responding to Bullying

When responding to bullying, we will always keep children's rights at the centre of our response, particularly Article 3 (best interests of the child) and Article 12 (respect for the views of the child).

When bullying has been reported, the following actions will be taken:

1. Immediate Response

- Staff will record the bullying incident on CPOMS immediately
- The incident will be dealt with promptly by the member of staff who has been approached
- The child reporting will be thanked for speaking up and protecting rights
- A clear account of the incident will be recorded, including:
 - Names of those involved (victim, alleged perpetrator(s), witnesses)
 - Date, time and location
 - What happened (using the pupil's own words where possible - respecting Article 12)
 - Any evidence (e.g. screenshots of cyber-bullying, photographs, messages)
 - Protected characteristics of those involved (for monitoring purposes and to identify violations of Article 2)
 - Type of bullying (physical, verbal, cyber, sexual, etc.)
 - Which rights have been violated
 - Whether this is a repeat incident

2. Investigation and Assessment

- Designated school staff (phase leaders or headteacher) will be alerted to the incident via CPOMS

- The Designated Safeguarding Lead (DSL) or deputy will be informed immediately if the incident:
 - Constitutes a child protection concern (where there's reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm)
 - Could be a criminal offence or pose a serious threat to a member of the public
 - Involves sexual violence or sexual harassment
 - Involves a pupil with SEND, a looked after child, or other vulnerable pupils
 - Represents a serious violation of children's rights
- **Staff will interview all parties involved separately, ensuring Article 12 (respect for the views of the child) is upheld:**
 - The victim(s) - their views will be listened to and taken seriously
 - The alleged perpetrator(s) - their views will also be heard
 - Any witnesses
- **Staff will gather all relevant evidence and assess:**
 - The severity and frequency of the bullying
 - The impact on the victim and their ability to enjoy their rights
 - Whether there are any safeguarding concerns
 - Whether there are any unmet needs (e.g. unidentified SEND, mental health issues, problems at home)
 - Whether the incident is part of a pattern of behaviour
 - Whether any groups are being disproportionately affected
 - Which rights have been violated and how they can be restored
 - What the victim would like to happen (Article 12)
 - The views of all parties involved (Article 12)

3. Decision on Next Steps

Designated school staff will decide on the appropriate action, always considering Article 3 (best interests of the child) for all children involved.

For the victim:

- Immediate support and reassurance that they will be kept safe and their rights protected
- Reassurance that they have done the right thing by reporting and exercising their right to be heard
- Ongoing pastoral support from class teacher, phase leader, or pastoral team
- Support from peer mentors or buddy system
- Restorative justice intervention (where appropriate and with the victim's agreement)
- Nurture intervention
- Referral to external support services if needed
- Regular check-ins to monitor wellbeing and ensure rights are being upheld
- Adjustments to timetable or arrangements if needed to ensure safety

- Empowerment to understand their rights and how they have been protected
- Their views will be taken into account in all decisions (Article 12)

For the alleged perpetrator:

- Investigation to understand the reasons behind the behaviour
- Assessment of whether there are any unmet needs (e.g. unidentified SEND, mental health issues, problems at home)
- **Appropriate sanctions in line with our Behaviour Policy, which may include:**
 - Verbal warning
 - Loss of privileges
 - Time out or reflection time
 - Internal exclusion
 - Fixed-term suspension (in serious cases)
 - Permanent exclusion (in the most serious cases)

All sanctions will be:

- Proportionate and fair
- Applied with consideration of Article 3 (best interests of the child)
- Applied with reasonable adjustments for pupils with SEND (Article 23)
- Accompanied by education about rights and the impact of violating others' rights
- **Support to address the underlying causes of behaviour, which may include:**
 - Restorative justice intervention (to help them understand the impact on others' rights)
 - Nurture intervention
 - Work with the SENCO if SEN is a factor
 - Counselling or mentoring
 - Social skills work
 - Anger management support
 - Education about children's rights and responsibilities
- Education about the impact of their behaviour and how it has violated others' rights
- Regular monitoring of behaviour
- Opportunities to make amends and restore relationships
- Their views will also be heard (Article 12)

For witnesses and the wider school community:

- Reassurance that the incident has been taken seriously and rights have been protected
- Education about the importance of reporting bullying and protecting rights
- Recognition and praise for those who reported the incident and helped protect others' rights
- Learning opportunities about rights and responsibilities

4. Parental Involvement

Parents/carers of both the victim and the alleged perpetrator will be informed as soon as possible, respecting Article 5 (parental guidance and a child's evolving capacities) and Article 18 (both parents share responsibility for bringing up their child).

- Parents/carers will be invited to meet with school staff to:
 - Discuss what has happened
 - Discuss which rights have been violated and how they are being protected
 - Agree on a plan of action that is in the best interests of the child (Article 3)
 - Discuss how they can support at home
 - Agree on follow-up arrangements
 - Understand their child's views and how these have been taken into account (Article 12)
- Parents/carers will be kept informed of:
 - Actions taken by the school
 - Any ongoing support being provided
 - Any changes in the situation
 - How their child's rights are being protected and restored
- We will work in partnership with parents/carers to resolve the situation, recognising that they have a key role in supporting their child and upholding their rights
- We will respect parents/carers' views while always acting in the best interests of the child (Article 3)
- We will provide parents/carers with information about children's rights and how we are working to protect them

5. Referral to External Agencies (if required)

If the incident constitutes a child protection concern or criminal offence, we will:

- Report it to local authority children's social care and/or the police as appropriate
- Not delay taking action if the DSL is not available
- Follow our Child Protection and Safeguarding Policy procedures
- Work with external agencies to support all children involved and protect their rights
- Ensure that children's views are heard throughout any external processes (Article 12)
- Keep parents/carers informed (except in exceptional circumstances where this would put the child at risk)

6. Recording and Monitoring

- All incidents, actions taken, and outcomes will be recorded on CPOMS, including which rights have been violated
- The headteacher will monitor all bullying incidents and produce termly reports for the governing body

- Data will be analysed to identify:
 - Patterns and trends
 - Whether any groups of pupils are disproportionately affected (indicating potential violations of Article 2 - non-discrimination)
 - Whether any locations, times or contexts are associated with increased incidents
 - The effectiveness of interventions
 - Whether any additional training or resources are needed
 - Whether children's rights are being consistently upheld

7. Follow-up

- **Regular follow-up meetings will be held with:**
 - The victim, to ensure they feel safe and supported and that their rights are being protected
 - The perpetrator, to monitor behaviour and provide ongoing support
 - Parents/carers of both parties
- The situation will be monitored for an agreed period (typically 4-6 weeks minimum)
- Further action will be taken if the bullying continues or escalates
- Success will be reviewed and celebrated when appropriate
- Children will be empowered to understand how their rights have been protected and restored

8. Learning and Prevention

- Information from bullying incidents will be used to:
 - Inform our PSHE curriculum and Rights Respecting Schools work
 - Identify areas where additional education or intervention is needed about rights and responsibilities
 - Review and improve our anti-bullying strategies
 - Target resources effectively
 - Inform staff training needs
 - Help all children understand their rights and responsibilities better

Use of Reasonable Force

In exceptional circumstances, staff may need to use reasonable force to prevent a pupil from harming themselves or others, including in situations involving physical bullying or violence. Any use of force must respect the child's dignity and rights (Article 19 - protection from violence).

Any use of force will be:

- Reasonable, proportionate and necessary
- Used only when other strategies have been exhausted or are not appropriate

- Applied using the minimum amount of force for the shortest period of time
- Always in the best interests of the child (Article 3)
- Recorded and reported in accordance with our Behaviour Policy and DfE guidance on the use of reasonable force and other restrictive interventions
- Applied with particular care and consideration for pupils with SEND (Article 23)

Staff will receive appropriate training on the use of reasonable force and restrictive interventions.

From April 2026, we will follow the updated DfE guidance on restrictive interventions, which includes a statutory requirement to:

- Record every 'significant incident' in which a member of staff uses force on a pupil
- Report these incidents to parents/carers
- Monitor the use of restrictive interventions to ensure they are used appropriately and that children's rights and dignity are respected

Bullying Outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Children have the right to be protected from bullying wherever it occurs (Article 19).

Bullying can take place:

- On the way to and from school
- Before or after school hours
- At the weekends or during school holidays
- In the wider community
- Online (which can impact on pupils' wellbeing 24/7)

Staff, parents/carers, and pupils must be vigilant to bullying outside of school and report it according to their responsibilities outlined in this policy.

Where bullying outside school is reported to us, we will:

- Investigate the incident
- Take appropriate action to support the victim and protect their rights
- Work with parents/carers
- Consider appropriate sanctions for the perpetrator where the behaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
 - Violates another child's rights
- Work with other agencies (such as police, local authority, or other schools) where appropriate
- Ensure that children's rights are protected even when incidents occur outside school

Staff Training

All staff have a responsibility to understand and implement this policy effectively and to uphold children's rights. Training is essential to ensure staff can recognise, prevent and respond to bullying appropriately while respecting and promoting children's rights.

Training Requirements

All staff will receive training on anti-bullying as part of their safeguarding and child protection training at induction. This training will be updated regularly and at least annually.

Training will cover:

- **Understanding children's rights under the UNCRC**, particularly:
 - Article 2 (non-discrimination)
 - Article 12 (respect for the views of the child)
 - Article 19 (protection from violence, abuse and neglect)
 - How bullying violates children's rights
 - How to uphold children's rights when responding to bullying
- **How to recognise different types of bullying**, including:
 - Physical, verbal, emotional, and cyber-bullying
 - Prejudice-based bullying (racist, homophobic, biphobic, transphobic, sexist, disability-related)
 - Sexual violence and sexual harassment
 - Bullying related to SEND, appearance, religion, culture or family circumstances
- How to respond to and report bullying incidents while respecting children's rights
- Understanding of child-on-child abuse and that bullying is a form of abuse
- The importance of maintaining a zero-tolerance approach
- How to challenge derogatory language effectively
- Online safety and cyber-bullying, including understanding the 4 areas of online safety risk (content, contact, conduct, commerce)
- Supporting vulnerable pupils, including those with SEND, looked after children, and LGBTQ+ pupils
- The importance of not dismissing bullying as "just banter" or "part of growing up"
- How to work with parents/carers when bullying occurs, respecting Article 5 (parental guidance)
- Recording procedures using CPOMS
- When and how to involve the DSL
- The use of reasonable force and restrictive interventions (from April 2026)
- How to ensure children's views are heard and taken seriously (Article 12)
- How to empower children to understand and exercise their rights

Additional Training

- **Designated Safeguarding Lead (DSL) and deputies** will receive enhanced training on child-on-child abuse, including bullying, and children's rights as part of their DSL training (updated at least every 2 years)
- **Phase leaders** will receive additional training on investigating bullying incidents, working with parents/carers, and upholding children's rights throughout the process
- **All staff** will receive regular safeguarding updates (at least annually) which will include updates on bullying, emerging trends, children's rights, and any changes to procedures
- **The SENCO** will work with staff to provide training on supporting pupils with SEND who experience or perpetrate bullying, and upholding Article 23 (children with a disability)
- **At least one member of staff on any recruitment panel** will have safer recruitment training
- **Rights Respecting Schools training** will be provided to all staff to deepen their understanding of children's rights and how to embed them in practice

Staff Induction

All new staff will:

- Receive a copy of this policy at induction
- Be made aware of the school's expectations regarding challenging bullying and derogatory language
- Understand how to record incidents on CPOMS
- Know who the DSL and phase leaders are and how to contact them
- Receive training on children's rights and the UNCRC
- Understand how bullying violates children's rights
- Know how to uphold children's rights in their daily practice

School Strategies to Prevent and Tackle Bullying

We believe that prevention is better than cure. We use a range of measures to prevent and tackle bullying, creating a culture where bullying is not tolerated and where all children's rights are respected and upheld.

Our Whole-School Approach

1. School Vision, Christian Values and Children's Rights

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God
- Our Christian Values, especially Compassion, Honesty, Respect and Forgiveness, foster an anti-bullying culture by nurturing positive relationships throughout the school community
- Our commitment to children's rights underpins all our work and ensures that every child can enjoy their rights in a safe, supportive environment
- These values and rights are embedded in our collective worship, curriculum, and daily interactions

- We regularly teach children about their rights and responsibilities through our Rights Respecting Schools work

2. Positive Relationships and School Culture

- We develop positive relationships quickly so that pupils are confident to approach staff
- We create a culture where pupils feel listened to and valued (Article 12)
- We model respectful behaviour and language at all times
- Staff challenge stereotypes and prejudice consistently, upholding Article 2 (non-discrimination)
- We celebrate diversity and difference throughout our school community
- We maintain high expectations of behaviour for all pupils
- We create a rights-respecting culture where:
 - Children know and understand their rights
 - Children understand their responsibilities to respect others' rights
 - Rights are visible throughout the school
 - Rights language is used in everyday interactions
 -

3. Curriculum and Teaching

PSHE Programme: Our PSHE programme includes opportunities for pupils to:

- Understand different types of bullying and what they can do to respond and prevent it
- Learn about their rights under the UNCRC and how bullying violates these rights
- Learn to value themselves, value others and appreciate and respect difference (Article 2)
- Develop skills for positive relationships, including understanding boundaries, consent and kindness
- Understand stereotyping, prejudice and equality
- Build body confidence and self-esteem
- Recognise and report concerns about abusive relationships, including coercive and controlling behaviour
- Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable
- Understand that they have both rights and responsibilities
- Learn how to stand up for their own rights and the rights of others

Relationships and Sex Education (RSE): Our RSE curriculum (from September 2026 following updated DfE guidance) includes:

- Teaching about healthy and respectful relationships
- Understanding consent and boundaries
- Recognising different types of relationships, including same-sex relationships
- Understanding that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic (Article 2)

- Understanding the facts and the law about biological sex and gender reassignment
- Teaching delivered in an age-appropriate, sensitive and inclusive way
- Understanding how sexual violence and harassment violate children's rights

Online Safety:

- Pupils are taught about online safety through our computing and PSHE curriculum
- This includes teaching about the 4 areas of online safety risk: content, contact, conduct and commerce
- Pupils learn how to recognise and report cyber-bullying
- We teach critical thinking about online content, including misinformation, disinformation and conspiracy theories
- Pupils learn about the potential harms of online influencers who promote harmful views
- Pupils learn about their rights online, including Article 16 (right to privacy) and Article 13 (freedom of expression)
- Pupils understand how cyber-bullying violates rights and how to protect their own and others' rights online

Across the Curriculum:

- Anti-bullying themes and children's rights are woven throughout our curriculum
- We use diverse and inclusive resources that represent different groups in society
- We challenge stereotypes in all subjects
- We use literature, history, and other subjects to explore themes of respect, diversity, standing up for what is right, and protecting rights
- We explicitly teach about rights defenders and people who have stood up for rights throughout history

4. Collective Worship

- Collective worship explores the importance of inclusivity, dignity and respect
- Themes regularly include anti-bullying messages, celebrating difference, and the importance of kindness and compassion
- Collective worship regularly explores children's rights and our responsibilities to respect the rights of others
- Class worship provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions
- We use stories, including Bible stories, to explore themes related to bullying, respect, and rights
- We link our Christian values to children's rights, showing how they complement each other

5. Rights Respecting Schools Work

- We are working towards Silver Rights Respecting School Award
- Children are actively involved in our Rights Respecting Schools committee
- Rights are visible throughout our school through displays, assemblies, and daily practice

- Children learn about the UNCRC and understand their rights and responsibilities
- We use rights language in our interactions with children and when responding to behaviour
- Children are empowered to be rights respecting citizens who stand up for their own rights and the rights of others
- We regularly consult with children about how well their rights are being upheld (Article 12)

6. Pupil Voice and Participation

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as our Rights Respecting Schools (RRS) committee
- We conduct regular pupil surveys to understand their experiences and views on bullying and how well their rights are being upheld
- Pupils have multiple ways to report concerns, including through worry boxes, trusted adults, and peer mentors
- We celebrate and recognise pupils who demonstrate courage in standing up to bullying and protecting rights
- Children's views are genuinely listened to and acted upon (Article 12)
- Children are involved in reviewing and developing policies that affect them

7. Peer Support Systems

- Peer-mentoring and pupil-led programmes offer support to all pupils
- Play Leaders provide support during unstructured times
- Older pupils are trained to support younger pupils
- We foster a culture where pupils look out for each other and protect each other's rights

8. Restorative Justice and Nurture Provision

- We use restorative justice approaches to help pupils understand the impact of their behaviour and how they have violated others' rights
- Restorative conversations help to repair relationships and prevent future incidents
- Our nurture provision provides targeted support to pupils who need help with social and emotional development
- We focus on understanding and addressing the root causes of behaviour rather than purely punitive approaches
- Restorative approaches help children understand how their actions have affected others' rights and how to make amends

9. Targeted Interventions

- We provide targeted interventions for pupils who are at risk of bullying or who display bullying behaviour
- Interventions may include:
 - Social stories
 - Emotional literacy support

- Play Therapy
- Self-esteem building activities e.g. creative conversations, walk and talk
- Individual counselling or mentoring
- Rights-based interventions that help children understand rights and responsibilities

10. Environment and Supervision

- We ensure appropriate supervision at all times, particularly during unstructured times such as break and lunch times
- We regularly review our school environment to identify and address any areas where bullying may be more likely to occur or where children's rights may be at risk
- We create safe spaces where pupils can go if they feel vulnerable
- We ensure that toilets, corridors and other less-supervised areas are regularly monitored
- We display information about children's rights throughout the school

11. Working with Parents and Carers

- We work in partnership with parents and carers to prevent and tackle bullying and uphold children's rights
- We communicate regularly with parents/carers about our anti-bullying approach and our commitment to children's rights
- We provide information and resources to help parents/carers support their children, including information about children's rights
- We hold parent workshops on topics such as online safety, building resilience, supporting children's friendships, and understanding children's rights
- We encourage parents/carers to report any concerns promptly
- We help parents/carers understand children's rights and how they can support these at home
- We involve parents/carers in our Rights Respecting Schools journey
- We respect Article 5 (parental guidance and a child's evolving capacities) and Article 18 (both parents share responsibility for bringing up their child)

12. Partnership with External Organisations

- We work with community organisations to tackle bullying where appropriate
- We access support from specialist services when needed
- We work with other local schools to share good practice
- We engage with local police and other agencies on issues such as cyber-bullying and hate crime
- We work with organisations that promote children's rights
- We learn from UNICEF UK and other Rights Respecting Schools about best practice in upholding children's rights

Supporting Pupils

Support for Victims of Bullying

Pupils who have been bullied will have their rights protected and restored. We recognise that bullying violates Article 19 (protection from violence, abuse and neglect) and we are committed to ensuring victims can enjoy their rights again.

Pupils who have been bullied will:

- Be listened to and taken seriously (Article 12)
- Be reassured that it is not their fault
- Be reassured that they have done the right thing by reporting and exercising their right to be heard
- Receive immediate support to ensure they feel safe and their rights are protected
- Have a designated member of staff to talk to
- Receive ongoing pastoral support tailored to their needs
- Be helped to develop strategies to prevent future bullying
- Be monitored regularly to ensure the bullying has stopped and they continue to feel safe
- Have access to peer support through buddies or mentors
- Be referred to external support services if needed
- Be helped to understand which of their rights have been violated and how they are being protected
- Be empowered to understand and exercise their rights

We will also:

- Take their views into account when deciding on actions (Article 12)
- Keep them informed of actions being taken
- Respect their confidentiality while ensuring they are kept safe (Article 16)
- Celebrate their courage in speaking up
- Help them understand that they have the right to be protected (Article 19) and that we take this responsibility seriously

Support for Pupils Who Have Bullied Others

We recognise that pupils who display bullying behaviour often have unmet needs themselves and may not fully understand their responsibilities to respect others' rights. While we maintain a zero-tolerance approach to bullying, we are committed to supporting all children, including those who have bullied others.

Pupils who have bullied others will:

- Be helped to understand why their behaviour was wrong and the impact it has had
- Be helped to understand which rights they have violated and why this matters
- Receive support to address any underlying issues that may have contributed to their behaviour
- Be given opportunities to make amends through restorative approaches

- Receive appropriate sanctions in line with our Behaviour Policy
- Be monitored to ensure the behaviour does not continue
- Have access to interventions to develop empathy, social skills and emotional regulation
- Be referred to external support services if needed
- Be taught about their responsibilities to respect others' rights
- Be supported to become a rights respecting citizen

We will also:

- Work with parents/carers to address the behaviour
- Consider whether there are any unmet needs such as SEND, mental health issues, or problems at home
- Provide a fresh start once the situation has been resolved and the pupil has demonstrated changed behaviour
- Ensure their views are heard (Article 12)
- Act in their best interests (Article 3) while ensuring other children's rights are protected
- Help them understand that everyone makes mistakes and that they can learn from this experience

Support for Witnesses and Bystanders

Pupils who have witnessed bullying have exercised their responsibility to help protect others' rights by reporting it.

Pupils who have witnessed bullying will:

- Be thanked for reporting it and helping to protect others' rights
- Be reassured that they have done the right thing
- Be supported if they are distressed by what they have witnessed
- Be helped to understand their role in preventing bullying and protecting rights
- Be protected from any retaliation
- Be recognised as rights defenders who have helped to protect others

Information for Parents and Carers

How Parents/Carers Can Support This Policy

We ask parents and carers to work with us to uphold children's rights and prevent bullying.

If your child is being bullied:

- Reassure your child that they have done the right thing by telling you and exercising their right to be heard
- Help your child understand that bullying violates their rights and that they have the right to be protected (Article 19)
- Do not encourage your child to retaliate
- Contact the school immediately (see reporting procedures above)

- Keep a record of incidents, including dates, times, what happened, and any evidence
- Work with the school to resolve the situation
- Monitor your child's wellbeing and keep the school informed
- Encourage your child to continue reporting any further incidents
- Help your child understand their rights and how the school is protecting them

If your child is bullying others:

- Take the matter seriously and do not dismiss it
- Help your child understand that bullying violates others' rights
- Work with the school to understand why the behaviour is happening
- Support the school's actions and sanctions
- Talk to your child about the impact of their behaviour
- Monitor your child's behaviour and friendships
- Ensure your child makes amends where appropriate
- Model respectful behaviour at home
- Help your child understand their responsibilities to respect others' rights
- Support your child to become a rights respecting citizen

To help prevent bullying:

- Talk to your children about bullying and how to respond if they see it
- Teach your children to respect others and celebrate difference
- Help your children understand their rights and responsibilities
- Model respectful behaviour and language
- Monitor your child's online activity and teach them about online safety
- Encourage your child to be kind and inclusive
- Build your child's confidence and resilience
- Maintain open communication with your child about their friendships and school life
- Support the school's Rights Respecting Schools work at home

What Parents/Carers Can Expect from the School

If you report bullying, you can expect us to:

- Take your concerns seriously
- Investigate the matter promptly and thoroughly
- Keep you informed of actions being taken (within the bounds of confidentiality)
- Work with you to resolve the situation
- Monitor the situation and keep in touch with you
- Provide appropriate support for your child

- Protect your child's rights (Article 19)
- Listen to your child's views and take them seriously (Article 12)
- Act in the best interests of your child (Article 3)
- Help your child understand their rights and how they are being protected

Understanding Children's Rights

As a Rights Respecting School, we are committed to helping all members of our school community understand children's rights under the United Nations Convention on the Rights of the Child (UNCRC).

We encourage parents/carers to:

- Learn about children's rights and the UNCRC
- Talk to your children about their rights and responsibilities
- Support our Rights Respecting Schools work
- Model respect for rights at home
- Help your children understand that everyone has rights and that we all have a responsibility to respect others' rights

Useful resources for parents/carers about children's rights:

- UNICEF UK - Rights Respecting Schools: www.unicef.org.uk/rights-respecting-schools
- Information about the UNCRC: www.unicef.org.uk/what-we-do/un-convention-child-rights

Online Safety Support for Parents/Carers

We recognise that many parents/carers may need support to keep their children safe online and protect their rights in the digital world.

We provide:

- Regular information and updates about online safety
- Workshops and information sessions
- Signposting to resources and support services
- Advice on parental controls and monitoring

Useful resources for parents/carers:

- NSPCC - Online safety guidance: www.nspcc.org.uk/keeping-children-safe/online-safety
- Internet Matters: www.internetmatters.org
- UK Safer Internet Centre: www.saferinternet.org.uk
- Childnet: www.childnet.com
- Think U Know: www.thinkuknow.co.uk

Monitoring and Evaluating the Policy

Data Collection and Analysis

The headteacher is responsible for monitoring this policy on a day-to-day basis and will ensure that children's rights are being upheld.

The headteacher will:

- Monitor all bullying incidents recorded on CPOMS
- Analyse data to identify patterns and trends, including:
 - Types of bullying occurring
 - Locations and times when bullying occurs
 - Groups of pupils who are disproportionately affected (either as victims or perpetrators) - which may indicate violations of Article 2 (non-discrimination)
 - Whether certain protected characteristics are associated with increased incidents
 - The effectiveness of interventions and sanctions
 - Whether there are any gaps in our provision or training
 - Whether children's rights are being consistently upheld
 - Whether any groups of children are experiencing barriers to enjoying their rights
- Produce termly reports for the governing body including:
 - Number and types of bullying incidents
 - Analysis of any patterns or trends
 - Actions taken and outcomes
 - Support provided to victims and perpetrators
 - Any concerns or areas for improvement
 - Effectiveness of prevention strategies
 - Staff training completed
 - Parental engagement activities
 - Progress towards Silver Rights Respecting School Award
 - How well children's rights are being upheld
 - Examples of how children have exercised their rights and responsibilities

Governing Body Oversight

The governing body is responsible for ensuring that the school upholds children's rights and provides a safe environment free from bullying.

The governing body will:

- Review the termly reports from the headteacher
- Evaluate the effectiveness of this policy via the termly reports and through in-school monitoring such as:
 - Learning walks
 - Focus groups with pupils (respecting Article 12)

- Discussions with staff
- Review of CPOMS records
- Analysis of pupil surveys
- Review of parent/carer feedback
- Monitoring of Rights Respecting Schools work
- Ensure that the school is meeting its statutory duties in relation to safeguarding and the Equality Act 2010
- Ensure that the school is upholding children's rights under the UNCRC
- Challenge the school if any groups are being disproportionately affected or if children's rights are not being upheld
- Ensure appropriate resources are allocated to anti-bullying work and Rights Respecting Schools work
- Review this policy annually (or more frequently if concerns are identified)
- Support the school's journey towards Silver Rights Respecting School Award

Continuous Improvement

We are committed to continuously improving our approach to tackling bullying and upholding children's rights.

We will:

- Regularly review and update our strategies based on data and feedback
- Seek feedback from pupils, staff and parents/carers through surveys and consultations (Article 12)
- Learn from incidents and use them to improve our prevention strategies
- Keep up to date with research and best practice on anti-bullying and children's rights
- Review our curriculum to ensure it addresses current issues and promotes understanding of rights
- Ensure staff training is updated to reflect emerging trends and deepening understanding of children's rights
- Celebrate successes and share good practice
- Continue our Rights Respecting Schools journey and work towards Gold Award
- Ensure that children's rights remain at the heart of everything we do

Reporting to External Bodies

Where required, we will report bullying incidents to:

- The local authority (as specified by local safeguarding arrangements)
- Ofsted (during inspections)
- The police (where incidents constitute criminal offences)
- Other agencies as appropriate
- UNICEF UK as part of our Rights Respecting Schools accreditation

Evaluating and Reviewing

The headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report.

The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy will be reviewed annually, or more frequently if:

- There is a significant change in legislation or statutory guidance
- Data shows that the policy is not effective
- There is a significant incident that requires a review of procedures
- Ofsted or other external bodies recommend changes
- Our Rights Respecting Schools work identifies areas for improvement
- Children's feedback (Article 12) indicates that their rights are not being fully upheld

When reviewing the policy, we will consider:

- Whether the policy is being implemented consistently
- Whether all staff understand and follow the policy
- Whether pupils and parents/carers understand the policy
- Whether the policy is effective in preventing and tackling bullying
- Whether any groups are being disproportionately affected
- Whether our prevention strategies are working
- Whether our support for victims and perpetrators is effective
- Feedback from pupils, staff, parents/carers and governors
- Any changes in legislation or guidance
- Emerging trends or issues
- Whether children's rights are being consistently upheld
- Whether children understand their rights and responsibilities
- How well we are embedding rights throughout our school community
- Progress towards our Rights Respecting Schools Award

Children will be involved in reviewing this policy (Article 12). We will consult with pupils through our Rights Respecting Schools committee and other pupil voice mechanisms to ensure their views are taken into account.

If further improvements are required, the school policies and anti-bullying strategies will be reviewed and updated accordingly.

Related Documents and Resources

This policy should be read in conjunction with:

School Policies:

- Child Protection and Safeguarding Policy

- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- PSHE and RSE Policy
- Staff Code of Conduct
- Acceptable Use Policy (for ICT)

Statutory Guidance:

- United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children
- Behaviour in Schools (DfE guidance)
- Preventing and Tackling Bullying (DfE guidance)
- Sexual Violence and Sexual Harassment Between Children in Schools (DfE guidance)
- The Equality Act 2010
- Use of Reasonable Force and Other Restrictive Interventions (from April 2026)

Support Services:

For Pupils:

- Childline: 0800 1111 / www.childline.org.uk
- The Mix (for under 25s): 0808 808 4994 / www.themix.org.uk
- NSPCC Helpline: 0808 800 5000
- Bullying UK: www.bullying.co.uk
- **UNICEF UK - Rights Respecting Schools:** www.unicef.org.uk/rights-respecting-schools

For Parents/Carers:

- Family Lives: 0808 800 2222 / www.familylives.org.uk
- NSPCC: 0808 800 5000 / www.nspcc.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Internet Matters: www.internetmatters.org
- **UNICEF UK - Information about children's rights:** www.unicef.org.uk

For Staff:

- Education Support: 08000 562 561 / www.educationsupport.org.uk
- NSPCC Helpline: 0808 800 5000
- **UNICEF UK - Rights Respecting Schools resources:** www.unicef.org.uk/rights-respecting-schools

For LGBTQ+ Support:

- Stonewall: www.stonewall.org.uk

- Mermaids (for trans and gender diverse children): 0808 801 0400 / www.mermaidsuk.org.uk
- The Proud Trust: www.theproudtrust.org

For Online Safety:

- UK Safer Internet Centre: www.saferinternet.org.uk
- CEOP (Child Exploitation and Online Protection): www.ceop.police.uk
- Report Harmful Content: www.reportharmfulcontent.com

For Mental Health Support:

- YoungMinds: www.youngminds.org.uk
- Kooth (online counselling): www.kooth.com
- Samaritans: 116 123 / www.samaritans.org

Appendix: Key Articles from the UNCRC Relevant to Anti-Bullying

This appendix provides information about the key articles from the United Nations Convention on the Rights of the Child (UNCRC) that are particularly relevant to our anti-bullying work.

Article 2 (Non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Relevance to anti-bullying:

- All forms of prejudice-based bullying (racist, sexist, homophobic, biphobic, transphobic, disability-related, etc.) violate this article
- Every child has the right to be protected from bullying regardless of their characteristics
- We must ensure that no groups of children are disproportionately affected by bullying

Article 3 (Best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Relevance to anti-bullying:

- All decisions about how to respond to bullying must be made with the child's best interests at heart
- This applies to both victims and perpetrators of bullying
- We must balance the needs of individual children with the wellbeing of the wider school community

Article 12 (Respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Relevance to anti-bullying:

- Children must be listened to when they report bullying
- Children's views must be taken into account when deciding how to respond to bullying
- Children should be involved in developing anti-bullying strategies
- Children should be consulted about this policy and how well it is working

Article 13 (Freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Relevance to anti-bullying:

- Bullying, particularly verbal and cyber-bullying, can prevent children from expressing themselves freely
- We must protect children's right to express themselves while ensuring this doesn't violate others' rights
- We must teach children about responsible use of freedom of expression

Article 14 (Freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Relevance to anti-bullying:

- Bullying based on religion or belief violates this article
- We must protect children's right to practise their religion and hold their beliefs
- We must teach children to respect others' beliefs even when they differ from their own

Article 15 (Freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Relevance to anti-bullying:

- Bullying through exclusion violates this article
- Children have the right to form friendships and join groups
- We must ensure that no child is prevented from participating due to bullying

Article 16 (Right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Relevance to anti-bullying:

- Cyber-bullying, spreading rumours, and sharing private information all violate this article
- We must protect children's privacy when responding to bullying

- We must teach children to respect others' privacy, particularly online

Article 19 (Protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Relevance to anti-bullying:

- This is the key article relating to bullying
- Bullying is a form of violence and abuse
- Schools have a duty to protect children from bullying
- We must take all reports of bullying seriously and act to protect children

Article 23 (Children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Relevance to anti-bullying:

- Bullying of children with SEND or disabilities violates this article
- We must make reasonable adjustments to ensure children with SEND can be protected from bullying
- We must ensure children with SEND can fully participate in anti-bullying activities

Article 28 (Right to education)

Every child has the right to an education.

Relevance to anti-bullying:

- Bullying can prevent children from accessing their education
- Children who are being bullied may be unable to concentrate or may be afraid to come to school
- We must ensure that bullying does not prevent any child from enjoying their right to education

Article 29 (Goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Relevance to anti-bullying:

- Our anti-bullying work is part of our educational mission

- We must teach children to respect human rights, including the rights of others
- Our curriculum must develop children's understanding of respect, diversity and rights

Article 31 (Leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Relevance to anti-bullying:

- Bullying can prevent children from enjoying play and leisure activities
- We must ensure that all children can participate in activities without fear of bullying
- Break times and after-school activities must be safe spaces for all children

Glossary of Terms

Bullying: Intentional and repeated actions that are hurtful, unkind, or threatening, perpetrated by an individual or group against another individual or group where there is an imbalance of power.

Child-on-child abuse: Abuse perpetrated by children against other children, which can include bullying, physical abuse, sexual violence and sexual harassment.

Cyber-bullying: Bullying that takes place online or through digital technologies, including via social media, messaging, gaming, or any digital platform.

Derogatory language: Offensive or disrespectful language that shows a critical or disrespectful attitude, often targeting protected characteristics.

Designated Safeguarding Lead (DSL): The senior member of staff responsible for safeguarding and child protection in the school.

Prejudice-based bullying: Bullying that is motivated by prejudice against certain groups, such as on the grounds of race, religion, gender, sexual orientation, disability or other protected characteristics.

Protected characteristics: The characteristics protected under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Restorative justice: An approach that focuses on repairing harm and restoring relationships rather than purely punishing wrongdoing.

Rights Respecting School: A school that embeds children's rights in its ethos and culture, working towards accreditation from UNICEF UK.

SEND: Special Educational Needs and Disabilities.

Sexual harassment: Unwanted conduct of a sexual nature that violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Sexual violence: Sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

UNCRC: United Nations Convention on the Rights of the Child - an international human rights treaty that sets out the civil, political, economic, social and cultural rights of children.

Zero-tolerance approach: An approach that makes clear that certain behaviours (in this case, bullying) are completely unacceptable and will always be taken seriously and acted upon.