



Anti-Bullying Policy

Area	Dated	Person responsible
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Contents

Introduction	4
Key Contact Personnel	4
Statement of Intent	4
Aims	4
Links to Legislation	5
Behaviour in Schools (DfE, February 2024)	5
The Education and Inspections Act 2006.....	5
The Equality Act 2010.....	5
Safeguarding Children.....	5
Responsibilities	6
Definition of Bullying	6
Types of Bullying and Prejudice-Based Abuse	6
Prejudice-Based or Identity-Based	6
Sexual or Gender-Based	6
Cyberbullying (Online Bullying)	6
Other Forms of Bullying	7
Online Behaviour, Mobile Phones and Searching/Screening	7
Searching, screening and confiscation:	8
Emerging Online Risks and Digital Resilience	8
Sexual Harassment and Sexual Bullying.....	8
Vulnerable Groups	9
Signs of Bullying	9
Bullying Prevention.....	9
Responding to Bullying	9
Processes for Staff to React to and Respond to Incidents of Bullying.....	10
Advice for Pupils and Parents	10
If a Pupil Is Being Bullied	10
If a Pupil Sees Someone Being Bullied.....	10
Guidance for Parents and Carers	11
Supporting Pupils	11
Supporting Pupils Who Have Bullied Others.....	11
Supporting Adults Who Have Been Bullied	11
Supporting Adults Who Have Bullied Others	11
Promoting Inclusion, Celebrating Difference and Preventing Identity-Based Bullying	11
Policy Implementation, Training and Whole-School Approach	12
Whole-School Policy Implementation	12

Staff Training and Professional Development.....	12
Curriculum and Pupil Development	12
Involvement of all Members of the School Community.....	13
Pupils:	13
Parents and Carers	13
Monitoring and Reviewing: Putting Policy into Practice	13
Attendance, Bullying and Safeguarding	13
Keeping Children Safe in Education.....	14
Summary	14
Useful links	14
General Anti-Bullying & Safeguarding.....	14
SEND	14
Cyberbullying & Online Safety.....	14
Race, Religion & Hate.....	14
LGBT.....	15
Sexual Harassment & Sexual Bullying	15

Introduction

This document outlines Banister Primary School's Anti-Bullying Policy. It details how, as a school, we aim to ensure all our children feel safe and eradicate instances of bullying, for any reason. This policy is reviewed at least annually and also as circumstances require, such as a change to government guidelines.

This policy should be read in conjunction with the following policies:

- › Banister Primary School's Vision and Values
- › Behaviour Policy
- › Safeguarding and Children Policy
- › Equality Policy
- › Complaints policy and Procedure
- › Online Safety Policy
- › School Code of Conduct
- › SEN Policy

This policy is based on the DfE's guidance "[Preventing and Tackling Bullying](#)" July 2017, and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" (Sept 25).

Key Contact Personnel

Nominated member of leadership staff responsible for the policy: Lynsey Heller (Assistant Headteacher) Tracy Price (Deputy Headteacher)

Designated Safeguarding Leads:

- › Lynsey Heller (Assistant Headteacher)
- › Kate Vincent (Headteacher)
- › Tracy Price (Deputy Headteacher)
- › Sam Stott (Learning and Development Coach)
- › Nic Waight (Learning and Development Coach)

Named Governor with lead responsibility: Mr Mac Macbride (Nominated Governor for Safeguarding)

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance.

Statement of Intent

At Banister Primary School, we are committed to safeguarding and promoting the welfare of all our pupils and members of our community. Banister Primary School is committed to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form. Everyone at our school is equal and we treat each other with respect and kindness. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.

This policy outlines what Banister Primary School will do to prevent and tackle all forms of bullying. The policy has been written and adopted with the involvement of the whole school community.

Aims

- › To provide a safe, caring, respectful environment for the whole school community, especially the children in our care.
- › To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- › To reassure children that they will be listened to and will know that it is alright to tell.
- › To listen to parents/carers and keep them informed of actions taken in response to a complaint.
- › To respond to and thoroughly investigate all claims of bullying
- › To take appropriate action, including exclusion in cases of severe bullying.

- › To monitor incidents of bullying during the school year by the Headteacher which will be reported in the annual Safeguarding Position Statement.

Links to Legislation

Every school must have measures in place to prevent all forms of bullying. There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- › [The Education and Inspection Act 2006, 2011](#)
- › [The Equality Act 2010](#)
- › [The Children Act 1989](#)
- › [Protection from Harassment Act 1997](#)
- › [Malicious Communications Act 2003](#)
- › [Communications Act 2003](#)
- › [Public Order Act 1986](#)
- › [Human Rights Act 1998](#)

Behaviour in Schools (DfE, February 2024)

This policy reflects the expectations set out in the Department for Education's Behaviour in Schools guidance (February 2024). This guidance provides updated advice for schools on creating and maintaining high standards of behaviour, responding to misbehaviour, and ensuring consistency and fairness in sanctions. It reinforces the importance of a whole-school approach to behaviour, including the management of child-on-child incidents and behaviour outside the school premises. The school's approach to behaviour and anti-bullying is therefore aligned with this national guidance.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Sections 90 and 91 of the Education and Inspections Act 2006 states that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Therefore, this policy also extends to incidents of bullying which occur outside of the school.

The legislation also requires that measures taken by schools with regard to behaviour and bullying prevention MUST be communicated to all staff, parents and pupils.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- › Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding Children

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff will discuss with the school's Designated Safeguarding Lead and follow protocols set out in Banister Primary School's Child Protection Policy.

Responsibilities

Our approach to responding to bullying operates within the wider framework of the school's Behaviour Policy, which is informed by the DfE's Behaviour in Schools (2024) guidance.

It is the responsibility of:

- › The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- › Governors to take a lead role in monitoring and reviewing this policy.
- › All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- › Parents/carers to support their children and work in partnership with the school.
- › Children to follow the policy

Definition of Bullying

Bullying is defined in line with the Department for Education guidance **Preventing and Tackling Bullying** (2017) as:

Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally, where there is an imbalance of power between the involved parties.

- › It may also involve an imbalance of power, which can sometimes make it difficult for those being bullied to defend themselves.
- › This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

The school works hard to ensure that all pupils know the difference between bullying and 'falling out' and that not all acts of unkindness or incidences of physically hurting another person are bullying. These will be dealt with according to our School's Behaviour Policy.

Types of Bullying and Prejudice-Based Abuse

Bullying can affect any pupil. Banister Primary School recognises that bullying may be:

Prejudice-Based or Identity-Based

Bullying linked to protected or personal characteristics, including:

- › Racist bullying (race, ethnicity, culture, faith, nationality).
- › Homophobic, biphobic or transphobic bullying (sexual orientation, gender identity).
- › Bullying related to disability or SEND.
- › Bullying based on physical appearance, including body-shaming.
- › Bullying related to home circumstances, e.g., young carers, children in care.

Sexual or Gender-Based

- › Sexual harassment, sexist bullying or unwanted touching.
- › Sharing sexualised comments, rumours or inappropriate images.

Cyberbullying (Online Bullying)

Bullying using digital devices, messaging, social media or online platforms. This includes:

- › Hurtful or threatening messages, images or posts.
- › Sharing or forwarding harmful content.

- › Manipulated images, “nudes/semi-nudes”, misinformation, disinformation or conspiracy-based digital harm.
- › Online behaviour that happens outside school but affects pupils’ safety or wellbeing.

When responding to cyberbullying, the school will:

- › Act immediately when concerns are raised.
- › Support the pupil who has been targeted and address the behaviour of those responsible.
- › Follow DfE expectations for **filtering, monitoring and online safety**.
- › Encourage pupils to keep evidence (e.g., screenshots).
- › Confiscate and search devices where legally permitted.
- › Request the removal of harmful online content and involve the police where a criminal offence is suspected.
- › Provide pupils with guidance on how to stay safe online and build digital resilience.

Other Forms of Bullying

- › Physical – hitting, kicking, damaging belongings.
- › Verbal – name-calling, insults, derogatory language.
- › Indirect – spreading rumours, social exclusion, intimidation

In line with Keeping Children Safe in Education (KCSIE) 2025, the school recognises a broader range of online risks that can contribute to bullying, harassment or harm. These risks now include exposure to misinformation, disinformation and conspiracy theories, all of which may influence children’s wellbeing, behaviour, or vulnerability online.

All staff will be trained to understand their roles and responsibilities in relation to online safety, including the use of the school’s filtering and monitoring systems. The school will ensure that effective filtering and monitoring is in place on all school devices and networks to help safeguard pupils from harmful content, interactions or conduct online.

The school also acknowledges emerging online threats such as the creation or sharing of manipulated images, the non-consensual sharing of “nudes” or semi-nudes, and other image-based forms of bullying. These risks are highlighted in recent DfE-supported best-practice guidance on preventing all forms of identity-based or online harm.

Banister will ensure that its approach to curriculum, staff training, pupil education and parental engagement reflects this wider scope of online risks, and that children are taught how to build digital resilience and recognise unsafe or misleading online behaviours.

Online Behaviour, Mobile Phones and Searching/Screening

The school follows the Department for Education’s Behaviour in Schools (February 2024) guidance, which outlines clear expectations for managing online behaviour, mobile phone misuse and incidents occurring outside of school premises. Schools are advised to ensure that behaviour policies address the use of mobile phones and set out the consequences of misuse, including involvement in bullying, harassment or the sharing of harmful content.

Banister will take action when online behaviour presents a risk to pupil welfare, including incidents that occur outside school hours or off school premises. Online behaviours covered by the guidance include:

- › sharing or forwarding harmful or inappropriate content
- › participating in bullying or harassment online
- › using mobile phones or devices in ways that undermine safety or wellbeing
- › engaging in behaviour that would be unacceptable in school but has occurred on a digital platform

Searching, screening and confiscation:

Staff may search, screen and confiscate mobile phones and digital devices in accordance with DfE guidance. Searches may be carried out when a pupil is suspected of carrying a prohibited item or of using a device in a way that causes harm, bullying or disruption. Any confiscated device will be handled according to statutory guidance and school safeguarding procedures.

Banister will make clear to pupils, staff and parents what is expected regarding device use. Mobile phones and smart devices will be stored during the school day to reduce distraction and minimise opportunities for online bullying. Where misuse occurs, sanctions will be applied consistently and proportionately in line with the school's Behaviour Policy.

Emerging Online Risks and Digital Resilience

Banister acknowledges the increasing range of online risks highlighted in national guidance, including the 2025 updates to Keeping Children Safe in Education (KCSIE). Online risks now include exposure to *misinformation, disinformation and conspiracy theories*, all of which can influence pupil behaviour, wellbeing or vulnerability online. Schools are expected to recognise these forms of harmful content and incorporate them into safeguarding and curriculum approaches.

Banister also recognises new and developing technologies that pose safeguarding risks, including generative artificial intelligence (AI). Recent guidance directs schools to be aware of how AI-generated content (e.g., fake images, manipulated media, synthetic messages) may be used to mislead, bully or harass pupils online.

To help pupils remain safe online, Banister will actively teach digital resilience, including how to:

- › identify false or misleading information online
- › understand the risks of manipulated or AI-generated content
- › respond safely to harmful or worrying online interactions
- › critically evaluate the reliability of online sources

We will ensure its safeguarding, online safety and curriculum planning reflect the rapid development of digital technologies and will regularly update staff training so that emerging risks are recognised and addressed effectively.

Sexual Harassment and Sexual Bullying

Banister Primary School recognises the strengthened expectations in national guidance relating to child-on-child sexual violence, sexual harassment and online sexual abuse, as set out in *Keeping Children Safe in Education (KCSIE)*. The school is committed to early identification, clear staff understanding and robust responses to all forms of harmful sexual behaviour, including online abuse.

Online sexual harm may include sexualised comments, unwanted or coerced image sharing, and behaviour that humiliates, threatens or targets a pupil. Low-level behaviours such as sexualised language, "banter", gender-based insults or repeated comments about a pupil's body are not tolerated, as these may indicate or escalate into more serious harm if left unchallenged. All incidents will therefore be responded to promptly and appropriately.

Incidents of sexual harassment or sexual violence are treated as safeguarding concerns and managed in line with KCSIE and the school's Child Protection Policy. Staff are trained to recognise concerns both in person and online, including image-based abuse and repeated unwanted communication. Parents/carers will be informed as appropriate, and pupils affected will receive tailored support.

The school's curriculum, including PSHE, RSE/RSHE and online safety, supports this policy by teaching pupils about respectful behaviour, consent, digital resilience and how to report concerns.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- › Looked After Children
- › Children having caring responsibilities
- › Gypsy, Roma and Traveller children
- › Children with Special Educational Needs or Disabilities (SEND)
- › Children from ethnic minorities
- › Children entitled to Free School Meals
- › Children for whom English is an Additional Language
- › Children who are perceived to be gay, lesbian, bisexual or transsexual
- › Those suffering from health problems, including mental health

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- › Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- › Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- › Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE and online safety lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

Online safety is an important part of the curriculum and information for parents is included in newsletters. Online safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

Banister Primary School will investigate all reports of bullying promptly and thoroughly. A range of strategies will be used, appropriate to the incident and the needs of the pupils involved. The following steps may be taken:

- › Any suspected or reported bullying will be dealt with immediately by the member of staff who witnesses or receives the concern.
- › Pupils who are being bullied will be supported to ensure they are safe from immediate harm and, where appropriate, involved in decisions about next steps.
- › Staff will listen carefully to pupils' reports of bullying and take all concerns seriously.
- › The Headteacher, Designated Safeguarding Lead (DSL) or another member of the leadership team will investigate by speaking to all parties involved.
- › The DSL will be informed of all bullying concerns where safeguarding issues are identified.
- › Relevant staff will be informed as appropriate.
- › Parents/carers will be kept informed of concerns and actions taken, in line with child protection and confidentiality policies.
- › Appropriate sanctions and support, in line with the school's behaviour policy, will be implemented.

- › Where necessary, external agencies may be involved, including the police or local services such as Early Help or Children’s Social Care.
 - › Incidents occurring outside of school or school hours, including cyberbullying, will be fully investigated, with appropriate action taken and collaboration with other schools where required.
 - › All bullying incidents will be recorded accurately in line with school procedures.
 - › Adult vigilance will be increased, including during lessons, playtimes and lunchtimes.
 - › The school will work closely with the DSL and ELSA to ensure both the pupil experiencing bullying and the pupil displaying bullying behaviour are supported appropriately.
- A regular programme of PSHE education further supports the implementation of this policy.

Processes for Staff to React to and Respond to Incidents of Bullying

In the first instance, pupils are encouraged to report bullying to a trusted adult, usually their class teacher, though this may be any member of school staff. The adult receiving the report will speak with the pupil to establish the nature of the concern, how they feel, their desired outcome and what support they feel may help them.

All bullying incidents will be reported to the Headteacher, Deputy Headteacher or Assistant Headteacher and recorded on CPOMS. A member of the Senior Leadership Team will investigate by speaking to the pupil reporting the concern, the alleged bully and any relevant witnesses, with written records kept.

Where behaviour is not deemed to be bullying, this will be clearly explained to the pupil and their parents to support a shared understanding. Where bullying is identified, the pupil responsible will be helped to understand why their behaviour is unacceptable, the impact of their actions and how they can change, with appropriate support provided.

Parents/carers of all pupils involved will be informed, and those of pupils who have been bullied will be kept updated on actions taken and follow-up support. Additional support may include ELSA intervention and, where appropriate, involvement from an external Anti-Bullying Officer.

Some incidents may be treated as safeguarding concerns and managed in line with the school’s Child Protection Policy. Bullying that constitutes a criminal offence will be reported to the police, including violence, theft, repeated harassment or intimidation, and hate-related behaviour.

Advice for Pupils and Parents

Banister Primary School encourages pupils and parents to share concerns early so that issues can be addressed quickly and effectively. The following guidance outlines what to do if bullying is witnessed, experienced or suspected.

If a Pupil Is Being Bullied

- › Tell a trusted adult in school as soon as possible — this may be your class teacher, the DSL or any member of staff.
- › Remember that you do not have to cope alone; bullying is never your fault.
- › Stay near friends or trusted peers and avoid situations that make you feel unsafe.
- › Keep any evidence of online bullying (e.g., screenshots, messages).
- › Staff will listen, take your concerns seriously and work with you to agree next steps.

If a Pupil Sees Someone Being Bullied

- › Tell an adult in school immediately — reporting is helping, not “telling tales.”
- › Do not join in, laugh, forward messages or encourage the bullying in any way.
- › If you feel unable to intervene directly, move to a safe place and seek help

Guidance for Parents and Carers

- › Contact the school promptly if you believe your child is being bullied; early intervention helps prevent escalation.
- › Encourage your child to talk openly about what has happened and reassure them they will be supported.
- › Work with the school rather than approaching other children or parents directly.
- › Avoid encouraging retaliation — this often makes the situation worse.
- › If possible, help your child think about ways to stay safe and seek help when needed.
- › The school will keep you informed of actions taken and will work with you to support your child's wellbeing.

Supporting Pupils

Banister Primary School will support pupils by:

- › Providing immediate reassurance and pastoral support.
- › Offering time to discuss concerns with their class teacher, the DSL or a trusted adult.
- › Helping them record incidents and build resilience strategies.
- › Working to restore confidence and self-esteem.
- › Involving parents and, where needed, external services such as Early Help, Specialist Children's Services or CAMHS.

Supporting Pupils Who Have Bullied Others

Pupils who have bullied others will be supported by:

- › Discussing the incident, its impact and the need to change behaviour.
- › Involving parents/carers.
- › Providing guidance and education to help them understand and modify their behaviour.
- › Applying appropriate sanctions in line with the Behaviour Policy, including online content removal where required.
- › Seeking external advice or support if necessary (e.g., Early Help, Police, CAMHS).

Supporting Adults Who Have Been Bullied

Adults experiencing bullying will be supported by:

- › Discussing concerns promptly with the DSL, senior staff or the Headteacher.
- › Being advised to record incidents and consider strategies to manage the situation.
- › Ensuring all concerns, including those occurring off-site or online, are fully investigated.
- › Reporting inappropriate online content where relevant.
- › Offering reassurance and signposting to additional support if required.

Supporting Adults Who Have Bullied Others

Adults who have bullied others will be supported by:

- › Discussing the concern with senior staff to understand what has occurred.
- › Establishing whether the issue is a genuine grievance and referring to formal complaints procedures if appropriate.
- › Removing harmful online content where relevant.
- › Taking disciplinary, civil or legal action where necessary.

Promoting Inclusion, Celebrating Difference and Preventing Identity-Based Bullying

Banister is committed to creating an inclusive learning environment where every pupil feels valued, respected and able to thrive. Recent national best-practice guidance highlights the importance of

proactively addressing identity-based bullying by promoting understanding of difference, ensuring visibility of diverse role models, and embedding inclusive approaches within the curriculum.

In line with this guidance, the Banister will:

- › embed messages of inclusion and respect across the curriculum, including PSHE, RSHE and wider school activities
- › ensure that pupils are taught to understand, respect and celebrate differences (including race, ethnicity, disability, gender identity, sexual orientation, family structure, and other aspects of personal identity)
- › use age-appropriate resources that reflect a diverse range of lived experiences
- › provide staff with training to recognise, challenge and prevent identity-based bullying
- › support pupil-led initiatives that promote understanding of difference and positive peer culture

Banister recognises that identity-based bullying can have a severe impact on wellbeing and educational engagement. Through whole-school visibility of inclusive values, representation and positive role modelling, the school will work actively to prevent bullying linked to personal characteristics or social identity. This approach aligns with wider DfE-supported programmes designed to reduce prejudice-based bullying and ensure all pupils feel safe and included.

Policy Implementation, Training and Whole-School Approach

Banister Primary School promotes a consistent, whole-school approach to preventing, identifying and responding to bullying. To ensure that all members of our community are supported and confident in dealing with concerns, the school will:

Whole-School Policy Implementation

- › Provide clear, accessible ways for pupils, staff and parents/carers to report concerns.
- › Regularly review and update practice to reflect developments in technology, safeguarding expectations and online behaviour.
- › Take appropriate, proportionate action in line with school policies for all incidents of bullying, including those occurring off-site or online.
- › Apply sanctions consistently so pupils understand that bullying is unacceptable.
- › Use restorative and supportive strategies to help resolve issues between those involved.

Staff Training and Professional Development

- › Ensure all staff and volunteers receive training to identify all forms of bullying and respond appropriately, including recording and reporting concerns.
- › Provide ongoing updates on emerging safeguarding issues, online risks and best-practice approaches.
- › Maintain a high profile for anti-bullying throughout the year, including during Anti-Bullying Week and key safeguarding events.

Curriculum and Pupil Development

- › Embed bullying prevention across the curriculum through PSHE, RSHE, assemblies, online safety lessons and pupil-led initiatives (e.g., the Lighthouse Team).
- › Provide opportunities for pupils to develop social and emotional skills, including resilience, empathy and confidence.
- › Work collaboratively with other educational settings during key transition points to ensure continuity of support.

Involvement of all Members of the School Community

Pupils:

We recognise the importance of all members of our school community having a voice and for this voice to be heard and suggestions or concerns acted upon.

We will:

- › Regularly canvas children and young people's views on the extent and nature of bullying.
- › Ensure that all pupils know how to express worries and anxieties about bullying.
- › Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- › Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- › Utilise pupil voice in providing pupil led education and support
- › Publicise the details of internal support, as well as external helplines and websites.
- › Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Parents and Carers

We will:

- › Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- › Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- › Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- › Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- › Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and Reviewing: Putting Policy into Practice

- › The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- › Any issues identified will be incorporated into the school's action planning.
- › The head teacher will be informed of bullying concerns, as appropriate.
- › The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Attendance, Bullying and Safeguarding

Banister recognises that bullying can have a significant impact on pupil attendance and engagement, and that patterns of absence may be an indicator of underlying safeguarding concerns. Updated statutory guidance (KCSIE 2025) emphasises that school attendance is a key safeguarding responsibility and that persistent or unexplained absence must be explored to identify whether bullying, online harm or other forms of abuse may be contributing factors.

Working Together to Improve School Attendance requires schools to monitor attendance closely, share data daily where required, and investigate emerging patterns promptly. Where attendance concerns arise, Banister will consider whether bullying—either in person or online—may be preventing a pupil from feeling safe in school. Staff involved in attendance monitoring will work

alongside the Designated Safeguarding Lead to identify links between absence, wellbeing and reported or unreported bullying.

Parents and carers will be engaged early where patterns of absence appear, and pupils will be provided with a safe means to disclose concerns related to bullying. Any safeguarding concerns identified through attendance monitoring will be recorded on CPOMS and acted upon in line with the school's Child Protection Policy.

Keeping Children Safe in Education

This policy reflects the statutory requirements outlined in Keeping Children Safe in Education (KCSIE) 2025. The 2025 guidance strengthens expectations around safeguarding training, particularly in relation to online safety. All staff must receive safeguarding and child protection training that includes an understanding of their roles and responsibilities in relation to filtering and monitoring systems used on school devices and networks. Schools are required to ensure that appropriate and effective filtering and monitoring is in place as part of their child protection arrangements.

The 2025 update also expands the definition of online risks to include misinformation, disinformation, and conspiracy theories, recognising these as potential harms that may contribute to online bullying or vulnerability. School leaders must ensure that safeguarding policies reflect this wider range of online risks and that staff are supported to identify and address such concerns.

Summary

By embracing a whole school approach, we ensure that everyone (pupils, parents, carers, teachers, support staff, governors, and outside agencies) is brought together to develop a culture which openly condemns bullying and where pupils feel safe and free from bullying. All reports of bullying will be taken seriously and fully investigated. Appropriate measures will be taken to reassure and support the victim as well as to modify the behaviour and attitude of the bully/bullies.

Useful links

General Anti-Bullying & Safeguarding

[Anti-Bullying Alliance](#)

[NSPCC](#)

[Childline](#) (child-facing support)

[DfE – Preventing and Tackling Bullying](#)

SEND

[DfE SEND Code of Practice \(0–25\)](#)

[Mencap](#)

Cyberbullying & Online Safety

[Childnet](#)

[ThinkUKnow](#) (CEOP)

[UK Safer Internet Centre](#)

Race, Religion & Hate

[Educate Against Hate](#)

[Stop Hate UK](#)

[Show Racism the Red Card](#)

LGBT

[Stonewall](#)

[The Proud Trust](#)

Sexual Harassment & Sexual Bullying

[Anti-Bullying Alliance – Sexual & Sexist Bullying Guidance](#)

[Disrespect No Body](#) (DfE)