



Anti-Bullying Policy

Date of review:

November 2025

Approved by:

Behaviour & Attitudes Committee

Date Approved:

26 November 2025

Date of next review:

November 2026

1.0 Statement of intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell staff.

2.0 Policy objectives

- All governors, teaching and support staff, pupils and parents/carers should have an understanding of what bullying is
- All governors and teaching and support staff should know what the school policy is on bullying and follow it when the bullying is reported
- All pupils and parents/carers should know what the school policy is on bullying and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported – Bullying will not be tolerated
- Although the policy is written from a child perspective, bullying can be reported from a pupil, member of staff or parent/carer

2.1 Meeting the objectives

- Take part in the annual Anti-Bullying week that is organised by the Anti-Bullying Alliance. This includes using their resources for assemblies and form time activities. Anti-bullying will also form part of the Respect expectation. Using every opportunity to discuss and to raise awareness of issues of bullying. This is done through form time activities and Personal Development lessons along with messages through assemblies
- The use of form time, Personal Development lessons and assemblies to raise awareness of what bullying is and what to do when a pupil sees bullying or experiences it themselves. Visible posters to signpost where to go to report bullying. Bullying can be reported to Form Tutors, Year Teams, the Behaviour Support Team or via the Bully Button on the school website.
- E-Safety – teaching e-safety to all pupils and staff with the emphasis on being a good digital citizen
- Radicalisation – pupil awareness sessions/days
- Using every opportunity to celebrate difference, e.g. Personal Development lessons, form time, staff training, Parents' Evening/Open Evenings, Governor meetings, by creating a caring and safe environment. All pupils read and sign the Diversity Commitment - See Appendix 3
- Treating all information seriously, nothing is trivial, it may be central to that person's life at that moment in time
- Treating incidents sensitively to ensure that the person being bullied does not feel threatened or inadequate
- Being watchful for possible signs and indicators of a person being bullied
- To conduct an annual survey of pupils on bullying to assess their feelings, experience and understanding of the issue. This is part of the general pupil behaviour survey that takes place

2.2 Knowledge

All pupils, staff and parents/carers have a responsibility to prevent bullying, there are no innocent bystanders. Therefore, it is important for everyone to be made fully aware that:

- They can talk to any member of staff
- All incidents of bullying will be taken seriously and acted upon sensitively
- The person being bullied will be given full support and kept fully informed
- The pupil who is bullying others will be given a sanction and appropriate intervention(s) will be put in place to support them to change their behaviour
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2.3 Links to other school policies

Our Anti-Bullying Policy closely links with other school policies:

1. The Titus Salt School Diversity Commitment - emphasises the needs to address bullying of all types, e.g. race, sexuality or disability
2. Behaviour Policy - addresses the bully's behaviour through sanctions, intervention(s) and conflict resolution and the needs of the target through intervention and support
3. Child Protection and Safeguarding Policy - makes reporting procedures clear, including bullying concerns. Under Safeguarding we have a procedure for reporting radicalisation and training for all staff under the national PREVENT agenda
4. Inclusion and SEND Policy - ensures that all pupils from all backgrounds and with diverse needs are included

As a school we have appointed a Leader of E-Safety, and our Cyber Security (E-Safety) Policy embraces our Anti-Bullying Policy through how to report concerns and keeping safe on the internet.

3.0 What is bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can take many forms including:

- Verbal – taunts and name calling, insults, threats or humiliation, intimidation
- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Emotional – behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber - The rapid development of, plus widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories, as people forward on content at a click. Cyber bullying can take many forms and includes using any form of electronic means, mobile phone, social network, gaming, chat room, forum or app

Bullying can be driven by prejudice or fear of difference. It can be linked to:

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

3.1 Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Recent evidence shows that long term impacts of bullying include depression, anxiety and low achievement. Being bullied undermines rights to education, to safety and to being respected and valued.

School has a responsibility to respond promptly and effectively to issues of bullying.

3.2 Signs and symptoms of bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Begins to stammer
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay the pupil bullying)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

4.0 Procedures

1. Pupils should report all instances of bullying whether they are the target or have witnessed another person being bullied. Reports should be made to Form Tutors, the Year Teams or the Behaviour Support Team. The Bully Button on the school's website can also be used
2. All bullying incidents will be recorded using Class Charts; the reports are monitored by the Year Teams on a daily basis and incidents are dealt with immediately
3. All pupils who are the perpetrator of bullying will also have bullying log - where there are stages (see Appendix 3)



4. In serious cases, depending on the stage recorded, parents/carers will be informed and will be asked to attend a meeting to discuss the problem
5. If necessary and appropriate and/or at stage 3, the Safer Schools Partnership Officer will be involved
6. An attempt will be made to help the pupil(s) who is/are bullying in order to change their behaviour

The school tracks all bullying incidents and outcomes using Class Charts and each pupil bullying will have a bullying log. The data provides useful information for a whole school focused approach and also identifies new trends. For example, delivering whole school assemblies on topics such as cyber bullying or celebrating difference. Any pupil who has demonstrated bullying behaviour will attend a 'Respect for All' workshop in the Behaviour Support Centre. This data is included in summaries provided to the Governing Body's Behaviour and Attitude Committee.

For specific details please see 'Advice on Bullying for Staff.' (Appendix 1 and 2)

4.1 Outcomes

4.1.1 Bullying Log

Bullying log to be started/continued for the perpetrator of bullying – at each stage, an action is identified (Appendix 3)

Consequences will take place at each stage e.g. detention, Time Away from School Community (TASC) - the consequence/s are identified for each stage (Appendix 3)

In serious cases, Suspension, Behaviour Placement at another School. Offsite Direction or Permanent Exclusion will be considered

For all targets of bullying behaviour, a target support log will be started/continued which will include being offered follow up (Appendix 4)

All parents/carers are expected to support the work of the school with regards to countering bullying and respecting school values.

Parents/carers who have concerns with regards to how an incident of bullying has been dealt with by the school must contact either:

Mr Trusselle Mrs Assistant Headteacher tru@titussaltschool.co.uk

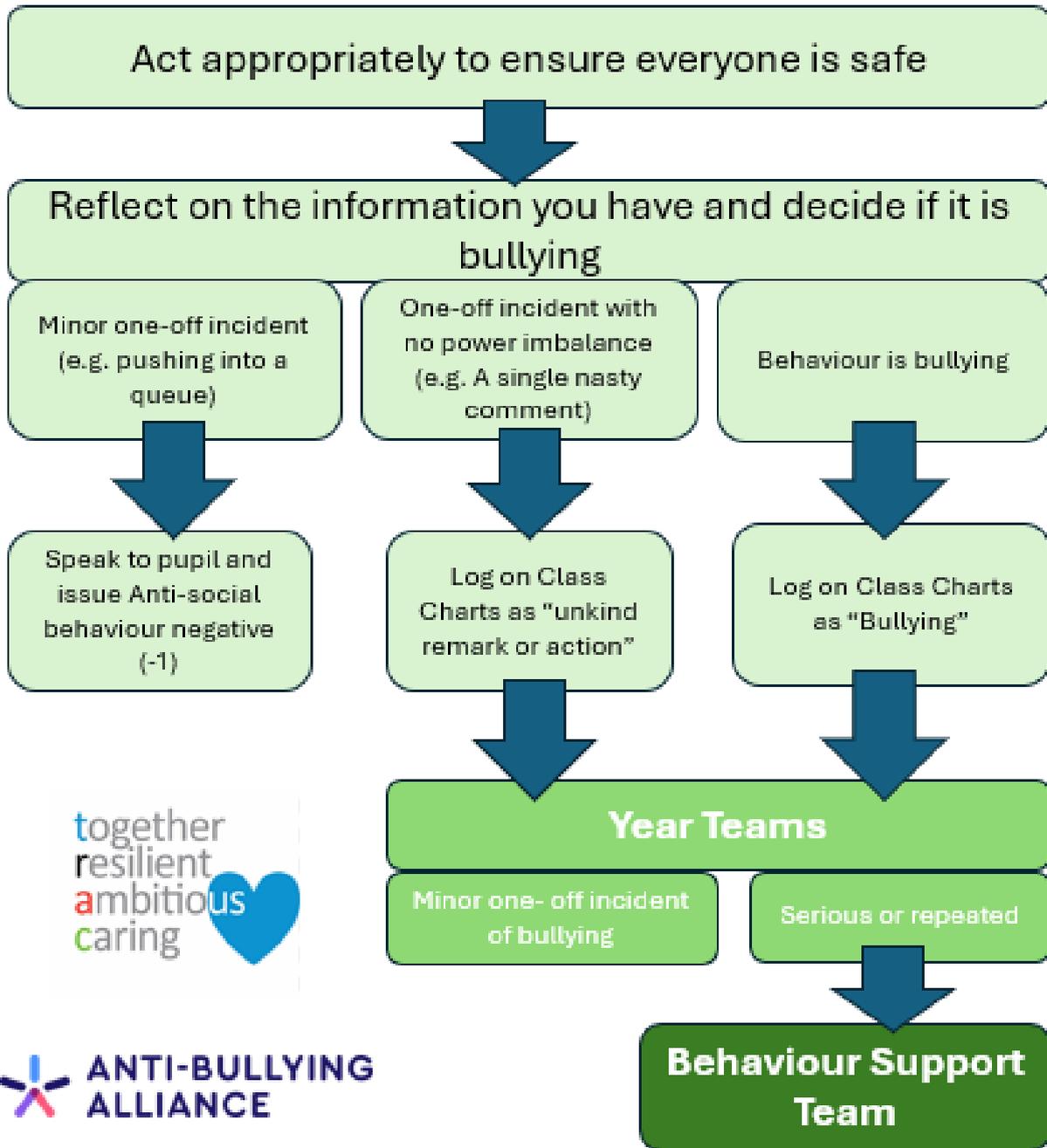
Czternastek Behaviour Support Leader czt@titussaltschool.co.uk

5.0 Appendices

1. Advice on Bullying for Staff (flowchart)
2. Staff: Reporting Bullying (flowchart)
3. Bullying Log (a staged approach)
4. Target Support Log (a staged approach)
5. Diversity Commitment
6. A curriculum overview re: focus on anti-bullying
7. Help Organisations

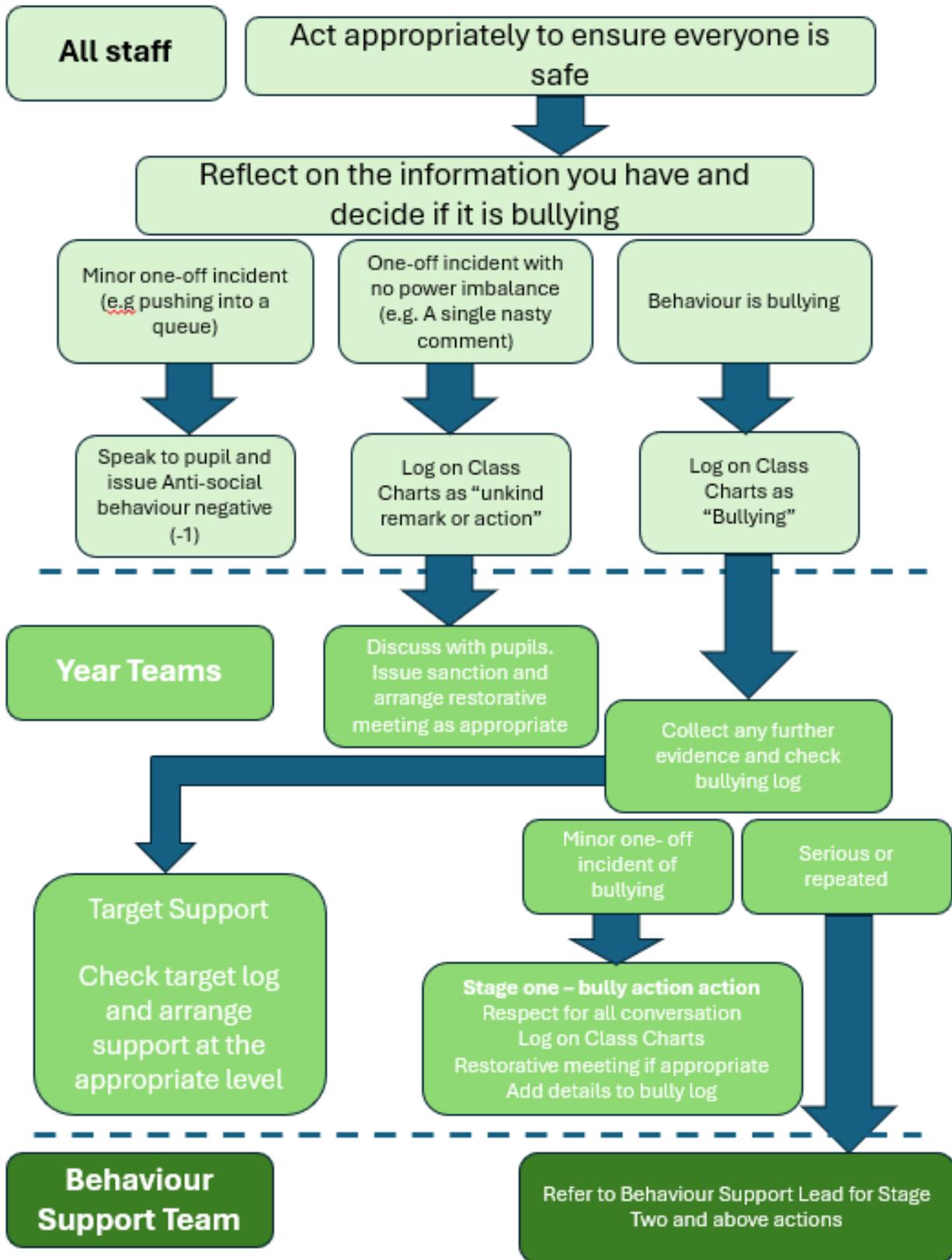
Appendix 1 Advice on Bullying for Staff - Year Team: Reporting Bullying

If you become aware of bullying behaviour....



Appendix 2 Complete Bullying Flow Chart

If you become aware of bullying behaviour....





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Appendix 3 Bullying Log

The Bullying Log is used to record a staged response to bullying. Details are entered on the log for every incident a student is involved in. The stage students reach on the bullying log at the end of the academic year is recorded on the log for the following year.

At each stage, there is an increase in the sanction and greater involvement of senior staff. The stages are used as a guide depending on the severity of each incident.

Stage 1	Action
1	<p>One off and minor bullying incident logged</p> <ul style="list-style-type: none"> • Year Team have respect for all conversation and log conversation on class charts (Respect for All conversation button) • Pupil is clear a warning has been recorded and informed of next steps should behaviour continue • Restorative meeting with target if appropriate • Parent/carer informed
2	<p>More Serious Bullying incident or bullying behaviours continue/repeat (have already received respect for all conversation and warning issued)</p> <ul style="list-style-type: none"> • Parent/carer informed • Detention 60 minutes issued • Referred for Respect for All Workshop with BST team. BST record on Anti-bullying spreadsheet • Restorative meeting with target if appropriate
3	<p>Serious Bullying Incident or bullying behaviours continue/repeat after Stage 2 interventions</p> <ul style="list-style-type: none"> • Parent/Carer meeting with Year Team and Behaviour Support Leader • TASC sanction issued (until 4.00 pm) • Access BST Anti-bullying programme (2 x 1-hour sessions) • BST record on Anti-bullying spreadsheet • Restorative meeting with target if appropriate



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	<ul style="list-style-type: none">• Pupil/Parent/Carer informed on next steps
4	Very Serious Bullying incident/Bullying behaviours continue/repeat after Stage 3 interventions <ul style="list-style-type: none">• Suspension (days to be agreed depending on incident severity)• Re-integration meeting with parents/carers/SLT/Year Team and Behaviour Support Manager• BST Anti-bullying Programme (2 x 1 hour or 1 hour if revisit)• BST record on Anti-bullying spreadsheet• Parents/Carers informed of next steps• Restorative work if appropriate
5	Bullying behaviours continue/repeat after Stage 4 interventions <ul style="list-style-type: none">• Headteacher meeting with parents/carers (and governor if available). Final warning issued. Parents/carers informed of next stage.• Behaviour Placement 5 days• BST mentoring. BST record on Anti-bullying spreadsheet• Restorative work if appropriate
6	Bullying behaviours continue/repeat <ul style="list-style-type: none">• Suspension followed by OSD. No further meeting at TSS – meeting to be held at receiving school. Permanent exclusion considered.• BST log outcome on Anti-bullying spreadsheet.



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Appendix 4 Target Support Log

Stage	Action
1. Targeted on one occasion	Discussion with pupil Consider phone call home after discussion with the pupil Year Team to ask Form Tutor to check in with them regularly to ensure the bullying has stopped IF agreed - restorative work with the perpetrator of bullying
2. Targeted on more than one occasion by one or more individual bullies	Phone call home Restorative work – if agreed Consider appropriate intervention/s: Referral to well being Referral to Behaviour Support for work around self-esteem Year Team weekly check ins for one month minimum
3. Targeted regularly – daily/a number of times a week	Phone call home Restorative work – if agreed Consider appropriate intervention: Referral to wellbeing Referral to Behaviour Support for work around self-esteem Year team weekly check ins until no reported bullying



Appendix 5 Diversity Commitment

We at Titus Salt School are committed to celebrating and promoting the positive contribution of all members of society, regardless of race, gender, sex, disability or faith.

We will act, speak and conduct ourselves in a way that is respectful and courteous at all times. This includes never using any racist, misogynistic, sexist, homophobic, transphobic or offensive language of any kind to any member of our community and beyond. This includes respecting everyone's right to personal space and understanding that we should treat others as we would want our friends and loved ones treated.

I understand that it is wrong to use racist, misogynistic, homophobic, sexist or transphobic language to insult, upset or demean another human being

I understand that as a member of Titus Salt Community I will never use offensive language of any kind towards any member of the community

At Titus Salt School, we know it is important to always use kind words and to be respectful at all times.



Appendix 6 Curriculum Overview

Anti-Bullying work within the Curriculum and Assemblies

Assemblies

October and November – Anti-Bullying Week
Internet Safety Week

Year	Topics Covered in Personal Development Lessons
7	Anti-bullying, Friendships, Everyday consent, Identity, Sexual Harassment and On-line Bullying
8	Anti-bullying, Gender Stereotypes, Staying Safe Consent- Avoiding Assumptions, Body image and Belonging
9	Anti-bullying, Capacity to Consent, Gangs and peer pressure
10	Consent -the role of pleasure and intimacy, Coercive Control Sexual Bullying, LGBTQ Challenges, On-line identity and body image, social media and well-being
11	Consent -pressure, persuasion and coercion. Managing Breakups Relationship abuse, Misinformation
Topics with links to bullying are also covered in English, Drama and Computer Science throughout the curriculum. Please see curriculum overviews for further information.	



Appendix 7 Help Organisations

Advisory Centre for Education	0300 0115 142	http://www.ace-ed.org.uk/
Children's Legal Centre	01206714 650	https://www.childrenslegalcentre.com/
Kidscape (parent advice line)	020 7823 5430	http://www.kidscape.org.uk/
Family Lives (was Parentline Plus/Bullying UK)	0808 8002222	https://www.familylives.org.uk/
Youth Access	0208 772 9900	https://www.youthaccess.org.uk/ Anti-
Bullying Alliance		https://anti-bullyingalliance.org.uk/