



The Salesian Academy of
**St. John
Bosco**



Proud to be part of
Pope Francis
Catholic Multi Academy Trust

Anti Bullying Policy

'We learn not for school, but for life'

Respect Understanding Affection
Happiness & Humour

Approved by:	LGB	
Date reviewed:	14.09.26	
Next review due by:	September 2027	
Record of changes		
Date:	Name:	Changes:
14.09.26	J.Aspinall	Added emerging technologies with bullying

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Statement of Intent:

The Salesian Academy of St John Bosco is characterised by the strength of our Salesian and Catholic values, pupils and staff are inspired by the words of St John Bosco 'letting them know they are loved'. All pupils are special, made in the image and likeness of God (Genesis 1:27) and as such, all have the right to learn in a respectful, caring and safe environment without fear of being bullied. Pupils are educated in the Salesian and Catholic tradition, ensuring that each one is valued, cared for and achieves the best of which they are capable.

The Salesian Academy of St John Bosco is committed to educating pupils to recognise that bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be accepted at the Academy. If bullying does occur pupils will be equipped with the knowledge to recognise bullying behaviours, all pupils will be able to tell an adult and know that incidents will be dealt with promptly and effectively.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These measures are part of the Academy's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying. At the Salesian Academy of St John Bosco there is a zero-tolerance policy for bullying.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1998
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental Health and wellbeing provision in schools'
- DfE (2023) 'Keepin children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships , Sex and Health Education Policy
- Suspension and Exclusion Policy

2. Definitions

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period of time
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental
- **Targeting:** bullying is generally targeted at a specific individual or group
- **Imbalance of Power:** whether real or perceived, bullying is generally based on unequal power relations

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school recognises the risks associated with emerging technologies, including artificial intelligence (AI). Bullying may involve the creation, sharing or distribution of AI-generated content, deepfakes, manipulated images, voice cloning, nudification applications, or other digitally altered material intended to intimidate, humiliate, threaten or harm another person. Such incidents will be treated as bullying and may also be addressed through safeguarding, behaviour and child-on-child abuse procedures.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the head teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

3. Signs of bullying

There is no definitive way of identifying that a person is being bullied. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Significant changes in normal behaviour or attitude
- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs will be approached by a member of staff to determine underlying issues causing their behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Head of Year, who will investigate the matter and monitor the situation.

4.Roles and Responsibilities:

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds
- The overall implementation and monitoring of this policy
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction
- Ensuring that the school adopts a tolerant and open-minded policy towards difference
- Ensuring the school is inclusive
- Ensuring the DSL has appropriate status and authority within the school to carry out the duties of the role
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively
- Ensuring that pupils are taught about how to keep themselves and others safe, including online

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures
- Keeping a report of all incidents, including which types of bullying has occurred
- Analysing the data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented
- Arranging appropriate training for staff members
- Monitoring the school website worry button

Pastoral Leaders are responsible for:

- Corresponding and meeting with parents where necessary
- Providing a point of contact for pupils and parents when more serious bullying incidents occur

Teachers are responsible for:

- Being alert to social dynamics in their class
- Being available for pupils who wish to report bullying
- Providing follow up support after bullying incidents
- Being alert to possible bullying situations, particularly exclusion from friendship groups and informing pupil's head of year of such observations
- Refraining from stereotyping when dealing with bullying
- Understanding the composition of pupil groups, showing sensitivity to those who have been victims of bullying
- Reporting any instances of bullying once they have been approached by a pupil for support

Parents are responsible for:

- Informing their child's head of year or form tutor or using the school website worry button if they have any concerns that their child is the victim of bullying or involved in bullying in anyway
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying or reporting on the schools website's worry button
- Not making counter-threats if they are victims of bullying
- Walking away from dangerous situations and avoiding involving other pupils in incidents
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying

5. Statutory Requirements

The Academy understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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

The Academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of the pupils to be breached by failing to take bullying seriously. The head teacher will ensure that this policy complies with the HRA; the head teacher understands that they cannot do this without fully involving the teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1998, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false by the sender
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes

6. School initiatives to prevent and tackle bullying

As an Academy we take bullying seriously; bullying has no place at The Salesian Academy of St John Bosco. We use a wide range of proactive strategies to educate pupils about bullying as a method of prevention. These include:

- Use of shared language across the academy: 'It's not banter', 'Stop and think'
- Collective Worship that focuses on Catholic and Salesian values and helps to raise pupils' awareness of bullying and derogatory language
- Personal Development Curriculum focuses on statutory requirements and responds to community trends
- Supervision at unstructured times
- Visual learning environment (displays)

- Staff CPD, we recognise that staff and Governors receive the latest guidance on behaviour and anti-bullying legislation, responsibilities and strategies to support pupils
- Difference and diversity are celebrated across the school through diverse displays, books, and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month
- Restorative justice programmes and Safer Schools Officer provide support to targets of bullying and those who show bullying behavior
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, through the anti-bullying survey and school council
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate
- The school values of respect, understanding, affection and humour (RUAH) are embedded across the curriculum to ensure that it is as inclusive as possible

We strongly encourage pupils to report any incidents of bullying to any member of staff in school. We also place emphasis on the role of all pupils and all staff both teaching and non-teaching (for example caretakers, catering staff and other stakeholders) in reporting incidents and not taking on the role of a passive bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

Staff will report incidents as swiftly and sensitively as possible; we strive to create an environment where all pupils can discuss any concerns with staff and feel listened to and supported.

The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm and log incidents with victim using patience and understanding
- Speak to all parties involved in the incident
- Inform the relevant staff including the head of year and senior leadership lead
- Listen carefully to all accounts of the incident and record events using exact wording at every stage, including actions agreed/taken
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying
- Identify the perpetrator(s). Obtain witnesses if possible

- Obtain evidence where possible (witnesses, screenshots, CCTV etc)
- Gain a clear understanding of the victim's wishes and feelings
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view
- Make the unacceptable nature of the behaviour clear to the perpetrator(s), ensuring the act is separate to the person
- Try to enable the perpetrator to see things from the victim's position and use a problem-solving approach
- Try to establish what type of bullying is taking place and how often the bullying is occurring
- Discuss options to resolve the situation, agree actions and advise the victim of what happens next
- Log the incident via CPOMS
- Think ahead about supporting both victim and perpetrator(s) and make regular checks to ensure bullying has ceased
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school's action
- An offer of an opportunity to discuss the experience with a member of staff. This maybe the pupil's form tutor or head of year
- An offer of continuous support and reassurance to the pupil
- An offer to take part in some form of mediation/restorative justice programs with the other party
- Sanctions deemed appropriate and proportionate
- With parental/carer consent a meeting with the safer schools police officer
- Sanctions deemed appropriate and proportionate

7. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from their form tutor, head of year or senior leadership year group link
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Referral to external agencies from support if deemed necessary
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to

evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The head teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school club activities.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators may be referred to appropriate agencies for counselling or support. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

9. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding and Child Protection Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of school premises. This can relate to any bullying incidents occurring anywhere off school premises, e.g. on school or public transport, outside the local shops, or in a town or local village centre.

Where bullying outside school is reported to staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on educational or enrichment visits offsite

The head teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehavior could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

10. Record Keeping

The DSL will ensure that robust records are kept regarding all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g., sanctions, support, escalation of a situation and resolutions.

The head teacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purpose of:

- Identifying patterns of concerning, problematic or inappropriate behaviour of the part of certain pupils that may need to be handled, e.g. with pastoral support
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice
- Considering whether there are wider cultural issues at play within school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise

Responding to any complaints about how these cases have

For a **2026 Anti-Bullying Policy**, I would recommend including the following key updates and emphasis areas:

- **Child-on-child abuse** clearly referenced, including bullying, prejudice-based behaviour, sexual harassment and online abuse, in line with **KCSIE 2026**. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- **Online bullying and cyberbullying**, including misuse of social media, group chats, image sharing, and AI-generated content/deepfakes. [\[gov.uk\]](#), [\[ativion.com\]](#)
- A stronger focus on **protected characteristics** and prejudice-related bullying, including racism, sexism, homophobia, biphobia, transphobia, disability-related bullying, religion and faith-based bullying. [\[assets.pub...ice.gov.uk\]](#), [\[gov.uk\]](#)

- Clear links between the Anti-Bullying Policy, **Safeguarding Policy**, **Behaviour Policy**, **Online Safety Policy** and **KCSIE 2026**. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- Detail on **recording, monitoring and analysing bullying incidents** to identify trends, vulnerable groups and repeat concerns. [\[gov.uk\]](#)
- A commitment to a **graduated response**, restorative practice where appropriate, early intervention and support for both victims and perpetrators. [\[gov.uk\]](#), [\[safeguarding.network\]](#)
- Explicit reference to **student voice**, reporting mechanisms and how pupils can raise concerns confidentially. [\[gov.uk\]](#)
- Annual staff training and awareness through safeguarding and behaviour CPD. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)

Governor statement:

"The Anti-Bullying Policy has been updated to reflect KCSIE 2026, current safeguarding standards and emerging themes, including online bullying, child-on-child abuse and prejudice-based incidents. The policy strengthens reporting, monitoring and graduated responses to ensure bullying concerns are identified early, addressed effectively and linked to the school's wider safeguarding and behaviour systems."