



Anti-Bullying POLICY

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and
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Reviewed by:

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General Statement

Sibford has a responsibility to provide a secure and happy environment for everyone so they can flourish personally, socially and academically. Pupils who feel safe are more likely to feel confident, strong and empowered.

Bullying is not acceptable in any form and staff and pupils can invest in this by embracing the following two principles. 'We all have the right to feel safe all the time' and 'we can talk with someone about anything, even if it feels awful or small.'

The core Quaker values of simplicity, peace, integrity, community, equality, and stewardship permeate the education and atmosphere of Sibford School. This policy outlines how as a school we aim to achieve these testimonies.

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Definition of Bullying (Anti Bullying Alliance)

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.

Differences in perception between parents and schools can sometimes arise when identifying bullying behaviours. Sibford School is committed to recognising and addressing all forms of bullying, including less visible behaviours such as social exclusion, power imbalances, and the misuse of "banter." Staff are trained to identify these subtle forms and respond effectively, ensuring a safe and respectful environment for all pupils.

Sibford School fosters strong partnerships with parents and carers to effectively prevent bullying and address it when it occurs. The Sibford School values of Respect, Endeavour, Community and Kindness shape a learning environment where bullying is actively addressed and not tolerated.

Aims and objectives of the policy

- To continue to nurture an atmosphere where bullying is regarded as unacceptable.
- To ensure all students who are being exposed to bullying behaviour from a fellow pupil inside (or outside of school) to feel able to share this with someone, in a way that does not leave them feeling more vulnerable.
- To provide options to report this behaviour.
- To provide education for, and encourage empathy and support towards those pupils who have demonstrated bullying behaviour.
- To provide restorative meetings in order to repair relationships.
- To work within the guidelines of the Keeping Children Safe in Education 2025
- To work within the guidelines of the Education Act 2002 Updates (updated August 2025)

Types of bullying

Verbal : name calling, abusive language, insults, coercive and controlling or ignoring and excluding.

Physical: hitting, pushing, kicking, pulling hair, biting, spitting.

Prejudice: negative actions regarding race, religion, disability, gender, colour.

Sexual Prejudice: sexual orientation LGBTIQ+ (lesbian, gay, bisexual, transgender, intersex Questioning + including non-binary and pansexual.

Cyber: Repeated and deliberate online behaviour that causes harm, distress, or fear to the victim, using social media posts, text and sharing private information without consent.

Cyberflashing, epilepsy trolling (Zachs law), encouraging self-harm or suicide, threatening communications and using AI to create sexual imagery of a child. In accordance with *Keeping Children Safe in Education* (KCSIE) 2025 guidance, Sibford School recognises **misinformation, disinformation (including fake news), and conspiracy theories** as significant safeguarding concerns within the *content* category of online safety risks.

Sexist: related to devaluation or discrimination based on a person's sex, gender or gender reassignment.

Sexual: unwanted physical or verbal comments or sexually abusive behaviour, sexual harassment, up-skirting.

SEN: related to a disability, learning difficulty, health or appearance.

At Sibford we celebrate difference and individuality.

School's commitment to bullying prevention

Sibford School is committed to ensuring the safety (physical and emotional) of all their pupils, and therefore the school's response to bullying prevention starts before any bullying arises. The students' voices are key in ensuring the success of this plan as it is accomplished by staff proactively adopting a culture of listening, staff getting to know pupils, and so understanding and recognising issues that may arise. Consequently, staff are best placed to provide support and guidance through PSHE, the school curriculum, student forums, clubs, and Meetings for Worship . In addition, we have the following provision in place for Senior School:

Twice a half term: Heads of Key Stage introduce a 'student voice' Student Forum as part of the regular pattern of 'split meetings'.

Once a half term: Year group with Deputy Head/DSL and Head Students

Once a half term: Head Student drop in – an open session whereby anyone can share anything with the Head Students directly.

Once a term: School Council, with representatives from each year attending in a larger discussion about what could and should change for the better at Sibford.

PSHE lessons: these take place on a weekly basis led by tutors and explore a range of matters, including bullying.

For children in the Junior School, bullying prevention and awareness is also built into the PSHE programme and addressed during Meeting for Worship, whether led by the Head of Junior School or class teachers.

Staff are regularly trained through Pastoral Board, Staff Meetings and Whole School Inset about the importance of the school's value system in relation to bullying prevention.

Sibford School's response to reports of bullying.

If bullying does occur, disciplinary measures will be applied fairly, consistently, reasonably and in a timely manner so as to ensure that the matter does not persist. All this whilst taking account of the needs of vulnerable students and those with special educational needs or disabilities.

Each incident will be fully investigated by staff who will maintain a unbiased approach. All information gathered will be recorded and added to SIMS and/or CPOMS. The child who reports the bullying will be asked for a written account of the incidents, including being asked to provide online evidence such as messages or social media posts.

The alleged wrongdoer will be also asked for a written statement and any evidence to prove or disprove the claims.

Parents/carers will be informed of the situation and advised of a plan to address it. External services, such as the police, will be involved if necessary.

Please see Sibford School's Behaviour Policy for more detail.

Sibford School's Guide to Cyber Bullying

Children's online presence has increased dramatically since Covid, leading to more incidents of cyber bullying.

Students are taught about the four C's in online safeguarding. These are Content, Contact Conduct and Commerce.

Content - Children may be exposed to harmful, inappropriate, or illegal material online. This includes: pornography, violence, self-harm, suicide, misinformation, disinformation, fake news, conspiracy theories, extremist or radicalising content, racism, misogyny and anti-Semitism

Contact - Risks arise from interactions with others online, such as: grooming, exploitation, or manipulation by adults or peers. Peer pressure or coercion. Inappropriate commercial advertising or scams

Conduct - Refers to how children behave online, including: cyberbullying, trolling or harassment, sharing personal data or explicit images or engaging in risky challenges or harmful trends

Commerce - Children may encounter financial risks, such as: online gambling, phishing, scams, inappropriate or manipulative advertising

Pupils need to remember that photos and comments posted on social networking sites are public documents. Employers and universities do frequently check these sites. They are advised to make sure that they use the highest security settings. They are encouraged to remember that when a photo goes online, it stays online forever. Furthermore, that messages deleted from platforms such as Snapchat can be saved, shared and, if necessary, recovered.

Where incidents of cyber-bullying or harmful online behaviour have occurred, pupils are

encouraged to save evidence by keeping records of offending messages, pictures or online conversations.

The **Crime and Policing Bill 2025** introduces a new offence that criminalises AI models designed to produce Child Sexual Abuse Materials (CSAM). Penalties can be up to 5 years in prison. The UK's Online Safety Act, specifically its age verification requirements for pornographic websites, came into effect on July 25th.

New criminal offences introduced under the Online Safety Act 2023 and related legislation in the UK, targeting harmful online behaviours: cyberflashing, epilepsy trolling (Zach's law), encouraging self-harm or suicide and threatening communications. Further information can be found at: <https://www.ceop.police.uk/safety-centre/>

Above all, pupils are expected to always respect others when online, as they would be expected to in person.

As a parent/carers, what should you do if you think your child is being bullied

- Listen calmly and reassure your child.
- Ask open questions such as who, what, where, when etc.
- Make a note of what your child says has happened.
- Talk in the first instance to your child's class teacher/tutor or Head of Key Stage as soon as possible.
- Keep a log of all further incidents your child tells you about.
- Be patient and allow the school to investigate and deal with the issue. Bullying can be difficult to detect so staff may not be aware of any incidents.
- Model non-bullying behaviour yourself.
- Parent or carers should not encourage retaliation or confrontation.
- Please do not keep your child away from school as this absence may well be recorded as unauthorised.

If your child feels unable to share with you, encourage them to think about their 'network' and who else they could speak to. This could include extended family, football coach, Cub Scout Leader etc.

When is bullying a safeguarding matter

Bullying is recognised as a form of child-on-child abuse, as outlined in *Keeping Children Safe in Education (KCSIE 2025)* and supported by safeguarding organisations such as the NSPCC and Safeguarding Network. Forms of bullying that fall under child-on-child are cyberbullying, prejudice-based and discriminatory bullying, verbal and emotional abuse and physical bullying.

In instances of child-on-child abuse, safeguarding guidelines will be observed.

Support for victims of bullying

“Protective behaviours” embraces the two principles of ‘we all have the right to feel safe all the time’ and ‘we can talk with someone about anything, even if it feels awful or small.’

“Protective behaviours” is a sure way to prevent bullying as it encourages students to speak out. Bullies like to feel anonymous.

All students engage in weekly PSHE (Personal, Social, Health and Economic) education, which is carefully tailored to meet the diverse needs of our pupil population. PSHE education is key to reducing the risk of bullying.

In school there are a number of adults that students can speak to. Firstly, their tutor or class teacher who they meet twice a day for Registration throughout the week. Secondly is their Head of Key Stage, who are teachers but who also provide pastoral support in the form of 1:1 and group support.

There is a school well-being counsellor, who is available to meet with pupils twice a week.

“The Box” are physical post-boxes located around the school for pupils who need help in reaching out for support. There is also an email address pupils can access: thebox@sibfordschool.co.uk. This is checked twice a day by a member of the Pastoral team. There are also four boxes based in locations around the school, where students can share any of their concerns. These are in the library, SFL stairs, the Sixth Form kitchen and the Junior School reception.

There is the schools' safeguarding team who can share information on external services who can provide help outside of school. Advice for pupils includes:

- Download the CEOP report button
- If you feel unable to share, download the Whisper App
- Call a helpline like **ChildLine on 0800 1111** in confidence; check the website to see where to report incidents <https://www.childline.org.uk/>
- Additional help is available from <https://www.thinkuknow.co.uk/>
- **NSPCC 0808 800 5000** <https://www.nspcc.org.uk/>

BLOCK IT, REPORT IT AND TELL SOMEONE ABOUT IT

Sibford's commitment to Restorative Practice

The 5 R's to Restorative practice are Relationship, Respect, Responsibility, Repair and Reintegration. These work in harmony with the ethos of our Quaker community. Sibford is committed to offering students who have been involved in incidents of bullying, the chance to engage in a restorative meeting, which is an approach to working with conflict, that puts the focus on repairing the harm that has been done and offenders taking responsibility for what they have done. Quakers use this approach because it speaks to 'that of God/Good in everyone'; it can be a powerful means of healing for victims, offenders and the community. The concerns of the victim and the community are considered alongside the desire to reintegrate the offender.

Help organisations:

- Child Law Advice - <https://childlawadvice.org.uk/information-pages/bullying/>
- Family Lives - <https://www.familylives.org.uk/>
- Anti Bullying Alliance - <https://anti-bullyingalliance.org.uk/>
- Samaritans - <https://www.samaritans.org/>
- Childline - <https://childline.org.uk>
- <https://epilepsysociety.org.uk/news/zachs-law-now-official>
- <https://www.gov.uk/government/publications/online-safety-act-explainer/online-safety-act-explainer>

Please read this policy alongside the following policies:

- Safeguarding (Child Protection) Policy 2025
- E-Safety Policy

- PSHE Policy
- SEND and Equality Policy
- RSE Policy
- LGBTQ Plus Policy
- Staff Handbook 2025-2026