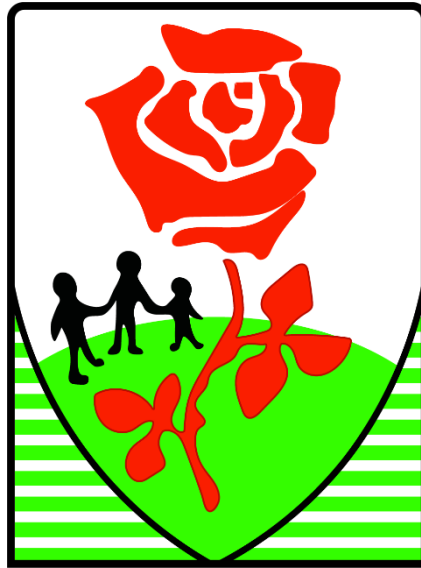


Rosehill School

Anti-Bullying Policy



Key Personnel:	PSHE Lead
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Statement of intent

Rosehill School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Positive Behaviour Support and Physical Intervention Policy, which is communicated to all pupils, school staff and parents.

All staff, parents, carers and pupils work together to prevent and reduce any instances of bullying at the school.

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 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping Children Safe in Education 2025'
- DCMS, DSIT, and UK Council for Internet Safety '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:

- Positive Behaviour Support and Physical Intervention Policy
- Child Protection and Safeguarding Policy
- PSHE and Relationships, Sex and Health Education Policy
- E-Safety Policy
- Exclusion Policy

a. Links to KCSIE 2025

This policy has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2025) Keeping children safe in education - GOV.UK (www.gov.uk)

KCSiE 2025 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes 'measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'.

2. Definitions

Nottingham City Council recommend the definition of bullying provided by the Anti-Bullying Alliance:

"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 is generally characterised by:

- **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.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

a. **Recommended language/Key terminology**

It is important to be mindful about the language we use when referring to children involved in relational conflicts or bullying incidents – terminology like ‘victim’ and ‘bully’ may be unhelpful as it can often be interpreted as a label or something that says that’s what the child *is* rather than what they’ve experienced, or what behaviour they have perpetrated/displayed. Wherever possible, use strengths-based language that acknowledges the experiences that children have had but also recognises that children’s behaviour can change. Some young people may self-identify as a ‘victim’, but we should try to use language like **‘target’** or **‘child who has experienced bullying behaviour’**. Similarly, we should try to avoid language like ‘bully’ or ‘aggressor’ – instead we should try to use phrases like **‘the child who has displayed bullying behaviour’** or **‘child who has allegedly perpetrated bullying behaviour’**.

This language shift may be particularly important due to the latest evidence and research which shows that bullying tends to be a group behaviour and several different people with different roles can be involved – these roles can then shift depending on the scenario, who is present and the dynamics in the group. It’s important for us to acknowledge that very rarely do bullying situations involve *just* a ‘target’ and a ‘perpetrator’, and instead there are often ‘ringleaders’, ‘reinforcers’, ‘assistants’ and ‘defenders’ etc. It is sometimes possible for a perceived ‘target’ to become the alleged ‘perpetrator’ if the power imbalance shifts.

3. Types of bullying

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling, gossiping.
- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion, posting / sharing socially embarrassing material etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; or because they have a learning or physical disability; or because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.
- **Baiting** - is ‘a provocative act used to solicit an angry, aggressive or emotional response from another individual’ – ‘baiting can be used in bullying both on and offline and it can be used to bully someone to get ‘a rise’ out of them and it can be used to antagonise those who might be bullying others to get them to bully’. Research shows us that ‘sometimes baiting is used secretly to try to get a person to explode in a rage or react negatively/loudly so that they get in to trouble’.
- **False friendships** - describe relationships where someone pretends to be your friend, or is your ‘friend’ sometimes, but actually uses their power to bully you’. Research shows that ‘false friendships can sometimes be hard for adults to identify’ and that some children may be more likely to experience them if they don’t understand what a good friend is.

It is also important to recognise the difference between **Banter vs Bullying**; Banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying and can be an important part of social bonding and friendships. At the same time, we know that some bullying is passed off as ‘just banter’, and that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

This policy defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying.

School staff can make this distinction by identifying:

- The **intention** behind the comment and/or behaviour
 - Was the intention to cause harm? It is important to acknowledge that with banter the intent is typically to be funny or to have a laugh, whereas other aggressive behaviours tend to have less-positive intentions. However, sometimes banter can go wrong, and mistakes can be made if what is intended to be funny is not received in the way it was intended. Judging the intent of banter can be complex and prone to ambiguity. Some individuals may use banter to 'mask' or excuse ill-intentioned interactions. Others may not intend for banter to be problematic, but the banter may be misinterpreted.

- The **content** of the comment and/or behaviour
 - Does everyone understand and agree that comments or actions are banter? Was the banter wanted by the recipient? Banter is more likely to be perceived positively when it happens amongst people who are friends and share an understanding of communication and social boundaries. The social context is important to consider; for example, is it online/offline? Was the comment/behaviour in public (i.e., open for anyone to see) or private settings (i.e., a closed social network such as a WhatsApp group) with known others/strangers? It's important to also consider the size and composition of the audience, as sharing banter with larger audiences who include members outside of friendship groups can cross the line of acceptability.

- The **topic** of the banter
 - Was the topic of the banter appropriate or inappropriate? Is it a topic that the recipient has acknowledged that it is ok to banter about? Was there language, behaviours/actions or online content (e.g., pictures, emojis) used that could be considered objectively offensive such as racist, homophobic, sexist slurs?

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 the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- 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.

The headteacher is responsible for:

- Reviewing and amending this policy alongside the PSHE Lead, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Phase Leaders are responsible for:

- Corresponding and meeting with parents or carers where necessary.
- Providing a point of contact for pupils and parents/carers 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.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Supporting pupils with understanding what bullying is, and promoting the schools anti bullying culture.

Parents/carers are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving 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:

- Following the school's values and school rules.
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not becoming involved in any bullying.

Everyone is responsible for:

- Making sure a pupil is always believed.
- Ensuring bullying is never passed off as banter or "just part of growing up".

5. **Prevention**

At Rosehill we believe our response to bullying should not start at the point at which a child has been bullied; we have a variety of strategies in place to promote friendly behaviours and prevent or discourage bullying-type behaviours.

We:

- **Involve parents/carers** – ensure that they are aware that the school does not tolerate bullying and that they know what procedures to follow if they believe their child is being bullied or is displaying bullying behaviours. Parents/carers should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.
We also ask that parents/carers remain vigilant about their child's online and out-of-school activities and that they work in partnership with the school to provide any evidence to allow staff to investigate the matter fully and in a timely manner.
- **Involve pupils** – ensure pupils know how to report bullying and how they can play a part in preventing bullying (including their role as a bystander). Make it easy for pupils to report bullying – they must be assured that they will be listened to, and all reports will be acted on. Pupils should also feel that they can report bullying which may have occurred outside school including cyber-bullying.
The school will implement class ambassadors, the student council and other projects to promote positive relationships and anti-bullying initiatives.
- **Regularly evaluate and update their Anti-Bullying approach** – e.g., take account of technology developments and be mindful of the global rise in cyber-bullying. It is good practice, as with the development of all policies, to consult with all main school stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.
- **Openly discuss differences between people which could 'motivate bullying'** e.g., religion & belief, race & ethnicity, disability, gender identity, sex, sexuality, or appearance-related differences. Also discuss different family situations such as looked after children and children with caring responsibilities.
All in line with the Relationships, Sex and Health Education Policy.
- **Can work with the wider community** (such as the police, the Local Authority, or Children's Services) to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- **Create an inclusive environment** – Staff teams try to ensure that the class spaces feel like a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- **Celebrate success** – this is an important way of creating a positive school ethos.

Staff can support pupils with reference to banter vs. bullying by:

- Ensuring that pupils are aware of what banter is and that they can distinguish between positive/prosocial banter and bullying. Supporting young people to navigate the complexities of online banter through targeted lessons and assemblies - this includes promoting and championing positive friendships and social relationships as well as highlighting some of the barriers
- Providing reporting mechanisms for pupils to encourage and enable them to speak out and address any concerns.

6. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled.

Information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

7. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress

- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying. The pupil will always be believed, and any reports or witnesses to cyberbullying will never be passed off as banter or part of growing up.

All members of staff will receive training on an annual basis on the signs of cyberbullying.

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

8. Procedures

The exact course of action will vary but the main objectives should be that bullying incidents are identified, brought into the open, recorded, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- It is clear that the bully's behaviour is unacceptable and the bullying must stop.
- The victim is assured that they will be supported and kept safe.
- Everything that happens is carefully recorded by the class teacher or a member of SLT.
- Any parental concerns are referred to the member of the SLT supporting the class.
- Situations not satisfactorily resolved in the view of the SLT member, parent or any concerned member of staff will be referred to the Head Teacher or a governor (Becky Hyder, Anti-Bullying Governor), if appropriate.
- Any bullying between adults is reported to an appropriate person. This may be the Head Teacher, a member of the SLT or a governor.

Additionally, those involved will need to discuss and agree on:

- What support is needed or available for the bully to help change his/her behaviour.
- What support is needed or available to help the victim to learn coping strategies.
- If the behaviours are on-going and whether it would be helpful to work with the parents of both victim and bully.
- Working together to discover the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If this is the case, schools should consider whether the perpetrator would benefit from support too.

Intervention:

- Rosehill will ensure the correct disciplinary measures are implemented for perpetrators to show clearly that their behaviour is wrong.
- Disciplinary measures must be applied fairly, consistently and reasonably taking into account a pupils needs and level of understanding.
- Where bullying occurs towards staff, it's equally important that SLT and/or Governors (if required) intervene correctly. Rosehill School community should understand that bullying, whether by pupils, parents or colleagues, is unacceptable and will not be tolerated.

9. Support

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

- Emotional support and reassurance from staff.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents/carers to ensure a continuous dialogue of support.
- Invention support i.e. 1:1 sessions with the teacher, referral to external service e.g. CAMHS.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents/carers to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent/carers 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).

Pupils who have bullied others will be supported in the following ways:

- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents.
- Support through PSHE, RSE and or other intervention sessions.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

10. Record keeping

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

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis.

11. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is November 2025

Rosehill School - Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil being bullied:	
Year group:	
Class:	
How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?

--

How do you know this is bullying?

--

Discussion with pupil (where possible)

--

What type of help and support are available to the victim?

--

What can be done to help prevent incident like this in future?

--

When is this going to be reviewed? By who?

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Form completed by:

Date:

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