



Policy Document:	Anti-Bullying
School's Lead Member of Staff:	Head Teacher
Lead Governors (monitoring):	Full Governors
Revision Date:	October 2025
Document Version:	4.0
Governor Committee:	Full Governors
Full Governors Ratification Date:	November 2025
Review Frequency:	2 Years
Date of next review:	November 2027
Publication date:	November 2025
Purpose:	To create a safe and orderly school community where adults and pupils can work effectively together, where each person feels valued and is able to succeed to the best of their ability.
Chair of Governing Body signatures:	

Anti-Bullying: A whole school policy, practice and procedures

Christian Fellowship School is founded on Christ's command to 'love your neighbour as yourself' (Mark 12:31). We affirm that every person is created in God's image (Genesis 1:27) and therefore possesses inherent worth and dignity. Because of this divine image, we are called to treat one another with love, kindness and forgiveness. We aim to cultivate relationships characterised by honour, compassion and reconciliation, reflecting God's grace at work in us.

These principles shape every relationship in our school and are reflected in our Codes of Conduct which emphasise:

- The seriousness of bullying, both physical and emotional, and the harm it causes.
- The importance of showing sensitivity to the needs of others.
- Treating everyone with kindness and courtesy.
- Looking for ways to be helpful and to serve one another.
- Exercising self-control and humility in our words and actions.
- Taking joy in the good qualities and achievements of others.
- Practising forgiveness when others fall short.

Bullying in any form contradicts these values, damages relationships, harms individuals and undermines our Christian community. It will not be tolerated.

1. Policy Scope

This policy applies to all pupils, staff, governors, volunteers, contractors and visitors. It covers behaviour on and off school premises (including transport and trips) and online, and includes child-on-child abuse. CFS will respond to bullying between pupils outside school where it impacts a member of our community. This policy should be read alongside: Safeguarding & Child Protection Policy, Behaviour Policy, Equality Policy, Online Safety/Acceptable Use Policy, Complaints Policy.

2. Aims

- Prevent, de-escalate and stop persistent behaviour that is harmful to others through a whole-school approach and partnership with parents.
- Intervene early in a considered, consistent and proportionate way.
- Safeguard and support any pupil experiencing bullying; reaffirm their worth and help them recover, encouraging forgiveness and appropriate assertiveness.
- Challenge and sanction bullying behaviour while promoting reflection, repentance, reconciliation and behaviour change.

3. Legislative and Guidance Framework

- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools: Advice for Headteachers and School Staff – DfE, February 2024
- Preventing and Tackling Bullying – DfE, 2017
- Approaches to Preventing and Tackling Bullying – DfE, 2018
- Searching, Screening and Confiscation: Advice for Schools – DfE, last updated July 2023
- Working Together to Safeguard Children – statutory guidance, updated 2023/2024

- Equality Act 2010
- Education and Inspections Act 2006/2011
- Independent School Standards Regulations 2014/2015
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986/1994.

4. Roles and responsibilities

Governors

- Ensure compliance with all statutory guidance
- Review and ratify the policy every two years.
- Receive and scrutinise annual data on bullying incidents and patterns.

Headteacher

- Holds overall responsibility for the prevention of bullying and policy implementation.
- Ensures robust recording on CPOMS and appropriate follow-up.
- Ensures parents are informed of serious incidents.

Senior Leadership Team

- Ensures staff are trained and confident in recognising and managing bullying
- Lead the investigation of potential bullying through one-to-one conversations, written feedback from witnesses/bystanders, etc.
- Oversees consistent application of sanctions and restorative work

Designated Safeguarding Lead

- Records all incidents of bullying and child-on-child abuse
- Liaises with external agencies if bullying amounts to significant harm.
- Provides termly and annual reports to the Headteacher and governors.

Teachers and Support Staff

- Model respectful behaviour at all times.
- Maintain vigilance for signs of bullying, especially on yard and during lunch duties.
- Challenge inappropriate conduct and language.
- Report concerns promptly on CPOMS.
- Form tutors implement the initial investigative stage of potential bullying reports.

Pupils

- Treat others with dignity and respect.
- Report concerns promptly.
- Support peers and act as upstanders, not bystanders.
- Prefects are vigilant for signs of bullying, especially at break times
- The School Student Council may give advice to younger pupils as a preventative measure.
- Older pupils may initiate play support for children at risk of exclusion from peer activities.

Parents and Carers

- Support the school's Christian ethos and behavioural expectations.
- Notice incidents of bullying when dropping off or collecting children and in out-of-school contexts.

- Monitor their children's online interactions with other pupils and note patterns of unkind or harmful behaviour.
- Report concerns promptly to a member of staff.
- Avoid direct confrontation with other parents or pupils.
- Work in partnership with staff to resolve issues.

5. Bullying - a definition

We use the definition of bullying set out by The 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."

Examples of behaviour that could constitute bullying:

- Physical: hitting, kicking, damaging or taking property
- Verbal: name-calling, insults, threats
- Indirect/relational: spreading rumours, exclusion, manipulation
- Cyberbullying: abusive messages, humiliating posts, image-based abuse, intentional exclusion
- Prejudice-based: related to protected characteristics
- Provocation: intentional 'winding up' to cause a reaction.

We recognise that online (cyber-)bullying can cause ongoing harm even if the initial action was a one-off. For that reason we may view a single serious incident of hurtful online behaviour as bullying even if the pupil(s) do not repeat the action but the abusive message, humiliating post or harmful image continues to circulate.

6. Developing and sustaining a positive school environment

A positive and respectful school culture does not arise by chance; it must be intentionally nurtured, sustained and modelled through the daily conduct of staff and pupils. At Christian Fellowship School we seek to build an environment where Christ-centred values of respect, kindness and forgiveness are consistently lived out, making bullying behaviour incompatible with our community life. We are committed to nurturing a 'culture of kindness'.

This is achieved through:

- Embedding the Christian ethos and CFS Code of Conduct through assemblies and form times
- Using the curriculum to teach pupils the value and dignity of each individual in God's eyes, the importance of empathy and kindness in relationships and bystander responsibility
- Teaching and modelling respectful language and behaviour
- Upholding high expectations of good behaviour and challenging low-level disrespect consistently.
- Designing structures and protocols for more informal times and locations to mitigate the risk of unsupervised 'hot spots' where children could be more vulnerable to bullying
- Promoting Anti-Bullying Week
- Enlisting the support of pupil leaders to notice, report or take steps to stop bullying behaviour

- Ensuring staff induction and regular training include recognising, responding to and recording bullying (including online)

7. Identifying those involved in bullying

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- fewer close friendships; social isolation or shyness
- an over-protective family background
- visible difference or special educational needs and disabilities
- membership (or perceived membership) of a minority group
- ownership or lack of fashionable possessions
- intrusive or provocative behaviour (requiring support to self-regulate).

Some victims may behave passively or submissively, signalling to others that they would not retaliate if attacked or insulted. Others may respond aggressively, sometimes provoking others to retaliate.

Some pupils can bully and also be the victim of bullying.¹

Bullying often involves a 'ringleader', 'assistants' and 'reinforcers'. Bystanders' behaviour is critical to the outcome: some may act as 'outsiders', others as defenders'.²

Verbal bullying is common amongst both boys and girls. Boys may experience more physical violence than girls. Girls tend to use indirect methods which can be more difficult to detect. Physical bullying tends to decrease with age, but indirect bullying increases.

8. Signs and possible symptoms of bullying

- reluctance to attend school, attendance changes
- anxiety, low mood, withdrawal, somatic complaints
- physical health problems such as fits, faints, vomiting, limb pains, paralysis, hyperventilation, headaches, stomach aches, bed wetting, sleeping difficulties
- fewer friends and feelings of loneliness and unhappiness
- low self-esteem and feeling a failure
- decline in progress or engagement with learning
- loss of/damage to property; unexplained injuries
- changes in online behaviour; blocking contacts or secrecy.

9. Responding to concerns and investigating incidents

Any member of staff, pupil or parent who witnesses or is told about potential bullying should act.

If a pupil or parent alerts staff to an incident of potential bullying, the School will follow this anti-bullying policy and cannot promise a parent or pupil that it will not investigate or take action

¹ Approximately 20% of victims also bully although tending not to direct their aggression towards their own aggressors.

² Salmivalli (1996 and 1999) in Anti-Bullying Alliance 2006 report: Bystanders and Bullying (www.anti-bullyingalliance.org.uk)

if a concern has been raised. The School has a duty to act in the interests of all children.

The Head of School, DSL and Headteacher should be informed and a case manager (usually the form tutor or Head of School) will be allocated to coordinate the investigation, actions and communication. They should:

- Ensure the **immediate safety** and wellbeing of the pupil(s) targeted.
- Gather **initial accounts** from the target, alleged perpetrator(s) and witnesses (using open questions; see Appendix B). Information from parents may also be sought.
- Secure and preserve **evidence** (e.g. screenshots, messages) where relevant. Staff have legal powers to seize and scrutinise a pupil's phone without their or their parents' consent³ but NOT sexually explicit or indecent images of a child.⁴
- **Record** all information promptly on CPOMS, assigning the incident to the Head of School (who will oversee the management of the incident) and alerting the DSL, Head Teacher, form tutor and other relevant staff.
- The DSL in consultation with the Head Teacher and Head of School will **assess** whether the behaviour meets the definition of bullying and/or child-on-child abuse; consult the DSL and Head Teacher.
- **Inform** parents/carers of the target and alleged perpetrator(s) in a timely, sensitive manner.⁵ Maintain ongoing dialogue with parents and facilitate the restoration of relationships between families.⁶
- Agree **proportionate actions**: education, support, sanctions and restorative approaches. Consider age, needs (including SEND) and context. This information should be recorded on CPOMS.
- **Warn** pupils who have engaged in bullying of possible consequences if their actions are repeated, including the sanctions ladder. The parents of the perpetrator(s) should also be advised that if their child persists in bullying behaviour they may be permanently excluded from the school.
- Where behaviour may constitute significant harm or a crime, **follow safeguarding procedures** and, where appropriate, involve external agencies (children's services, police).

³ The Education Act 2011 states that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if parents have been informed about this in our Behaviour Policy and pupils are made aware of this in the Acceptable Use Agreement.

⁴ Where digital evidence may include sexually explicit or indecent images of a child, staff **must not view, copy, share, or store** such material. Instead, the device should be **secured (e.g. turned off and placed in a safe location)** and the matter immediately referred to the Designated Safeguarding Lead (DSL), who will follow the UKCIS *Sharing nudes and semi-nudes* guidance. Only the DSL, and where necessary the police, may make a decision about viewing or deleting such material. This protects pupils from further harm and protects staff from committing an offence through possession or viewing of indecent material.

⁵ The member of staff in contact with the parent should remain calm and understanding, recognising that the parent may be angry and upset. Parents will need reassuring that the school cares and that something will be done and once resolved will continue to be monitored.

⁶ This could include relaying any regret expressed by the child or the parents of the child who has engaged in bullying behaviour. In some circumstances, staff may consider arranging an opportunity for both sets of parents to talk together with a member of staff present to facilitate the conversation.

- Implement classroom or social **adjustments** (e.g. supervision, seating, safe spaces, buddying).
- **Monitor** situation, enlisting help of pupil leaders (buddies, prefects) to provide feedback about effectiveness of actions
- Plan and record **follow-up checks** (typically at 2 weeks, then half-termly) and adapt actions if needed. These checks should be recorded on CPOMS.
- Consider **further educational work** with the class about the issue of bullying and its consequences.
- Where behaviour involves **discriminatory attitudes**, consider further educational work to provide perpetrators and other class members with greater understanding of the harm done by prejudice-based bullying or cyber-bullying.
- Where concerns persist, parents may use the Complaints Policy (including escalation to the Chair of Governors).

10. Sanctions, support and restoration

Sanctions are proportionate and in line with the Behaviour Policy (including possible apology, removal from social contact, internal isolation or suspension).

Educational and restorative work accompanies sanctions, promoting empathy, repentance and behaviour change.

Targets of bullying are offered support (trusted adult, pastoral/mentoring, safe routes, spaces and communication channels, regular check-ins, a buddy network - as appropriate).

Pupils who engage in bullying behaviour will usually themselves need support and staff will seek to understand the circumstances and factors that may have led to the bullying behaviour.

Where helpful and safe, supported restorative meetings may be arranged with parental consent.

11. Recording, monitoring and governor oversight

- All incidents, actions and reviews are recorded on CPOMS.
- The DSL monitors patterns (e.g. locations, times, types of bullying including protected characteristics).
- An anonymised annual report on bullying (and derogatory incidents related to protected characteristics) is provided to governors, as part of the annual behaviour report.
- Termly reports to Governors on outcomes for vulnerable children will include anonymised reference to any bullying incidents experienced or perpetrated by this cohort.

12. Communication and Education

Creating and sustaining a safe, respectful and Christ-centred school community depends on regular communication and education for all members of the CFS family. The Anti-Bullying Policy is therefore shared and reinforced through the following channels:

Pupils

- The policy's principles and expectations are introduced through PSHME and RSE lessons, where pupils learn about relationships, respect, empathy, forgiveness, and responsible use of technology.

- Anti-bullying themes are further embedded across the curriculum — for example, in English (character, language and empathy), Humanities (justice, equality and rights) and ETS/CLS (ethical reflection and Christian living)
- Assemblies throughout the year revisit key values of kindness, reconciliation and courage to speak out against injustice.
- The school takes part in National Anti-Bullying Week each November, using materials adapted from the Anti-Bullying Alliance and similar organisations.
- An annual pupil-voice survey is conducted in the Spring Term to gather feedback on pupils' experiences of belonging, safety and respect; results inform pastoral planning and are reported to governors.
- Pupil-facing posters are displayed in prominent places around school, including corridors and pupils toilets. These should be regularly refreshed using pupil input.
- The Student Council is updated on the outcome of anti-bullying surveys and is provided with a summary of the annual Behaviour Report to enable senior leaders to triangulate evidence from reported incidents with pupil voice about their lived experience in school.
- New pupils should always be made aware of the school's approach to bullying and the existence of our policy. The **Information sheets**) and posters are used to summarise essential points.

Staff & volunteers

- All new staff receive induction on the Anti-Bullying Policy and their responsibilities.
- Each academic year, all staff complete an annual refresher update led by the DSL or a senior leader, including a short quiz to confirm understanding of key principles and any updates to statutory guidance.
- Staff are encouraged to raise questions during departmental or pastoral meetings to ensure consistent application across the school.
- Raised awareness of the harms of bullying are central to this training.

Governors

- Governors review and ratify the Anti-Bullying Policy every two years or sooner if national guidance changes.
- This review forms part of their training and oversight responsibilities, ensuring they remain informed about current safeguarding and behaviour expectations.
- The DSL provides governors with the annual anonymised report on bullying data (including discriminatory or derogatory behaviour relating to any protected characteristics, patterns and follow-up actions).

Parents and Carers

- Parents are informed whenever the policy is updated or re-ratified, and a summary of changes is published in the school parent bulletin.
- The policy is signposted again when the bi-annual Anti-Bullying Survey is circulated to families.
- Parents may request a printed copy at any time and are encouraged to discuss its principles with their children.

13. Bullying outside school premises

CFS will investigate and act on bullying between pupils outside school where it impacts pupils'

welfare or the school environment. Actions may include liaising with transport providers or other schools, adjusting in-school arrangements, and, where appropriate, involving the police. Parents will be informed and supported to help keep pupils safe.

14. Evaluation and Review

The policy is reviewed every two years or earlier if guidance changes.

Periodic surveys of pupils and parents inform improvement. The DSL provides an annual effectiveness report to staff and governors. The policy and its implementation is an annual standing item on SLT and Student Council agendas.

The School's leadership commits to seeing a sustained reduction in reports of bullying with more pupils saying they would not join in bullying someone else and more pupils prepared to report bullying.

APPENDIX A: INFORMATION SHEETS FOR STAFF, PUPILS and PARENTS

Page intentionally left blank

Anti-Bullying information for Staff and Volunteers



What bullying is

Bullying is **deliberate and sustained behaviour** by an individual or group that **harms another person** and involves a **real or perceived power imbalance**.

It is different from ordinary friendship conflict or one-off disagreements.

It can include:

- **Physical** – hitting, pushing, damaging or stealing belongings
- **Verbal** – name-calling, mockery, threats or intimidation
- **Relational / social** – excluding others, spreading rumours, manipulation of friendships
- **Cyberbullying** – sending or sharing hurtful messages, images or posts, creating fake accounts, excluding people online, or circulating private material
- **Prejudice-based** – targeting someone for race, faith, disability, gender, sexual orientation or another protected characteristic.

A single serious online act (e.g. sharing humiliating material) can have continuing impact and will usually be treated as bullying.

When you see or hear about bullying:

1. Make sure everyone is safe.
2. Listen calmly — don't make assumptions
3. Record promptly on CPOMS and alert the Head of School and DSL
4. Do not view, copy or store indecent images — secure the device and pass it to the DSL
5. Support the pupils involved and keep information confidential
6. Follow up to check the situation has improved.

Model kindness, fairness and forgiveness — our daily example teaches pupils how to live these values.

Anti-bullying information for pupils



What bullying means

Bullying is when someone keeps on purposefully hurting, frightening or upsetting you, or uses their power - like being older, stronger, popular, or having information about you - to make you feel small or scared.

It can also be one very serious act, especially online, that keeps hurting afterwards.

Examples include:

- Hitting, kicking or damaging your things
- Calling you names, teasing or threatening you
- Leaving you out on purpose, spreading rumours or embarrassing you
- Sending nasty texts, comments, pictures or videos
- Picking on you because of your colour, beliefs, family, accent, disability or who your friends are.

What to do

- Stay calm and walk away if you can
- Tell a teacher, parent or any adult in school - or ask a friend to help you tell them
- Keep messages or screenshots —but don't share them with others
- Keep telling us until the bullying stops.

At CFS we believe every person is made in God's image and deserves respect. If you see bullying, be an **up-stander**, not a by-stander.

Anti-bullying information for parents and carers



Understanding bullying

Bullying is **deliberate, repeated behaviour** that **causes harm and involves a power imbalance** - the pupil bullying another child may be stronger, more confident, older, have social influence or use group pressure. Sometimes, one very serious act will be considered bullying, especially if it is online as it can have lasting effects even after it has been deleted.

It can be:

- **Physical:** hitting, kicking, taking or damaging belongings
- **Verbal:** name-calling, insults, humiliation or threats
- **Relational:** exclusion from friendship groups, gossiping, manipulation
- **Online:** posting or forwarding hurtful messages or images, creating fake accounts, or sharing private material
- **Prejudice-based:** targeting someone's race, beliefs, gender, disability or other protected characteristic.

If you think your child is being bullied

- Contact the form teacher or Head of School - please don't approach other parents or pupils directly
- Provide specific information - dates, times, names, copies of relevant messages (but never store or forward indecent images)
- The school will investigate, record on CPOMS, and keep you informed
- Encourage your child to talk and reassure them they've done the right thing by speaking up
- Let us know if issues continue - we will keep working with you until it is resolved.

CFS takes bullying seriously. We act to stop it, support everyone involved, and encourage forgiveness and restoration where possible. Openly and let us know if problems continue.

APPENDIX B: Questions to use when investigating suspected bullying

It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than using closed questions, unless you are clarifying a particular point.

The following may be helpful when questioning those involved and recording incident(s):

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?
- Is there anything else that you would like to tell me?

It is also useful at regular intervals to reflect back to the person being interviewed a summary of what you have heard. For a person talking about a difficult situation for the first time, feeling heard and understood will be very important. It also enables everyone involved in the conversation to finish it with a common understanding of what happened.

If you are speaking to the possible victim, assure them that they have done the right thing to tell you about this.

Inform the child of what you will do with this information, eg pass it to their form teacher/Head of School, and what you plan to do next eg speak with others who were nearby to see if there is more we need to know.

If they are the victim, arrange for a 'buddy' to be with them so that they feel safe.

APPENDIX C: Useful sources of information

The following external resources are used selectively to support teaching, staff training and pupil awareness. All materials are reviewed for alignment with the school's Christian ethos and values before use in lessons or displays.

Source	Description	Link
Anti-Bullying Alliance	National charity coordinating Anti-Bullying Week and providing lesson plans, assemblies and research.	www.anti-bullyingalliance.org.uk
Respect Me (Scotland's Anti-Bullying Service)	Practical tools and guidance on restorative approaches and bystander intervention.	www.respectme.org.uk
BBC Teach – Anti-Bullying Resources	Short films, interviews and discussion starters for pupils of all ages.	www.bbc.co.uk/teach/anti-bullying-resources
Childline / NSPCC	Support services and age-appropriate advice for children experiencing bullying.	www.childline.org.uk