



Bishop Wilkinson
Catholic Education Trust



St Bede's
Catholic School
& Sixth Form College

ANTI-BULLYING POLICY 2025/2026

Governing Body Approval: Full Governing Body: M Gray (Chair)

A handwritten signature in black ink that reads "M Gray".

Date:

17th September 2025

Review Date:

17th September 2026

ST. BEDE'S CATHOLIC SCHOOL AND SIXTH FORM COLLEGE, LANCHESTER

Anti-Bullying Policy: One Page Summary for Pupils

St Bede's is a loving, inclusive and respectful school community. All our pupils should be able to feel safe at school and want to attend: we have a zero-tolerance approach to any form of bullying, harassment or discrimination. We stand firmly against any form of bullying: racist, homophobic, biphobic, transphobic, sexist, sexualised, prejudicial, relational or socioeconomic. We fully adhere to the Equalities Act 2010 and support the protected characteristics of our school community members.

Key Definitions

St Bede's is a proud member of the Anti-Bullying Alliance (ABA) which is a national charity representing groups and organisations that are united against bullying. Bullying is recognised by the school as a form of child-on-child abuse and can have a detrimental impact on a pupil's emotional development.

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.



Cyberbullying can be defined as the use of technology (in particular, mobile phones, social media and the internet) to intentionally hurt someone.

How To Report Bullying

In school: speak to your Trusted Adult, this might be your Tutor. OR speak to a friend who can help you speak to staff. OR speak to your parent/carer who can speak to school staff. We also have a dedicated email address: emails go directly to our safeguarding team:

wearelistening@stb.bwcet.com

Outcomes and Support

Mental Health Wellbeing: Supporting pupils involved in bullying whether victim or perpetrator is vital. Our school provides a range of mental health services and resources that will support pupils through this. We have listened to our pupils and know once a bullying concern is reported regular check-ins by staff with the victim are helpful.

At the end of this policy are 2 pages listing lots of organisations you can ring or speak to online such as [Childline 0800 1111](tel:08001111) or www.childline.org.uk

Sanctions: We will adhere to our Behaviour Policy and sanctions will be proportionate to the nature of the bullying behaviour. Our students feel it is important for everyone to know sanctions include suspensions.

Restorative approach: As a compassionate Catholic school community, we do also acknowledge that sanctions alone are not always the most successful response to bullying and a multi-faceted approach may be needed.

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Statement of intent

St Bede's Catholic School and Sixth Form College 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 Behavioural Policy, which is communicated to all pupils, school staff and parents/carers. All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for 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 (2017) ‘Preventing and tackling bullying’
- ◆ DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- ◆ DfE (2018) ‘Mental health and wellbeing provision in schools’
- ◆ DfE (2022) ‘Keeping children safe in education 2022’
- ◆ DfE (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 for Learning Policy
- ◆ Safeguarding Policy
- ◆ PSHE Policy
- ◆ Relationship and Sex Education Policy

2 Definitions

For the purpose of this policy, our school uses the ABA definition of bullying based on research from across the world in the last 30 years:

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 due to the attitudes and behaviours some young people have towards those who are different from themselves. 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.

3 Types of bullying

The Anti-Bullying Alliance outlines the following types of behaviour that can be classed as bullying:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals.

There are different types of bullying:

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or nonverbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying. Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents'/carers' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

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 from senior staff to establish patterns and reviewing this policy in light of these.

- ◆ Working with the Designated Safeguarding Lead 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, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- ◆ Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

- ◆ Analysing the data to identify trends, so that appropriate measures to tackle them can be implemented.

- ◆ Arranging appropriate training for staff members.

Staff with pastoral responsibilities are responsible for:

- ◆ Corresponding and meeting with parents/carers where necessary; ensuring parents/carers feel their concern about bullying is being taken seriously and they are being listened to.

- ◆ Investigating and responding to the bullying incident with reference to the Behaviour Policy including coordinating with the Headteacher on appropriate sanctions for serious incidences of bullying.

- ◆ Monitoring those involved in the aftermath and beyond including regular check ins with the victim; ensuring appropriate support is provided to the pupils involved.

- ◆ To lead and disseminate information on this policy and the schools' zero-tolerance stance towards bullying.

Teachers are responsible for:

- ◆ Being alert to social dynamics in their class.

- ◆ Being available for pupils who wish to report bullying.

- ◆ Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing Pastoral Leaders of such observations.

- ◆ 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.

Parents/Carers are responsible for:

- ◆ Fully supporting the school's Anti-Bullying Policy and Behaviour Policy.
- ◆ Informing the school if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- ◆ Being watchful of their child's behaviour, attitude and characteristics and informing the school of any changes about which they are concerned.

Pupils are responsible for:

- ◆ Adhering to the school's Anti-Bullying Policy and Behaviour Policy.
- ◆ Informing a member of staff if they witness bullying or are a victim of bullying.
- ◆ Not making counter-threats if they are victims of bullying.
- ◆ Not being a bully themselves or joining in with any form of bullying, harassment or discrimination.
- ◆ Walking away from negative or threatening situations and avoiding involving other pupils in incidents.
- ◆ Keeping evidence of cyberbullying and informing a trusted adult should they fall victim to cyberbullying.
- ◆ Telling the truth about bullying.

5 Statutory implications

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

- ◆ Eliminate unlawful discrimination, 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 school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their 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 1988, 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 and known or believed to be 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 electronic 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 Prevention

As a loving and inclusive Catholic school community we are committed to preventing bullying before it occurs, by promoting our inclusive nature in line with our Ethos. We endeavour to utilise various strategies to successfully prevent and tackle bullying.

These include:

- Listening to pupil voice responses and discussing issues that may provoke conflict or may lead to bullying behaviours before they arise.
- Our core values of respect are continually addressed and promoted, and these behaviours are maintained and encouraged outside of the classroom into the corridors, yard areas and outside of school.

- Involving pupils in the amending of this Anti-Bullying Policy so they fully understand the school's approach to bullying.
- Regularly evaluating and updating our approach dependent on developments in technology.
- Openly discussing differences between people that could lead to bullying.
- Having an equality and diversity enrichment club in school called Safe Space where differences are celebrated and pupils are supported.
- Discussing and learning about bullying in Personal Development lessons.
- Inviting external organisations to attend our establishment and promote our anti-bullying message.
- Making it easy for pupils to report bullying inside or outside of school and continually listen to pupils' concerns if they arise.
- Providing opportunities to extend pupils' peer groups via the offering of numerous enrichment activities.
- Naming safe spaces and trusted members of staff that vulnerable pupils can talk to. We are working hard to ensure every pupil has at least one trusted adult in our community they would talk to if they had a worry or concern.
- Changing or amending seating plans in response to incidents of bullying.
- Being aware of and addressing any mental health issues amongst pupils.
- Online safety discussed by Pastoral Leaders to ensure consistent messaging across our school community.

7 Signs of bullying

Everyone (staff, pupils, parents/carers) in our school community has a responsibility to be alert to any sign that a pupil is being bullied and to report it if they have a concern.

The Anti Bullying Alliance provides guidance for spotting signs that someone is being bullied: A pupil who is a victim of bullying may have:

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;

- seeming upset after using their phone, tablets, computers etc; and
- wanting to leave for school much earlier than necessary or returning home late.

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 the underlying issues causing this 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 Pastoral Leaders, who will investigate the matter and monitor the situation.

8 Staff principles

Our school will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored. Staff will always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g., of being hurt, they will inform the Designated Safeguarding Lead immediately. Follow-up support will be given to both the victim and perpetrator following an incident to ensure all bullying has stopped.

9 Child-on-child abuse

Our 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.

All staff will be aware that pupils of any age and gender are capable of abusing other children. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will 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. Staff will also 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.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or other children. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services, where the Designated Safeguarding Lead deems this appropriate in the circumstances.

The school’s Safeguarding Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within the Safeguarding Policy.

10 Cyberbullying

The Anti-Bullying Alliance defines cyberbullying as: Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

There are some things that make online bullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of online bullying incidents allow those experiencing it to keep evidence - for example, take a screen shot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make online bullying incidents very scary
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions.

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:

Our school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents taking place within school.

All members of staff will receive training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively. Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- ◆ Avoiding use of the computer
- ◆ Being on their phone routinely
- ◆ Becoming agitated when receiving calls or text messages. 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

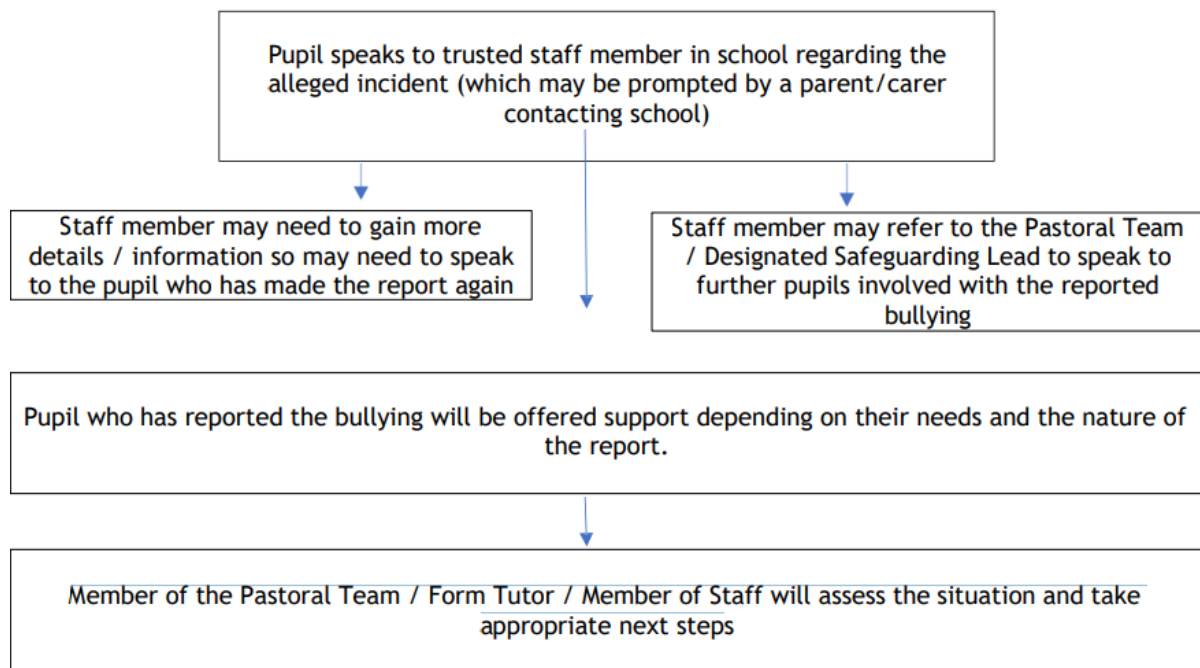
Together with parents/carers, the school will support pupils who have been victims of cyberbullying by giving the pupil an opportunity to talk about their feelings and ensure that the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g., mobiles phones, 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. In these cases, the school's Behaviour Policy will be followed at all times.

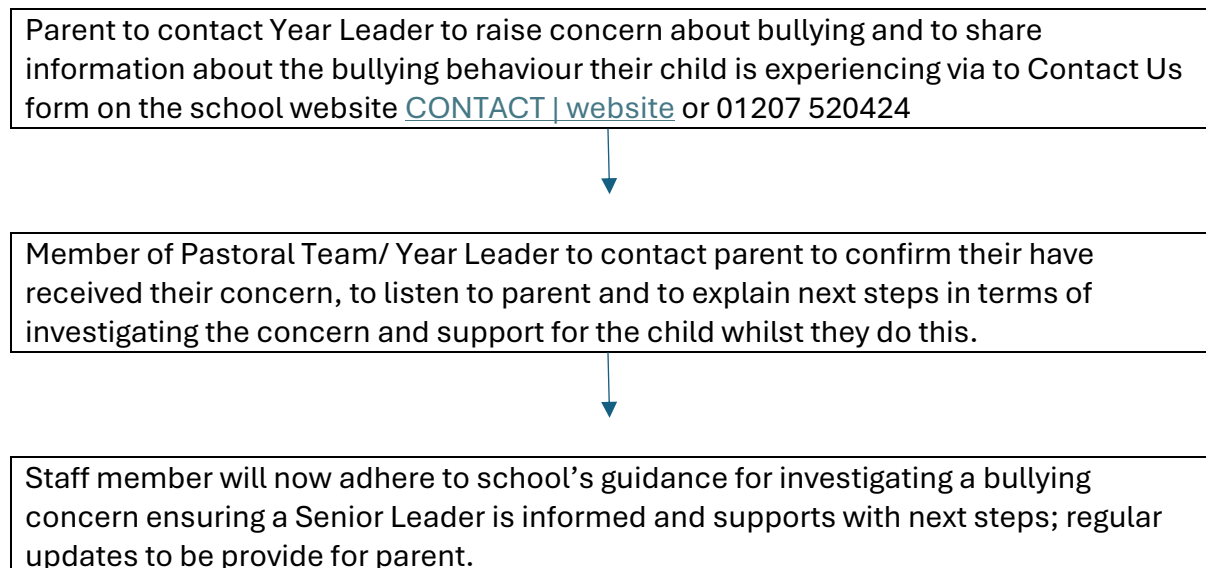
11 How to report incidents of bullying

If bullying is suspected, or if a pupil believes they are a victim of bullying, they should speak with any member of staff, this can include: a teacher, their form tutor, a member of the Pastoral Team or a member of SLT. A pupil can also ask a parent/carer to contact school on their behalf or a peer to support them with reporting a concern.

How to report bullying if you are a pupil:



How to report bullying if you are a parent/carer:



When investigating a bullying incident, the following procedures will be adopted:

- Speaking to the alleged victim to assure them that they are being listened to and to make sure the alleged incidents are reported accurately and, in enough detail
- Speaking to the alleged perpetrator
- Speaking to alleged witnesses of the bullying
- Recording the alleged incident to pass on the report to pastoral staff members if required eg to Year Leader

Premature assumptions are not made, as it is important not to be judgemental at this stage. Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented and this will be guided by the Designated Safeguarding Lead.

12 Outcomes

a. Counselling and support

Counselling of pupils is paramount in addressing the incidents of bullying. This includes counselling for the victim and perpetrator. Support may initially may be via the pupils' form tutor but may be supplemented by any of these options:

- Support (check-ins; mentoring) from a member of the Pastoral Team
- Referral to our in-school counselling service
- Referral to external agency alongside support in school if required

b. Sanctions

As a compassionate school community, we acknowledge that sanctions alone are not always the most successful response to bullying and a multi-faceted approach may be needed. Equally, where hurtful behaviour occurs we must adhere to our Behaviour Policy. The sanction is against the behaviour not the pupil. Please see our Behaviour Policy for further detail. In working with pupils to formulate this policy our pupils have voiced they feel it is fair that sanctions for the perpetrator will be proportionate to the nature of the bullying.

c. Bullying and restorative justice

We know that an individual approach is necessary when pupils have been the victims of bullying. We use a variety of strategies to support pupils in the aftermath of a reported bullying incident.

Pupils who have been victims of bullying will be supported by:

- Being listened to
- Timely support from trusted member of staff
- Re-building self-confidence through discussions with their Form Tutor or Pastoral Team
- Referral to an external support group if they feel this is needed
- Access to safe spaces (eg The Haven) during lunch time and break time if required
- Check in meetings with their Form Tutor or Pastoral Team to monitor mental health and emotional well-being

It is important that perpetrators of bullying will also be supported by:

- Access to mental health support either internally or externally
- A forum to discuss the incident
- Being supported to understand why this happened and what they did wrong
- Being supported to change their attitudes and behaviours
- Education on any prejudice that may be the root cause of the bullying behaviour
- Consequences (including sanctions) appropriate to the incident and the individual
- An opportunity to have a restorative conversation with the victim under guided supervision from staff (this is only where the victim is open to such an approach, their voice will be listened to and will guide this process)
- An opportunity to access a mentor to support with behavioural needs

13 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 Behaviour Policy, Anti Bullying Policy and the Safeguarding Policy.

The Headteacher has a specific statutory power to discipline 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.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip. The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

14 Record keeping

The Designated Safeguarding Lead 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 Headteacher and Designated Safeguarding Lead will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- ◆ Identifying patterns of concerning, problematic or inappropriate behaviour on 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 the 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.

15 Key Staff

ROLE	NAME
Chair of Governors	Mrs Gray
Headteacher	Mrs Hammill
Deputy Headteacher Pastoral (Acting)	Mrs Kelsey
Senior Assistant Headteacher Behaviour and Attitudes	Mr Dinsdale

Designated Safeguarding Lead	Mrs Hall
Deputy Designated Safeguarding Lead	Mrs Meggeson
Staff Anti Bullying Lead	Mr Springett

16 Monitoring and review

This policy is reviewed annually by the Headteacher, Deputy Headteacher Pastoral, Governing Body and the Designated Safeguarding Lead.

Any changes to this policy will be communicated to all relevant stakeholders.

17 Help Organisations

If required below are links to other external organisations that may support a pupil or their parents or carers when they have suffered incidents of bullying. These include:

Anti Bullying Alliance

[Anti-Bullying Alliance](#)

For parents/carers: [Advice for parents and carers](#)

For pupils: [If you're being bullied](#)



The Child Exploitation and Online Protection Centre (CEOP)

[CEOP Safety Centre](#)

Provides help and advice on cyberbullying, the Centre maintains a website called Think U Know for children and young people, and parents and carers about staying safe online.

Childline

[Childline | Childline](#)

Bullying advice and help: [Bullying, abuse, safety and the law | Childline](#)

CONTACTING CHILDLINE

You can talk to us about anything. No problem is too big or too small. Call us on 0800 1111 or chat to us online.



Bishop Wilkinson
Catholic Education Trust

Kooth

[Home - Kooth](#)

Kooth provides free anonymous counselling online.

Kidscape

[Help With Bullying](#) | [Bullying Advice](#) | [Kidscape](#)

Provide workshops for children that need support with bullying issues as well as a helpline for parents and carers

NSPCC

[NSPCC](#) | [The UK children's charity](#) | [NSPCC](#)

NSPCC Helpline

Our voice Helpline is currently available 10am–4pm Monday to Friday. You can still email help@NSPCC.org.uk or complete our report abuse online form at any time for free. You don't have to say who you are.

BulliesOut



LGBTQ+ advice

[LGBTQ+ Bullying - BulliesOut](#)