



Cardinal Langley RC High School

Anti-Bullying Policy

Policy type:	School Policy (not statutory)
Policy implementation/approval	Governors' Curriculum & Pupils' Issues Committee
Review frequency:	Every 3 years
Last reviewed/approved:	October 2016, 2019, 2022, 2025
Policy review delegated to:	Ms S Koujou – Sponsor Governor
	Mrs A Williams – Senior Deputy Headteacher & DSL
Date of next scheduled review:	Autumn 2028

Rationale

The Equality Act (2010) protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It is our duty to ensure that procedures, such as this anti-bullying policy, are in place to ensure we protect all members of our community in line with the latest Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children 2025. This policy integrates anti-bullying into a broader safeguarding framework, including:

- Child-on-child abuse (including sexual violence/harassment, online abuse, discriminatory bullying)
- Online safety (including filtering/monitoring, mobile phone use, and digital safeguarding)
- Children at greater risk (LGBTQ+, SEND, children with social workers, etc.)
- Whistleblowing and low-level concerns (staff conduct, reporting mechanisms)

Bullying is a form of child-on-child abuse and can be described as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences - *Preventing and Tackling Bullying, DfE, July 2017*. To tackle any bullying successfully, the whole school community needs to work together to create a culture where bullying is unacceptable and dealt with promptly and appropriately when it becomes known.

Purpose

This policy recognises that bullying is one form of child-on-child abuse and is committed to a whole-school approach to safeguarding, including online safety, the protection of vulnerable groups, and the prompt reporting and recording of all concerns.

While it is our intention to create and maintain a safe environment for both students and adults working at Cardinal Langley, it is recognised that bullying may sometimes take place, along with perceived bullying which might adversely affect a child, and this policy is our response to that. The purpose of this policy is to ensure that, as far as possible, all members of the school community can enjoy the rights of safety, enjoyment and achievement. It is the purpose of this policy to:

- Ensure that all members of the school community are aware that bullying of any form (including cyber bullying), inside and outside of school, is unacceptable

- Raise awareness of the nature and impact of bullying and recognise signs of bullying between all groups within the school community, student and adult
- Clarify the systems in place to prevent and address bullying
- Raise awareness that this is a responsibility of the whole school community - standing by and letting bullying happen is not acceptable
- Encourage respect for the individual
- Celebrate difference
- Ensure that any incidents of bullying are dealt with promptly and effectively
- Reduce the incidents of bullying

Guidelines

Bullying can seriously damage children and young people's confidence and sense of self worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who bully or witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

Raising awareness of the nature, impact and management of bullying is achieved for students in a variety of ways; for example, through assemblies, curriculum work, one-to one-mentoring, the Behaviour for Learning Policy, promotional material. The use of bullying surveys and student/parent questionnaires will also inform both awareness and response. The annual anti-bullying week will be a focus of school activity.

The school recognises that some children are at greater risk of bullying and abuse, including those who are LGBTQ+, have special educational needs or disabilities (SEND), or have a social worker. The school will provide additional support and safe spaces for these students.

Roles and Responsibilities

Designated Safeguarding Lead and Deputy DSLs (DSL and DDSLs):

- Takes overall responsibility for safeguarding and child protection, including bullying
- Ensures bullying concerns are logged, monitored, and followed up appropriately
- Liaises with external agencies (e.g., children's services, police) if bullying amounts to significant harm or risk
- Provides advice, support, and training to staff on handling bullying concerns
- Reviews and updates policies and procedures relating to safeguarding and bullying
- Help ensure consistency in dealing with bullying across the school
- Ensure reports are stored securely according to GDPR rules and in line with KCSiE.

Governing Body:

- Holds the school leadership to account for having effective anti-bullying policies and practices
- Monitors safeguarding and well-being as part of their statutory responsibilities
- Ensures the school complies with statutory guidance (e.g., Keeping Children Safe in Education)
- Checks that bullying data (incidents, actions, outcomes) is reported, monitored, and acted upon.

All Staff:

- Vigilant in spotting signs of bullying (both in-person and online)
- Take immediate action when bullying is suspected or disclosed, following school procedures
- Create an inclusive, respectful classroom climate to help prevent bullying
- Model positive behaviour and challenge derogatory or harmful language
- Record and report incidents appropriately so they can be tracked and addressed.

The most common effects of bullying and perceived bullying are:

- Anxiety and depression that can lead to intermittent and long-term absence from school, physical illness, psychosomatic complaints or even suicide
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations, standards of work and therefore their academic attainments
- Withdrawal, which may lead to low participation in school and other activities
- The effects of bullying can last well into adulthood.

Parents are made aware of bullying concerns through one-to-one conversations. The unacceptability of any acts of bullying are conveyed in meetings with parents/carers and the anti-bullying policy will be made available on the website

Staff are made aware of the school's anti-bullying agenda through the availability of policies, assemblies, anti-bullying campaigns and the staff Grievance Policy & Procedures.

Prevention

While it is impossible to say that there is no bullying, the school aims to prevent bullying through a variety of means:

- Raising awareness in school and outside the school gates
- The school educates students, staff and parents about online safety, including the risks of cyberbullying, harmful content and safe use of technology. The school uses filtering and monitoring systems to protect students online and has clear policies on the use of mobile phones and digital devices.
- Good classroom practice and organisation
- Possibilities for individual work on self-image and self-worth
- Consistent use of sanctions as a deterrent to others
- Teaching the issues surrounding gang culture and knife crime
- Appropriate supervision of all areas of the school, particularly at breaks and lunchtimes
- Policies and practice in relation to gender, race, citizenship, SEN, disabilities, religion and sexual orientation

Possible indicators of bullying are:

Disturbed sleep, bed-wetting, head and stomach aches, problems with concentration, changes in behaviour and attitude, truanting, bullying other children, damaged or missing clothes/money/property, asking for more money than usual or stealing money, eating disorders, nervous when receiving cyber messages and self-harm or risk of suicide. All adults need to be aware of these potential indicators, as well as changes in friendship groups, and investigate any they notice.

Procedures for dealing with bullying need to address both the victim and the bully and it must also be remembered that it is not always just children who are the victims or the perpetrators of bullying.

General procedures for dealing with bullying will follow these principles:

- Staff as well as Guardian Angels are available to listen and provide immediate support to a student. Students know they can talk to any member of staff and the staff should make it clear that the incident will be investigated by the appropriate person.
- All incidents of bullying or suspected bullying should be reported promptly to a trusted adult ((Form Tutor, Class Teacher, Head of Year, key worker), the Designated Safeguarding Lead (DSL) or a Deputy DSL. Records will be kept in line with GDPR and KCSIE guidance, including a clear summary of the concern, actions taken and outcomes.”

- ‘Confide’ is an anti-bullying tool which students can accessed through the icon on PC screens.
- Incidents are investigated – normally by the PAL (Pastoral & Academic Leader). All those involved are interviewed individually to avoid intimidation and witness statements are taken.
- Those being bullied and those worrying about potential bullying will be given strategies to help them deal with the consequences of bullying. This will normally be provided by the PAL, Key Workers or Guardian Angels.
- Appropriate sanctions will be put in place for the person doing the bullying according to the seriousness of the incident and in line with consequences set out in the school’s Behaviour for Learning Policy. The perpetrator will also be provided with strategies for reflecting on behaviour and the impact of what they have done. Again, this will be normally provided and reviewed by the PAL or Key Workers.
- Where possible there will be restorative justice meetings.
- Records will be kept of all incidents of bullying through SIMS Behaviour Management and parents/carers will be contacted.
- Allegations of bullying or abuse against staff will be managed in line with the school’s staff grievance and disciplinary procedures, and in accordance with KCSIE and local authority guidance. Low-level concerns about staff conduct should be reported to the Headteacher or DSL.
- It is also necessary to recognise that adults may also be the subject of bullying either from another adult or a student or group of students. Where an adult is being bullied by another adult, the staff Grievance Policy & Procedures will apply. Where an adult is bullied by an individual or group of students, the response will be similar to that in cases of child-to-child bullying i.e. listening, investigation, strategies to cope and try to prevent future bullying, sanction for the bully.

Outcomes

- Adults and young people feel safe
- Incidents of bullying are dealt with swiftly and appropriately
- Fewer people experience bullying

Related documents:

- Behaviour for Learning Policy
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children 2025
- [Preventing and Tackling Bullying \(DfE 2017\)](#)
- Staff Grievance Policy & Procedures
- E-Safety Policy & Protocols and Acceptable ICT Usage Agreement

Policy Approval:

Signature of Headteacher		Date	21.10.2025
Signature of Chair/Vice-Chair of C&P Committee		Date	21.10.2025