Blue Hills Federation

Anti-Bullying Policy

AUTUMN 2026

The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary's Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term 'Blue Hills Federation' within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Our Vision

Proverbs 22:6 - Good News Bible

'Teach children how they should live, and they will remember it all their lives.'

We are a caring Church Federation bringing together and serving many communities.
We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness; Friendship and Family; Perseverance and Resilience

Review Date: Autumn 2027

Contents

Statement of Intent 3
Scope 3
Definition of Bullying 3
Forms of Bullying 4
Legal and Statutory Framework 5
Roles and Responsibilities 5
Prevention and Early Intervention 6
Reporting Concerns 7
Recognising the Signs of Bullying 7
Responding to Bullying Incidents 8
Sexual Harassment and Sexual Violence Procedures 9
Support Arrangements 9
Graduated Sanctions and Consequences 10
Online Safety and Cyberbullying 11
Recording, Monitoring and Review 11
Review and Evaluation 12
Related Policies 12

This policy is reviewed annually by the Pupil Support Committee.

Reviewed: September 2026

Next Review: September 2027

Executive Headteacher: _____

Chair of the Pupil Support Committee: _____

Date: _____

Statement of Intent

Blue Hills Federation is committed to providing a safe, inclusive and nurturing environment in which every member of the school community feels valued, respected and able to flourish. Bullying in any form is unacceptable and will not be tolerated.

We believe that every child and adult has the right to learn and work in an environment free from fear, intimidation and harm. Our approach is founded on the values of kindness, respect and positive relationships, which underpin daily interactions across the federation. We actively promote awareness of bullying, encourage early intervention and provide education that helps children develop empathy, resilience and respect for others. This commitment extends to all forms of bullying, including physical, verbal, social, relational and online bullying.

Blue Hills Federation seeks to ensure that all members of the community understand what bullying is, how concerns can be reported and how incidents will be addressed. We encourage pupils, staff, parents, carers and members of the wider community to speak up if they have concerns, confident that reports will be taken seriously and acted upon appropriately. Through strong partnerships with families and pupils, we aim to build a culture in which bullying is challenged, respectful behaviour is promoted and everyone plays a role in creating a safe and welcoming environment.

Scope

This policy applies to all members of the Blue Hills Federation community, including pupils, staff, governors, volunteers, contractors and visitors. The federation recognises that bullying, intimidation, harassment or abusive behaviour may also be directed towards staff members. Such behaviour by pupils, parents, carers, visitors or other adults will not be tolerated and will be addressed in accordance with relevant school policies and procedures.

The policy covers behaviour occurring on school premises, during educational visits, extracurricular activities and journeys to and from school. The policy also applies to conduct that takes place online where it affects the wellbeing, safety or educational experience of members of the school community.

Bullying can occur in many forms and contexts. Accordingly, this policy addresses physical bullying, verbal bullying, social or relational bullying, cyberbullying and bullying motivated by prejudice. This includes behaviour related to race, religion, belief, disability, sex, gender identity, sexual orientation, special educational needs or any other actual or perceived difference.

The purpose of this policy is to protect members of the school community from harm, provide a consistent framework for responding to concerns and promote a culture in which respect, inclusion and safety are embedded throughout school life. Every individual connected with Blue Hills Federation is expected to uphold these principles and contribute positively to an environment where bullying is not accepted.

Definition of Bullying

At Blue Hills Federation, bullying is defined as behaviour by an individual or group that is repeated over time and intentionally causes physical, emotional or psychological harm to another individual or group where there is a real or perceived imbalance of power. Bullying may occur face-to-face or online and may be obvious and overt or more subtle and hidden in nature.

A key feature of bullying is deliberate harm. The behaviour is purposeful and intended to cause distress, fear, humiliation, exclusion or injury. Bullying is usually characterised by repetition, with behaviours occurring over time and creating a pattern of harm. In some circumstances, a single serious incident may be regarded as bullying where it is severe in nature, causes significant harm or is likely to continue, particularly where online communication enables harmful content to be repeatedly viewed or shared.

Another defining characteristic is the existence of a power imbalance. This imbalance may arise through differences in physical strength, age, status, popularity, ability, authority or access to personal information. Such differences can make it difficult for the person experiencing the behaviour to defend themselves or seek protection.

The impact on the individual affected is an important consideration. Bullying can lead to anxiety, low self-esteem, social isolation, reduced attendance, emotional distress and difficulties with learning. Blue Hills Federation recognises that the experience and perception of the child involved are important factors when assessing concerns.

Bullying often involves an abuse of power or control and may include intimidation, coercion or manipulation. It can occur in a variety of settings, including classrooms, playgrounds, educational visits, transport, social spaces and online environments. Because cyberbullying can continue beyond the school day and reach a wider audience, its impact can be particularly significant.

The federation also recognises that some bullying is prejudice-based. This occurs when an individual is targeted because of an actual or perceived characteristic, including race, ethnicity, religion, disability, sex, gender identity, sexual orientation or special educational needs. Such incidents are treated with particular seriousness and may also be recorded as discriminatory incidents.

In some cases, bullying may constitute child-on-child abuse. Where behaviour is severe, harmful, exploitative or indicates a wider safeguarding concern, it will be managed in accordance with the federation's Child Protection and Safeguarding Policy and referred to the Designated Safeguarding Lead without delay.

While all bullying is harmful, Blue Hills Federation recognises that not all unkind behaviour meets the definition of bullying. Disagreements, friendship difficulties and isolated incidents may not involve repetition or a power imbalance. Nevertheless, all concerns will be addressed promptly and appropriately to prevent escalation and to promote positive relationships.

Forms of Bullying

Bullying can take many forms. Physical bullying may involve actions such as hitting, kicking, pushing or damaging personal belongings. Verbal bullying can include name-calling, insults, threats, taunting or discriminatory language. Social or relational bullying may involve the deliberate exclusion of others, spreading rumours, social manipulation or behaviour designed to humiliate or undermine an individual.

Cyberbullying involves the use of digital technology to harass, intimidate or harm another person. This may include social media platforms, messaging applications, gaming platforms, online forums, email or image-sharing services. Harmful behaviour may involve the distribution of images, offensive messages, false information or anonymous harassment.

The federation recognises that bullying can be motivated by prejudice. Incidents based on race, religion, disability, sex, sexual orientation, gender identity, family circumstances or any other perceived difference will be investigated thoroughly and addressed robustly.

The federation also recognises that sexist language, misogynistic attitudes, gender-based harassment and behaviour rooted in harmful gender stereotypes can have a significant impact on children and young

people. Such behaviours will be challenged immediately, recorded appropriately and addressed through educational, behavioural and safeguarding responses where necessary.

Legal and Statutory Framework

This policy has been developed in accordance with the requirements of the Equality Act 2010, Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026) and the Department for Education guidance *Preventing and Tackling Bullying*. It should be read alongside the Federation's Child Protection and Safeguarding Policy, Positive Behaviour Policy, Equality, Diversity and Inclusion Policy, Online Safety Policy and other related policies detailed at the end of this document.

Roles and Responsibilities

Preventing and responding to bullying is a shared responsibility across the whole Blue Hills Federation community. Governors, leaders, staff, pupils, parents, carers and visitors all contribute to creating an environment where everyone feels safe, respected and included.

The Governing Body is responsible for ensuring that the federation maintains an effective anti-bullying policy that reflects current legislation, safeguarding requirements and equality duties. Governors monitor bullying trends, scrutinise data and hold leaders to account for the implementation and impact of the school's anti-bullying work.

The Executive Headteacher provides strategic leadership and oversight. This includes ensuring that the policy is implemented consistently, reviewed regularly and embedded within the wider culture of the federation. The Executive Headteacher ensures that incidents are addressed appropriately, that staff receive suitable training and that significant concerns and emerging patterns are reported to governors.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads play a key role in ensuring that bullying is considered within a safeguarding context. Where bullying may constitute child-on-child abuse or indicate wider safeguarding concerns, they lead the response, oversee recording and monitoring processes, liaise with external agencies and provide advice to staff managing complex cases.

Senior leaders oversee the day-to-day management of incidents, ensuring that investigations are thorough, fair and completed without unnecessary delay. They analyse information collected through CPOMS, identify patterns, monitor vulnerable groups and coordinate appropriate interventions and support.

All staff have a responsibility to promote a culture of respect and inclusion. Staff are expected to remain vigilant to the signs of bullying, respond promptly to concerns, record incidents accurately and follow safeguarding procedures where appropriate. Through their conduct and professional practice, staff model the standards of behaviour expected throughout the federation.

Pupils are expected to contribute positively to the school community by treating others with kindness and respect. They are encouraged to report concerns about bullying, whether affecting themselves or others, and to play an active role in maintaining a safe and supportive environment.

Parents and carers are important partners in the federation's work to prevent bullying. They are expected to encourage open communication with their children, share concerns promptly with the school and work constructively alongside staff to resolve difficulties when they arise.

Visitors, volunteers, contractors and external partners are expected to follow the federation's expectations for behaviour and conduct. Any concerns observed during their time within the school community should be reported to a member of staff without delay.

Prevention and Early Intervention

Blue Hills Federation places significant emphasis on preventing bullying before it occurs. The most effective approach to bullying prevention is the creation of a strong school culture in which respect, kindness and inclusion are embedded within everyday practice. Through the federation's values and expectations, pupils are taught that everyone deserves to be treated with dignity and that discrimination, intimidation and harassment have no place within the school community.

Anti-bullying education is delivered through the curriculum, particularly through PSHE and RSHE using the Jigsaw programme, and through Project Evolve for online safety education. Pupils learn about healthy relationships, respect for diversity, protected characteristics, child-on-child abuse, consent, responsible digital behaviour and the impact that bullying can have on others. These themes are reinforced through assemblies, collective worship and wider curriculum opportunities.

Staff receive regular safeguarding and anti-bullying training so that they can recognise all forms of bullying, including more subtle relational behaviours, online harm and prejudice-based incidents. Training also ensures that staff understand their responsibilities for reporting, recording and responding to concerns.

The federation actively promotes pupil voice through school council activities, pupil leadership opportunities and age-appropriate consultation. Pupils are encouraged to contribute to discussions about safety, behaviour and inclusion, helping to shape a culture in which concerns can be raised openly.

Awareness of bullying is enhanced through participation in national events such as Anti-Bullying Week, alongside local campaigns, assemblies and displays that reinforce the values of respect and inclusion. Messages promoting equality, diversity and responsible citizenship are visible across the federation.

A range of reporting opportunities are available to ensure that pupils feel able to seek help. These include trusted adults, safeguarding staff, anonymous reporting systems and designated routes for parents and carers. Particular attention is given to creating a culture in which children understand that reporting concerns is both positive and expected.

The federation recognises that some pupils may be more vulnerable to bullying than others. Early identification of risks allows support to be provided before concerns escalate. Pastoral provision, ELSA support, nurture interventions and safeguarding teams may be involved where appropriate.

Equality, diversity and inclusion are promoted actively throughout school life. The federation adopts an actively anti-racist and anti-discriminatory approach. Staff challenge racism, discrimination, prejudice, stereotyping and intolerance whenever they occur and actively promote a culture of belonging and inclusion. Staff also consider whether discrimination or previous experiences may affect a child's willingness or ability to disclose concerns and ensure barriers to reporting are minimised.

The curriculum, learning environment and wider experiences of pupils reflect and celebrate difference. Any forms of prejudice-based bullying are addressed directly and robustly.

The federation also recognises the importance of digital safety. Pupils receive regular guidance regarding the responsible use of technology, social media, online communication and emerging technologies. Parents are supported through communication, guidance and workshops to help promote safe online behaviour beyond school.

Strategic staff deployment ensures appropriate supervision across the school site, particularly during breaks, lunchtimes and in areas where pupils may be more vulnerable. Data gathered through CPOMS is reviewed regularly by the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL) to identify trends, locations, groups or patterns requiring additional action. Findings are used to adapt provision and strengthen preventative strategies.

Reporting Concerns

Blue Hills Federation is committed to ensuring that all members of the school community feel able to raise concerns about bullying confidently and without fear. Concerns may be reported by pupils, parents, carers, staff, governors, visitors, volunteers or external professionals. All reports are treated seriously and are responded to promptly.

Pupils are encouraged to report concerns to any trusted adult. In most cases, the class teacher will be the first point of contact, although concerns may also be shared with teaching assistants, pastoral staff, midday supervisors, members of the senior leadership team or safeguarding leads. Where a safeguarding concern exists, or where a child may be at risk of harm, concerns will be referred immediately to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

The federation also recognises that some pupils may find it difficult to report concerns directly. Alternative methods, such as worry boxes, written disclosures or designated email systems, may therefore be used where appropriate. Parents and carers are encouraged to contact the school office, a Deputy Designated Safeguarding Lead or the Executive Headteacher if they are concerned about bullying.

All reports, regardless of their nature or perceived severity, are considered valid and worthy of investigation. Concerns may relate to physical, verbal, relational or online bullying, prejudice-based incidents, child-on-child abuse, friendship difficulties that have escalated or behaviour causing emotional distress. Reports will be acknowledged promptly and the initial response will normally begin within one school day.

Information is handled sensitively and shared only with those who need to know in order to keep children safe. Whilst complete confidentiality cannot be guaranteed, pupils will be helped to understand how information will be used and why. Staff will reassure pupils that they will be listened to, taken seriously and supported throughout the process.

All staff are expected to act immediately when concerns arise. They must never adopt a "wait and see" approach. Concerns must be recorded factually on CPOMS and managed in line with safeguarding procedures where appropriate. Those who have reported concerns will be informed, where suitable and lawful to do so, that the matter has been addressed and appropriate action taken.

Recognising the Signs of Bullying

Blue Hills Federation recognises that bullying can be difficult to identify because children do not always disclose their experiences directly. Staff adopt an "it could happen here" approach and understand that behavioural changes are often the first indication that something may be wrong.

Children experiencing bullying may become withdrawn, anxious or reluctant to attend school. They may appear unusually upset, isolated or lacking in confidence. Some children may become increasingly dependent on adults, while others display anger, frustration or emotional volatility. A decline in attendance, engagement or academic performance can also be a significant indicator that a child is experiencing difficulties.

Physical signs may include unexplained injuries, damaged belongings or frequent complaints of illness. Changes in eating habits, sleeping patterns or general wellbeing may also indicate distress. Staff remain alert to patterns rather than isolated incidents and recognise that subtle indicators can be just as important as obvious disclosures.

Children who engage in bullying behaviour may display controlling, aggressive or manipulative behaviour towards others. They may demonstrate a lack of empathy, seek social dominance or repeatedly become

involved in conflicts. The use of discriminatory language, exclusionary behaviour or social manipulation may also indicate emerging bullying behaviours that require intervention.

Online bullying can be particularly difficult to identify, and staff remain alert to changes linked to digital activity. Sudden reluctance to use devices, obsessive device use, emotional responses following online interactions, secrecy around online behaviour or evidence of harmful messages and images may indicate cyberbullying. Staff recognise that incidents occurring online frequently influence relationships and behaviour within school.

Certain groups of pupils may be more vulnerable to bullying, including pupils with SEND, looked after and previously looked after children, those experiencing social or emotional difficulties and pupils with protected characteristics. Staff recognise that bullying and harmful behaviours may occur within peer groups, local communities, online environments and other contexts beyond the family home. When assessing concerns, staff consider contextual safeguarding factors and any evidence of extra-familial harm that may be affecting a child's wellbeing or safety.

Staff remain particularly vigilant where vulnerabilities exist and consider contextual factors when assessing concerns.

The federation distinguishes between isolated incidents of unkindness and bullying. However, all concerns are addressed and monitored because low-level behaviours, if left unchecked, can escalate into more serious difficulties. Staff remain professionally curious and resist dismissing harmful behaviour as banter, teasing or friendship issues without appropriate investigation.

Most importantly, Blue Hills Federation places significant value on listening to the voice of the child. Staff understand that children may not use the term bullying and that their experiences must be explored sensitively and without assumption. Every disclosure is taken seriously, regardless of how minor it may initially appear.

Responding to Bullying Incidents

When bullying is reported or witnessed, immediate action is taken to ensure the safety and wellbeing of those involved. Staff will reassure the child that they have done the right thing by speaking out and will take appropriate steps to prevent further harm while concerns are investigated.

Where there is any indication of immediate risk, safeguarding procedures will take precedence and the Designated Safeguarding Lead will be informed without delay. Staff understand that some bullying behaviours may constitute child-on-child abuse and therefore require a safeguarding response in addition to behaviour management procedures.

All concerns are recorded promptly on CPOMS. Records include factual information regarding the nature of the concern, those involved, actions taken and any support provided. Incidents are categorised appropriately so that patterns and trends can be identified over time.

Investigations are conducted fairly, proportionately and without unnecessary delay. Staff may speak separately with the pupils involved, meet with witnesses and review any available evidence, including screenshots, messages or social media content where relevant. Consideration is given to frequency, intent, context, impact and any relevant Equality Act protected characteristics.

Throughout the investigation process, staff adopt a trauma-informed approach and ensure that children feel safe, respected and listened to. Investigations are conducted in a manner that is age appropriate and supportive, recognising that children may find discussing their experiences difficult.

Once an investigation has been completed, decisions are made regarding the most appropriate way forward. Responses are designed to prioritise safety, promote accountability and secure long-term behaviour change. Depending on the circumstances, this may include restorative approaches, facilitated

discussion, behaviour intervention strategies, pastoral support, sanctions in line with the Behaviour Policy or referral to external agencies.

Where bullying is confirmed, support is provided both to the child who has experienced harm and to the child displaying bullying behaviour. The goal is not only to stop the behaviour immediately but also to reduce the likelihood of recurrence and address any underlying issues contributing to it.

Parents and carers will normally be informed when incidents involve their child. Communication will be timely, respectful and focused on working collaboratively to achieve a positive outcome. Families will be offered guidance and support so that they can reinforce the work undertaken within school.

No incident will be considered resolved until leaders are satisfied that bullying has ceased and the child affected feels safe, supported and able to participate fully in school life. Follow-up meetings, check-ins and monitoring arrangements will be used where necessary to ensure that positive outcomes are sustained over time.

Sexual Harassment and Sexual Violence Procedures

Allegations involving sexual harassment, sexual violence, harmful sexual behaviour, image-sharing offences, sexist behaviour or misogynistic attitudes will be managed in accordance with the Child Protection and Safeguarding Policy and KCSIE 2026. Such concerns will be referred immediately to the DSL and may require police, children's social care or multi-agency involvement. Incidents involving sexual harassment, sexual violence, harmful sexual behaviour, misogyny, image-sharing offences, sexist behaviour or other forms of child-on-child abuse will always be managed in accordance with the Child Protection and Safeguarding Policy.

Support Arrangements

Blue Hills Federation recognises that the effects of bullying can be significant and may continue long after an incident has occurred. The federation is therefore committed to providing appropriate support for all pupils involved. Support is centred on restoring safety, promoting wellbeing and enabling pupils to participate fully in school life.

Pupils who have experienced bullying will be offered access to a trusted adult who can provide ongoing guidance, reassurance and advocacy. Where appropriate, pupils may also receive pastoral support, ELSA intervention, emotional wellbeing support or other targeted provision designed to build confidence, resilience and emotional security. Safe spaces, reasonable adjustments and individual support plans may be implemented where these help pupils feel secure and able to engage successfully in learning.

Support does not end when an investigation concludes. Staff will continue to monitor pupils' wellbeing through regular conversations, informal check-ins and planned reviews. The federation recognises that some children may require longer-term support, particularly where bullying has had a significant impact on attendance, self-esteem, relationships or emotional health.

Support is also provided for pupils who have displayed bullying behaviour. While pupils must be held accountable for their actions, the federation seeks to understand and address underlying causes wherever possible. Interventions may include behaviour mentoring, restorative work, social skills development, emotional regulation support, education around empathy and respect, or involvement from external services. The purpose of this support is to bring about sustainable behaviour change and reduce the likelihood of future incidents.

Parents and carers are regarded as key partners throughout the support process. Where bullying concerns indicate wider unmet needs, emerging vulnerabilities or difficulties within the family, the

federation may work with parents and carers to seek support from Early Help, Family Help services or other relevant agencies. Multi-agency support may be coordinated where this is considered beneficial to improving outcomes for the child.

The federation works collaboratively with families, ensuring that they are informed about concerns, understand the support being provided and are able to reinforce positive strategies at home. Where appropriate, signposting to external agencies and specialist services will also be provided.

The federation promotes a culture in which pupils feel confident seeking support from peers and adults. Opportunities for peer mentoring, buddy systems, pupil leadership and student voice contribute to the development of a community where kindness, empathy and positive relationships are actively encouraged.

Graduated Sanctions and Consequences

The federation adopts a proportionate and graduated approach to sanctions when bullying is confirmed. The purpose of sanctions is not simply to punish inappropriate behaviour but to promote accountability, encourage reflection and support positive behavioural change. Decisions about consequences are made with reference to the severity, frequency and impact of the behaviour, together with the age and individual circumstances of the pupils involved.

Where concerns relate to isolated or emerging incidents, responses may include restorative conversations, verbal warnings, reflection activities and close monitoring. These approaches seek to help pupils understand the impact of their actions and prevent behaviours from becoming established patterns.

Where bullying is confirmed or behaviour is repeated, more formal interventions may be necessary. These can include formal warnings, parental involvement, loss of privileges, behaviour monitoring programmes, supported restorative meetings and targeted intervention work. Such measures are designed to reinforce expectations while providing pupils with opportunities to repair relationships and develop more positive ways of interacting with others.

Persistent or more serious incidents may require greater involvement from senior leaders. In these cases, individual behaviour plans, increased supervision arrangements, internal exclusion, temporary withdrawal from activities or referral to specialist support services may be considered. Where safeguarding concerns emerge, the Designated Safeguarding Lead will become involved, ensuring that safeguarding procedures operate alongside behavioural responses.

Incidents involving prejudice-based bullying, sustained harassment, serious cyberbullying, sexual harassment or behaviour that places others at risk are treated with particular seriousness. These incidents may lead to fixed-term suspension, risk assessments, multi-agency involvement or referral to external agencies, including children's services and the police where appropriate.

Permanent exclusion remains a last resort and will only be considered when behaviour meets the threshold outlined within statutory guidance and school policy. Any decision regarding exclusion will be taken in accordance with legal requirements and the principles of fairness, proportionality and safeguarding.

Alongside sanctions, restorative and educational measures remain central to the federation's approach. Restorative meetings, reflective activities, behaviour coaching, targeted PSHE work and opportunities to rebuild relationships may form part of the school's response. Through this balanced approach, the federation seeks not only to stop harmful behaviour but also to promote understanding, responsibility and lasting behavioural improvement.

Online Safety and Cyberbullying

Blue Hills Federation recognises that technology plays an important role in the lives of children and young people and that bullying increasingly occurs within digital environments. The federation is committed to promoting the safe, responsible and respectful use of technology and regards cyberbullying with the same seriousness as face-to-face bullying.

Online behaviour is considered an extension of expectations that apply within school. Pupils are expected to communicate respectfully, use technology responsibly and avoid engaging with or sharing content that may cause harm, distress or humiliation to others. The federation promotes clear expectations regarding social media, messaging platforms, gaming environments, image sharing and emerging technologies.

The sharing of harmful content, offensive messages, personal information or images without consent is unacceptable. Online spaces must not be used to threaten, exclude, intimidate or ridicule members of the school community. Staff are expected to model appropriate digital conduct at all times and to maintain professional boundaries in accordance with the Staff Code of Conduct.

The federation reserves the right to respond to online behaviour that takes place outside school where there is a clear impact on the safety, wellbeing, dignity or educational experience of pupils or staff. This includes incidents that disrupt the orderly operation of the school or create safeguarding concerns.

Where cyberbullying occurs, staff will seek to secure and preserve evidence wherever possible. This may include screenshots, messages, emails, social media content or other relevant digital information. Incidents will be recorded appropriately and investigated using the same principles that apply to all forms of bullying. Where safeguarding concerns arise, the Designated Safeguarding Lead will be involved immediately.

Online safety education forms an integral part of the curriculum and wider pastoral provision. Online safety education also addresses misinformation, disinformation, online manipulation, the influence of harmful online content, emerging technologies, artificial intelligence, deepfakes and other evolving digital risks. Pupils are taught how to critically evaluate information, recognise potential online harms and seek support when concerned.

Through Jigsaw, Project Evolve, assemblies and awareness activities, pupils learn about digital citizenship, respectful online communication, privacy, consent, misinformation, emerging risks and the responsible use of technology. Parents and carers are supported through information sharing, advice and guidance designed to promote safe online behaviours beyond the school day.

Recording, Monitoring and Review

Blue Hills Federation is committed to maintaining accurate, consistent and transparent systems for recording and monitoring bullying concerns. Effective record keeping enables the federation to identify patterns, evaluate the effectiveness of interventions and ensure that pupils receive the support they need.

All reported or suspected incidents of bullying are recorded promptly on CPOMS. Records relating to bullying concerns are managed in accordance with the federation's Data Protection Policy, safeguarding record-keeping procedures and records retention schedule. Information is stored securely and shared only with those who have a legitimate professional need to know in order to safeguard children and support effective decision-making.

Records are factual, objective and sufficiently detailed to support effective monitoring and decision-making. Information typically includes the nature of the concern, individuals involved, actions taken, support provided and any outcomes arising from investigations.

Where incidents meet the criteria for bullying, they are recorded as such. Particular attention is given to incidents involving protected characteristics, discriminatory behaviour, online harm or safeguarding concerns. Where required, incidents will be reported to external agencies or the Local Authority in line with statutory expectations.

Bullying records are reviewed regularly by senior leaders and safeguarding staff. This review process helps identify recurring patterns, vulnerable groups, locations of concern, emerging risks and any issues requiring additional intervention. The federation analyses both individual cases and wider trends to ensure that preventative strategies remain effective and responsive to need.

Monitoring extends beyond individual schools and informs practice across the federation. Information gathered through CPOMS contributes to strategic planning, resource allocation, staff training and policy development. Findings are used to strengthen provision and ensure consistent approaches across all settings within the federation.

The Governing Body receives regular information regarding bullying trends, actions taken and the effectiveness of interventions. This enables governors to fulfil their responsibilities for oversight, accountability and safeguarding.

Pupil and parent feedback also contributes to the monitoring process. Information gathered through surveys, consultation activities, school council discussions and feedback following incidents helps leaders understand lived experiences and evaluate the effectiveness of current arrangements.

Review and Evaluation

This policy will be reviewed at least annually by Governors or sooner where changes in legislation, statutory guidance or local circumstances make review necessary. Emerging safeguarding risks, developments in technology, monitoring outcomes and feedback from stakeholders may also trigger earlier review.

The review process will involve consultation with staff, governors, pupils and parents where appropriate. Information gathered through monitoring activities, incident analysis and stakeholder feedback will inform future developments, helping to ensure that the policy remains effective, relevant and responsive to the needs of the school community.

Blue Hills Federation is committed to continuous improvement and regularly evaluates the impact of its anti-bullying work. The effectiveness of prevention strategies, interventions, sanctions and support arrangements is considered carefully to ensure that all pupils can learn and thrive within a safe, inclusive and respectful environment.

Related Policies

This policy should be read alongside:

Online Safety Policy,	Acceptable Use Policy,	Child Protection and Safeguarding Policy,	Behaviour Policy,
Equality, Diversity and Inclusion Policy,	SEND Policy,	Relationships, Sex and Health Education Policy,	Attendance Policy,
Complaints Policy,	Staff Code of Conduct,	Whistleblowing Policy	Data Protection Policy.

This policy is reviewed annually by the Pupil Support Committee.

Reviewed: September 2026

Next Review: September 2027

Executive Headteacher: _____

Chair of the Pupil Support Committee: _____

Date: _____