



PAKEFIELD HIGH SCHOOL

Anti-Bullying Policy

Pakefield High School

Anti-Bullying Policy

Prepared by:	<i>Elliot Gibbons Deputy Headteacher</i>
Approved by:	<i>Headteacher Governors</i>
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1. Policy Statement

Pakefield High School is committed to creating a safe, inclusive, and respectful learning environment where every student is valued and protected from harm. Bullying of any kind is unacceptable and will not be tolerated.

The school recognises that bullying—whether in person or online—can cause significant and long-lasting effects on a young person’s emotional wellbeing, safety, and academic progress. All staff, students, families, and visitors share responsibility for preventing, identifying, and addressing bullying.

This policy aligns with:

- **Keeping Children Safe in Education (KCSIE) 2025**
- **Preventing and Tackling Bullying (DfE 2017)**

- **Education Act 2002 & Education and Inspections Act 2006**
- **Equality Act 2010**
- **DfE Filtering and Monitoring Standards (2025)**
- **DfE guidance on online safety and AI-related harms (2025)**

This policy sets out the school's expectations, procedures, and preventative measures in accordance with current **Department for Education (DfE)** statutory guidance, including **Keeping Children Safe in Education (KCSIE) 2025** and national anti-bullying guidance. [\[gov.uk\]](https://www.gov.uk)

Roles and Responsibilities

- All governors, teaching and non-teaching staff, students, and parents should understand what bullying is.
- Staff must be familiar with and follow the school's anti-bullying policy when bullying is reported.
- The school will support students and parents in understanding bullying and responding to it effectively.

The school community has the right to:

- Feel safe, respected, and valued.
- Learn in an environment free from intimidation.
- Expect all staff to act swiftly when concerns are raised.

Bullying, discriminatory language, harassment, and violence are always unacceptable.

2. Purpose

The purpose of this policy is to:

- Prevent bullying across the school community.
- Ensure all incidents are reported, investigated, recorded, and resolved swiftly.
- Provide clarity for staff, students, parents, and visitors regarding expectations and procedures.
- Promote a culture of kindness, responsibility, and mutual respect.
- Uphold the school's safeguarding responsibilities, including online and AI-related risks.

3. Definition of Bullying

The DfE defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally." (DfE)

At Pakefield High School, bullying is defined as:

Bullying is repeated negative behaviour—physical, verbal, social, discriminatory, or online—intended to cause another person to feel upset, unsafe, humiliated, excluded, or threatened.

3.1 Careful Use of the Term "Bullying"

To prevent mislabelling:

- Staff should initially record concerns as “unacceptable behaviour towards another student”.
- The term “bullying” must only be used after a full investigation confirms repeated, intentional harm.
- This approach protects students from being incorrectly labelled and ensures accurate data reporting.

4. Forms of Bullying

Bullying may include, but is not limited to:

4.1 Verbal

Name-calling, insults, harassment, discriminatory language, unwanted comments.

4.2 Physical

Hitting, kicking, pushing, spitting, or damaging belongings.

4.3 Relational (Indirect)

Rumour-spreading, social exclusion, manipulation, intimidation.

4.4 Cyberbullying

Abusive messages, impersonation, sharing private images, online harassment, AI-generated content aimed at causing harm, dissemination of misinformation/disinformation.

4.5 Prejudice-Based Bullying

Bullying linked to protected characteristics under the Equality Act 2010, including:

- **Racist bullying**
- **Homophobic, biphobic, or transphobic (HBT) bullying**
- **Sexist bullying**
- **Bullying related to disability/SEN**
- **Faith-targeted bullying**

Dedicated procedures for these are outlined in Section 7.

4.6 Sexual Harassment & Sexual Violence

Includes unwanted sexual comments, online sexualised content, inappropriate touching, coercion, or sexual assault.

This is always treated as a **safeguarding matter**.

The descriptions above are not exhaustive lists but provide exemplification of the kinds of behaviours that might be considered bullying within each category.

5. Distinguishing Banter from Bullying

Type	Description
Friendly Banter	Mutually accepted, playful, harmless.
Ignorant Banter	Causes unintentional harm; usually followed by an apology.
Malicious Banter	Intended to humiliate or harm; classed as bullying.

If in doubt, staff must treat the behaviour as potential bullying.

Language and behaviour can have different meanings in different context. Just because someone uses certain language to refer to themselves it doesn't necessarily means it's acceptable, nor does it make it acceptable for others to use it. Banter isn't always accepted and all parties including people not part of the conversation might be offended.

6. Prevention Strategies

Pakefield High School takes a whole-school approach, including:

6.1 Education & Culture

- PSHE and tutor programmes exploring respect, relationships, equality, and online safety.
- Assemblies (Anti-Bullying Week, Safer Internet Day, Respect campaigns).
- Student voice: surveys, focus groups, and Anti-Bullying Ambassadors.

6.2 Safeguarding & Online Monitoring

- Filtering and monitoring systems compliant with DfE 2025 standards.
- Leadership oversight and annual self-assessment using the DfE *"Plan Technology for Your School"* tool.
- Staff CPD on emerging online risks, AI-generated harms, and digital conduct.

6.3 Behaviour Systems

- Warning (W) system, restorative practice, coaching interventions.
- Increased supervision in hotspot areas.
- Pastoral teams and Standards Team monitoring trends.

6.4 Student Support

- Peer mentoring, buddy systems, and transition ambassadors.
- Targeted 1:1 or small-group support.
- Safe spaces and access to trusted adults.

6.5 Staff Training

Annual and ongoing training including:

- Recognising types of bullying
- Responding to disclosures
- Managing online safety issues
- Protected-characteristic-related bullying

7. Specific Procedures for Prejudice-Based Bullying

7.1 Racist Bullying

- Witness statements collected.
- Incident recorded as a racist incident.
- Parents informed.
- Restorative meeting and targeted support provided.

7.2 Homophobic, Biphobic & Transphobic Bullying

- Clear recording as HBT bullying.
- Staff must challenge inappropriate language immediately.
- Victim supported by pastoral/LSC teams.

7.3 Sexist & Sexualised Bullying

- Treated as a safeguarding concern.
- Referrals to DSL and external agencies (CADS, Police) where required.

8. Recognising Signs of Bullying

Staff should be alert to:

- Withdrawal, anxiety, or deterioration in confidence
- Avoidance of school
- Unexplained injuries
- Decline in academic engagement
- Sudden changes in behaviour or mood
- Damage to property
- Social isolation

These may have multiple causes, but bullying must always be considered.

9. Reporting Bullying

9.1 Students

- Report concerns to any trusted adult, Year Leader, or via pastoral email channels.

9.2 Staff

- Immediately act on any report.
- Log concerns as **“unacceptable behaviour towards another student”** on the safeguarding system.
- Escalate promptly to Year Leaders or DSL depending on severity.

9.3 Parents/Carers

- Must report concerns directly to school and **must not approach other children involved**.
- School will acknowledge contact **within one working day** and provide updates during investigations.

10. Responding to Bullying

10. Investigation

Step 1 – Initial Response

- Staff complete a factual safeguarding record.
- Year Leader leads the investigation.

Step 2 – Evidence Gathering

- Witness statements from all parties.
- Review of digital evidence (screenshots, messages).
- Staff must not search a phone without following legal guidance.

Step 3 – Determination

- Decision whether the behaviour meets the threshold for bullying.
- If confirmed, categorised appropriately (e.g., HBT, racist, cyber, sexual).

Step 4 – Actions & Support

For victims:

- Pastoral mentoring
- Safe space
- Restorative meeting (if appropriate and safe)
- Adjusted supervision or support plan

For perpetrators:

- Sanctions
- Behaviour coaching
- Parental meeting
- Pastoral Support Plan (PSP) if needed

Step 5 – Follow-up

- Review after 2 weeks.
- Further intervention if issues continue.

11. Disciplinary Actions

Consequences may include:

- Verbal/written warning
- Restriction of unstructured time
- Detentions
- Adjusted timetables
- Internal isolation
- Removal from activities or trips
- Suspension (fixed-term)
- Permanent exclusion in extreme cases

Serious incidents may be referred to the Police or external agencies.

Parents/carers have the right to report any serious concerns to the police and the school will support families and any potential investigations, subject to constraints placed upon the school in terms of confidentiality, GDPR regulations etc.

12. Repeated or Serious Incidents

Persistent bullying triggers escalating intervention, involving:

- SLT oversight
- Parent meetings
- Multi-agency involvement (e.g., School Nurse, YOT, Family Support Worker)
- Potential alternative provision considerations where appropriate

13. Bullying Outside School Premises

The school will investigate and act on bullying:

- On school transport
- In the community
- Online and via social media
- During events, trips, and travel

Staff may sanction students for out-of-school behaviour where reasonable and lawful and inline with the schools Behaviour and Attitudes Policy.

13. Recording & Documentation

The following must be recorded:

- All initial concerns
- Witness statements
- Parental communication
- Actions taken
- Category of incident (e.g., HBT, racist, cyber)
- Chronology of repeated behaviours

Templates for Witness Statements and Serious Incident Reports are held in the Pastoral Team shared area. Examples of templates in appendix A.

14. Curriculum Links

Anti-bullying education is delivered through:

- PSHE curriculum (Years 7–11)
- English, Drama, and RE exploration of empathy, respect, and diversity
- Computing curriculum: online safety, cyberbullying, digital citizenship
- Assemblies and tutor time discussions

15. Monitoring & Evaluation

- Year Leaders track emerging patterns.
- Deputy Headteacher (Behaviour & Attitudes) monitors whole-school data.
- DSL oversees safeguarding-linked incidents.
- Governors receive an annual report on bullying trends and interventions.
- Policy reviewed annually.

16. Useful Contacts & External Support

- **Childline:** www.childline.org.uk
- **CEOP:** www.ceop.police.uk
- **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk
- **NSPCC:** www.nspcc.org.uk
- **Stonewall (LGBTQ+ Support):** www.stonewall.org.uk
- **Suffolk County Council – Anti-Bullying Guidance**

17. Related Policies

This policy should be read with:

- Safeguarding & Child Protection Policy
- Behaviour and Attitudes Policy
- Online Safety Policy
- Equality and Diversity Policy
- Exclusion Policy
- Allegations Against Staff Policy

18. Review Cycle

- Reviewed annually
- Approved by the Headteacher and Governing Body
- Next review: **January 2027**

Appendix

Appendix 1 – Witness Statement Template

(For use by students or staff as directed by Year Leaders / DSL)

Important:

- If there is any indication of **sexual harassment, sexual violence, hate incident, or safeguarding risk**, staff **must NOT** ask the student to complete this form.
- Instead, complete a safeguarding record and pass immediately to the DSL.

PAKEFIELD HIGH SCHOOL – WITNESS STATEMENT FORM

1. Student(s) Being Reported

Name(s): _____

Year/Form: _____

Date of Incident: ____ / ____ / ____

Time (if known): _____

2. Your Details (Person Making the Statement)

Your Name: _____

Year/Form (if student): _____

Role (if staff): _____

3. Type of Incident (Tick all that apply)

Category	Tick
Verbal	☐
Physical	☐
Cyber	☐
Social Exclusion	☐
Damage to Property	☐
Racist Incident	☐
Homophobic/Biphobic/Transphobic (HBT)	☐
Disability/SEN-related	☐
Faith-related	☐
Sexist	☐
Sexual Harassment*	☐
Sexual Violence*	☐

*If these are ticked, staff must stop and refer to DSL immediately.

4. Statement Detailing What Happened

Please describe the incident in your own words. Include:

- What happened
- Who was involved
- Where it took place
- Any witnesses
- Any previous incidents

Continue on an additional sheet if needed.

Statement:

5. Signature

I confirm this statement is true to the best of my knowledge.

Signed: _____

Date: ____ / ____ / ____

Received by (staff name): _____

Date logged: ____ / ____ / ____

Appendix 2 – Serious Incident Report (SIR) Template

This template mirrors the NDHS structure but adapts it for Pakefield's systems, behaviours policy, and terminology.

PAKEFIELD HIGH SCHOOL – SERIOUS INCIDENT REPORT (SIR)

1. Core Information

Field	Details
-------	---------

Recorded by (staff name)	_____
Date	___ / ___ / ____
Time	_____
Location of Incident	☐ On-site ☐ Off-site ☐ Transport ☐ Community ☐ Online

2. Students Involved

Name	Year/Form	Role (Victim / Perpetrator / Witness)
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Add rows as needed)

3. Type of Incident (Tick all that apply)

(Use only once bullying is confirmed; otherwise classify as “unacceptable behaviour towards another student”)

Category	Tick
Verbal	☐
Physical	☐
Written	☐
Social Exclusion	☐
Cyber	☐
Bullying (confirmed)*	☐
Racist	☐
HBT	☐
Disability/SEN	☐
Faith-related	☐
Sexist	☐
Sexual Harassment**	☐
Sexual Violence**	☐
Theft	☐
Damage	☐
Truancy-linked	☐
Substance	☐

* Bullying category must only be used once investigation confirms repeated, intentional harm.

** Must be referred to the DSL immediately.

4. Description of Incident

Provide full details including sequence of events, context, and previous related incidents (if any):

5. Actions Taken

Action	Details / Duration / Notes	Tick
Immediate response		☐
Parent(s) contacted	Phone / Email / Meeting	☐
Detention		☐
Withdrawal from social time		☐
Curriculum adjustment		☐
Internal isolation		☐
Behaviour coaching		☐
PSP initiated		☐
Referral to DSL		☐
Referral to external agency		☐
Police informed		☐
Restorative meeting		☐

6. Communication with Parents/Carers

Parent/Carer Name	Date	Method (Phone/Email/Meeting)	Notes

7. Follow-up Review (For Victim & Perpetrator)

Review Date	Conducted by	Summary of findings	Further action required
___ / ___ / ___			☐ Yes ☐ No
___ / ___ / ___			☐ Yes ☐ No

8. Final Sign-off

Year Leader name: _____

Signature: _____

Date: ___ / ___ / ___

Senior Leader (if escalated): _____

Signature: _____

