



Anti-Bullying Policy

At St Augustine's CE High School, it is very important for us that all members of the school community experience being included and cared for so they can experience life in all its fullness. As such it is important that the whole school community has a full understanding of what bullying is and that when it is reported they will be supported through the steps taken to deal with it. All aspects of student behaviour and conduct should support each individual to achieve their best and fulfil their potential, academically, socially and spiritually. Through this, we can create a community which enables all to be safe and grow in kindness and respect

Approved by:	The Governing Body	Date: October 2025
Last reviewed on:	October 2023	
Next review due by:	October 2027	

St Augustine's High School has consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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Contents

Objectives.....	3
1. Definition Of Bullying.....	3
2. How We Set The Right Ethos Of Being A ‘Telling’ School	4
3. How To Deal With Bullying And Who To Tell	5
4. What Any Adult – Teacher, Support Staff, Parent – Who Has Been Told About Bullying Should Do.....	5
5. Who Should Investigate?.....	5
6. The Need For Gathering Evidence	5
7. How We Deal With Incidents That Cross The Inside/Outside School Boundaries.....	6
8. What Sanctions We Use	6
9. Engaging With Parents And Carers.....	6
10. How We Monitor The Situation	7
11. Supporting Organisations And Guidance	7
12. Cyberbullying.....	8
13. LGBT	8
14. Conclusion.....	8



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The students and staff of St Augustine's CE High School, are committed to providing a safe and non-threatening atmosphere for each and every one of our pupils. We have a "zero-tolerance" policy against bullying. Bullying of any sort is completely unacceptable in our school community. This policy will help all of us to recognise bullying and to prevent it. If bullying does occur, students should be aware that all incidents will be addressed quickly, thoroughly and effectively. We also expect that this policy will encourage the victims, the bullies and other witnesses to come forward and talk about their issues to a member of staff or someone they trust. Our aim at St Augustine's is to stop bullying forever.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

OBJECTIVES

- All students, parents, teaching and non-teaching staff and the school management should have a full understanding of what constitutes bullying.
- All students, parents, teaching and non-teaching staff and the school management should know what the school policy is on bullying and follow it when bullying is reported.
- In St Augustine's we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Everyone should be familiar with this policy and should know what steps to take when an incident occurs

I. DEFINITION OF BULLYING

- 1.1. There is no legal definition of bullying, however our school definition of bullying is: **Repetitive intentional** hurting of one person or a 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.
- 1.2. Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership



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- 1.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017*, DFE).
- 1.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- 1.5. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 1.6. At St Augustine's we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our core values.

2. HOW WE SET THE RIGHT ETHOS OF BEING A 'TELLING' SCHOOL

- 2.1 A 'telling' school is one where students do inform staff when bullying is taking place.
- 2.2 If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.
- 2.3 We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes.
- 2.4 We will educate students through assemblies, form time and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities.
- 2.5 Everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:
 - 2.5.1 promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
 - 2.5.2 ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
 - 2.5.3 treating other people with respect at all times;
 - 2.5.4 doing nothing that could be construed as bullying;
 - 2.5.5 doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
 - 2.5.6 reporting to the proper person any bullying we witness or any behaviour which



- we feel could escalate into bullying.
- 2.5.7 engaging students in reviewing and developing our anti-bullying practices.
- 2.5.8 analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

3. HOW TO DEAL WITH BULLYING AND WHO TO TELL

- 3.1 Each year in the autumn term we will remind all our students to take the following action if they feel they are being bullied. These messages will also be reinforced throughout the year;
 - 3.1.1 if you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
 - 3.1.2 if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.
 - 3.1.3 Use the QR code found in the planner to report an incident of bullying, either for yourself or an incident you have witnessed, to report your concerns discreetly.
- 3.2 If bullying behaviour is witnessed by our students, as part of taking on the role as *defender*, we ask that they too report their concerns using the above protocols. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.
- 3.3 If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's Head of Year or Student Support Leader. This will be logged, and the matter will be investigated.

4. WHAT ANY ADULT – TEACHER, SUPPORT STAFF, PARENT – WHO HAS BEEN TOLD ABOUT BULLYING should do

- 4.1 Go to, phone or email the student's Student Support Leader or Head of Year of the student concerned.
- 4.2 If a parent does not know who the appropriate Head of Year is they should contact school and the Receptionist will advise them.

5. WHO SHOULD INVESTIGATE?

In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email the Pastoral Year Coordinators and their Director of Learning. An investigation into a complaint of bullying will be carried out in most cases by one of the PYCs or the student's DOL, but on occasions by a form tutor or one of the SLT line Managers for the Year Group.

6. THE NEED FOR GATHERING EVIDENCE

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.



7. HOW WE DEAL WITH INCIDENTS THAT CROSS THE INSIDE/OUTSIDE SCHOOL BOUNDARIES

Where incidents that happen outside school are clearly having a detrimental effect on the life of student in school, we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

8. WHAT SANCTIONS WE USE

- 8.1 At St Augustine's, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.
- 8.2 The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension:
- 8.2.1 A C3 detention plus restorative conversation to educate the perpetrator on the impact of their actions.
 - 8.2.2 Restorative conversation between all students involved and an apology from the perpetrators, when consented to by the target.
 - 8.2.3 A phone call/email to discuss the matter with the perpetrator's parent/carer, further removal of free time, seating plan changes within class, further education on the matter.
 - 8.2.4 Reflection time plus perpetrators' parents/carers invited in for a formal face-to-face meeting.
 - 8.2.5 Timetable change for the perpetrator, plus a meeting with the SLT Line Manager for that year group
 - 8.2.6 Suspension
 - 8.2.7 Permanent Exclusion

9. ENGAGING WITH PARENTS AND CARERS

- 9.1 We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents/carers may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.
- 9.2 We will:
- 9.2.1 make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.



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- 9.2.2 ensure that all parents/carers know who to contact if they are worried about bullying.
 - 9.2.3 ensure all parents/carers know about our complaints procedure and how to use it effectively.
 - 9.2.4 ensure all parents/carers know where to access independent advice about bullying.
 - 9.2.5 work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - 9.2.6 ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- 9.3 Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents/carers may feel very anxious. It is very important that the investigator and the parents/carer keep in contact but parents/carers must understand that form tutors, PYCs, DOLs and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent/carer would ideally like.

10. HOW WE MONITOR THE SITUATION

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents/carers must understand that we cannot take action if we are not made aware.

Support

During an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also be offered regular slots with their pastoral team to check in on their well-being.

Teaching

The PSHE and RSE programme also aim to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum intent for these subjects.

Prevention

- Prevention of bullying will include:
- Implementing this policy
- Writing a set of school rules
- Having assemblies and PSME about bullying
- Putting posters up and giving out booklets
- Possible use of a bullying contract
- Making posters to inform others about bullying
- Using student voice

Bullying is also covered in the assembly programme.

11. SUPPORTING ORGANISATIONS AND GUIDANCE

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies",



and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> •

- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net CyberbullyinG
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice0-to-25> Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/education

12. CYBERBULLYING

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

13. LGBT

- EACH: www.eachaction.org.uk

14. CONCLUSION

An anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through an understanding of why it happens. Our policy is directed at improving this



understanding. The school will review this policy every academic year. At St Augustine's CE High School, we want our school free from bullying and will work together to beat bullying forever.

Statutory framework and other guidance

This policy complies with all advice and legislation contained within:

- DfE Guidance 'Preventing and Tackling Bullying' March 2014
- DfE Guidance 'Behaviour and Discipline in Schools' July 2013
- DfE Guidance 'Safe to learn; embedding anti-bullying work in Schools'
- Cyber Bullying advice for Headteachers and School Staff November 2014

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.
- Gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.
- Other relevant legal frameworks that this Policy adheres to:
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989
 - Education Act 2011
 - School Standards and Framework Act 1998
 - Independent School Standard Regulations 2010
- Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Other policies

- The Anti-Bullying Policy should be read in conjunction with the following areas of School policy:
- Equal Opportunities Policy
- Behaviour Policy

