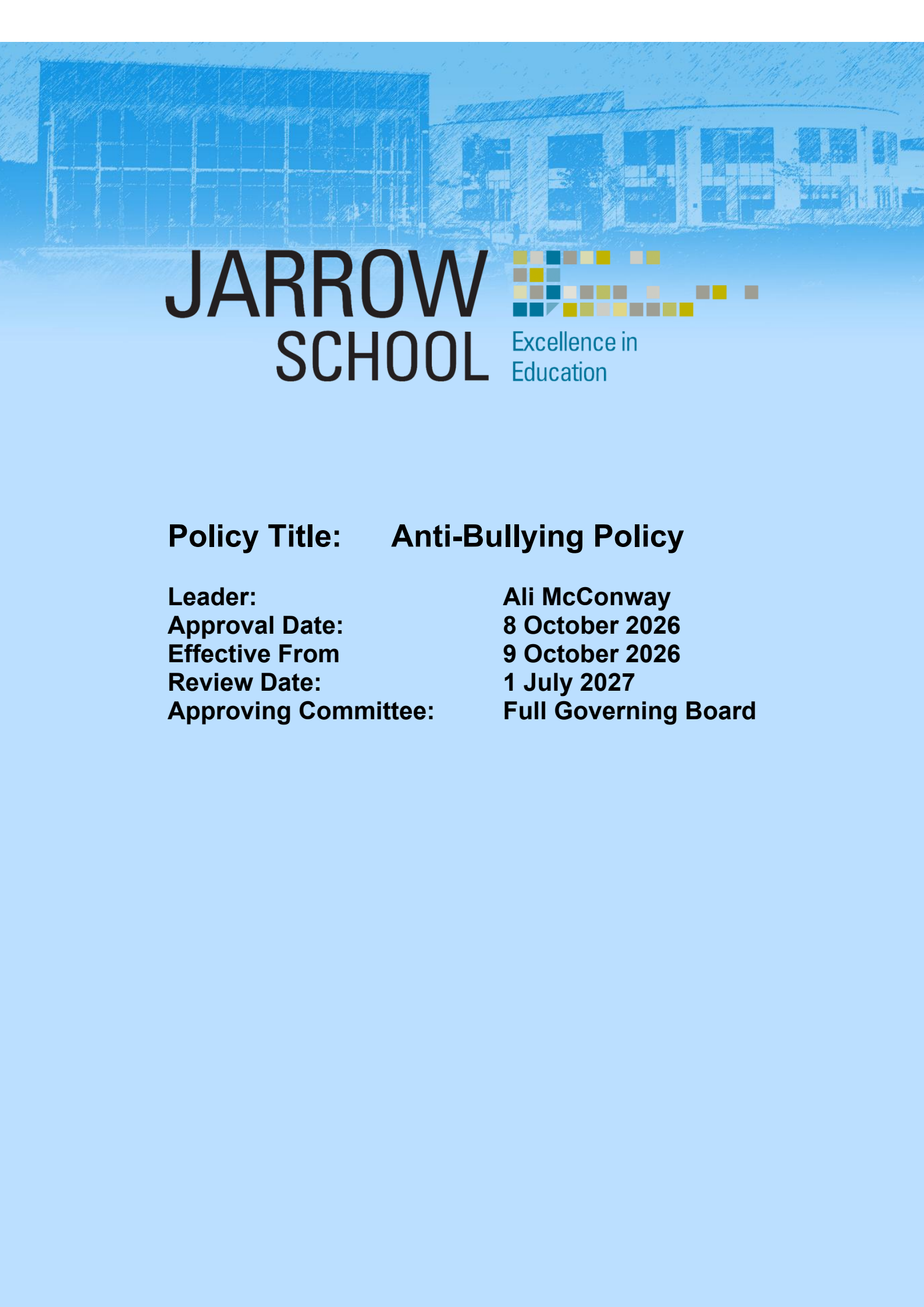




JARROW SCHOOL



Excellence in
Education

Policy Title: Anti-Bullying Policy

Leader:	Ali McConway
Approval Date:	8 October 2026
Effective From	9 October 2026
Review Date:	1 July 2027
Approving Committee:	Full Governing Board

POLICY FOR ANTI-BULLYING

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance [Keeping Children Safe in Education 2026](#). The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

STATEMENT OF INTENT

WE AT JARROW SCHOOL AIM TO CREATE A SAFE ENVIRONMENT WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY CAN FEEL SECURE, VALUED AND RESPECTED.

JARROW SCHOOL IS A SCHOOL WHERE EVERY CHILD MATTERS!

Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that causes hurt, fear, humiliation or harm and involves an actual or perceived imbalance of power. It may be physical, verbal, relational, psychological, discriminatory or online.

A serious single incident, or a pattern of lower-level incidents, may still require action under the school's behaviour or safeguarding procedures even where it does not meet the school's definition of bullying.

In determining the appropriate response, the school will consider the available evidence, context, impact, power imbalance, risk of recurrence and the needs of all pupils involved. A claim that harm was not intended will not, by itself, prevent the school from taking action.

Bullying, safeguarding and child-on-child abuse

Bullying may constitute child-on-child abuse or otherwise give rise to a safeguarding concern. Staff must report safeguarding concerns immediately to the Designated Safeguarding Lead or a deputy, in accordance with the Child Protection and Safeguarding Policy.

A safeguarding referral must be considered where incidents involve sexual harassment, sexual violence, harmful sexual behaviour, coercion, discriminatory abuse, online abuse, harmful image-sharing, threats of serious harm, exploitation, significant emotional or mental-health impact, or possible criminal conduct.

Incidents must not be dismissed as banter, joking, part of growing up or an inevitable part of school life.

Where safeguarding procedures apply, the school will prioritise immediate safety and will consider the needs of all children involved, including the child who has experienced harm and any child alleged or found to have displayed harmful behaviour.

Staff must not conduct an extensive disciplinary investigation where doing so could compromise a safeguarding or criminal investigation. Staff should establish only the information necessary to assess immediate risk and refer the matter appropriately.

It is the aim of Jarrow School...

...to promote a secure and happy environment in our community, free from threat, harassment and any type of bullying.

- To take positive action to prevent bullying from occurring through developing a positive school ethos, pastoral guidance and social development
- The school is committed to creating a safe, respectful and inclusive environment in which bullying is not accepted. All reported or observed concerns will be taken seriously and addressed promptly, consistently, proportionately and fairly. The school will prioritise pupil safety and will consider the needs of every child involved.
- To inform students and parents of the school's expectations and to foster a productive partnership with them, this helps to maintain a bully-free environment.
- To support students in being caring citizens in and out of school
- To ensure that staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

Indicators of the characteristics of bullying

Main types of bullying:

1. Physical - e.g. hitting, kicking
2. Verbal, for example name-calling; racist language; language related to disability, religion or belief, sex, gender reassignment or sexual orientation; threats; humiliation; or repeated derogatory comments.
3. Indirect - e.g. rumours, excluding from playing, parties, taking equipment, texting, videoing
4. Cyber-bullying e.g. inappropriate text messaging, inappropriate use of email or social networking sites

Conflict or behaviour that may not meet the definition of bullying	Behaviour that may constitute bullying	Behaviour that may constitute a criminal offence or serious safeguarding concern
• Playful teasing • A one-off fight • Rough and tumble or play fighting without real intention to cause damage • Each incident will be considered in context. A serious single incident or an incident connected to a wider pattern may require action under safeguarding or behaviour procedures.	PHYSICAL • biting • hair pulling • hitting • kicking • locking in a room • pinching • punching • scratching • spitting • any other form of physical attack damaging a person's property <u>NON-PHYSICAL</u> • Derogatory/offensive language • Prejudice based incidents • Abusive telephone calls	• Assault with a weapon • Grievous bodily harm • Seriously threatening to kill or harm • Serious theft • Sexual abuse • Racial abuse/abuse based on protected characteristics • Abuse over social networking sites

	• Abusive texting • Extorting money • Intimidation/threats of violence • Name calling • Sexually suggestive language • Cruel remarks • Spreading false/malicious rumours <u>NON-VERBAL</u> • Direct • Mean faces/rude gestures • Indirect • Manipulating/ruining friendships • Systematically excluding, ignoring and isolating • Sending often anonymous poisonous • Notes • Videoing incidents • Can be any one or a combination • Bullying is usually repetitive	
Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying	Suggested School Action This should be handled by the school	Suggested School Action This should be referred immediately to the Designated Safeguarding Lead, who will determine whether referral to the police, children's social care or another agency is required.

The categories above are illustrative and are not exhaustive. Intent may be relevant, but it is not the only consideration. The school will consider impact, context, repetition, power imbalance, foreseeable harm and safeguarding risk.

Sexual harassment and harmful sexual behaviour

Sexual harassment, sexual violence and harmful sexual behaviour will be addressed under the Child Protection and Safeguarding Policy and the school's procedures for responding to child-on-child abuse. These behaviours will not be treated solely as bullying or ordinary misconduct.

Reports will be taken seriously regardless of when or where the behaviour occurred. The school will complete an immediate safety and safeguarding assessment, consult the Designated Safeguarding Lead and consider whether advice or referral to children's social care or the police is required.

Cyberbullying, devices and digital evidence

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Staff must preserve relevant online evidence where this can be done safely and lawfully. Pupils and parents may be asked to retain screenshots, messages, dates, account details and links.
- Searching, viewing or confiscating a device will be undertaken only by authorised staff and in accordance with the school's Searching, Screening and Confiscation Policy and current statutory guidance. Decisions must be lawful, necessary and proportionate and must be appropriately recorded.
- Staff must not routinely copy, forward or store sexual or otherwise harmful images. Such material must be handled immediately under safeguarding procedures and referred to the Designated Safeguarding Lead.
- The school may assist pupils and parents in reporting harmful content to service providers and may involve other agencies where necessary.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Derogatory or offensive language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored via Heads of Year databases and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using Bromcom.

Protected characteristics and prejudice-related bullying

Bullying may relate to an actual or perceived protected characteristic, including disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

It may also relate to a person associated with someone who has a protected characteristic, such as a family member, or to an incorrectly perceived characteristic.

The school will also address bullying related to special educational needs, appearance, health conditions, care experience, adoption, family circumstances, young-carer status, socioeconomic circumstances or any other actual or perceived difference.

Prejudice-related incidents will be recorded by type, monitored for patterns and escalated where safeguarding concerns or repeated discriminatory behaviour are identified.

The nine protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The application of particular Equality Act provisions varies according to context. In relation to pupils, the school will pay particular attention to bullying connected with disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

The school will also address bullying related to SEND, culture, social or economic circumstances, care experience, young-carer status, adoption, appearance, health conditions, family circumstances or any other actual or perceived difference.

Staff guidance on dealing with bullying issues

We at Jarrow School take bullying seriously and provide guidance for all staff. Identifying students who may be experiencing bullying can sometimes be difficult. We use the following indicators as guidelines:

- The student's work may be suffering
- They appear to have no friends around
- They appear to be unhappy
- They are frequently absent
- They have a tendency to display aggressive behaviour

These indicators are not proof that bullying is taking place and may have other explanations. Staff should respond sensitively, record concerns appropriately and consider whether pastoral or safeguarding intervention is required. We encourage all staff to observe general behaviour in and around school.

Dealing with students who have been bullied

We at Jarrow School treat students who have experienced bullying and incidents seriously whether reported by staff/ parents/ peers. We recognise the fact that anyone can be a target and it is not his or her fault!

- Incidents recorded and monitored regularly

- Let the student know what is being done. Set a time and date for a meeting
- Parents informed of procedures in place and actions taken.
- Reassure the student they have done the right thing by telling someone.
- Establish details without making the student feel responsible for being bullied
- Empower the child by praising their courage for telling.
- Areas identified where bullying occurs through surveys, duty points changed to ensure students feel safe
- Appropriate strategies will be taken using the Learning Resource Centre (LSC) to support students who are bullied

A named member of staff (Head Of Year) will agree and record a proportionate safety and support plan with the pupil. The plan may include identified trusted adults, safe locations, arrangements for lessons or social times, wellbeing support, online-safety measures and agreed communication with parents or carers.

Follow-up checks will take place on recorded dates. The school will not rely solely on the pupil making a further report. Staff will monitor for recurrence, retaliation, isolation or wider peer-group involvement.

Responding to a pupil who has displayed bullying behaviour

A pupil may display bullying behaviour for a range of reasons. The school will not make assumptions about motivation. Staff will consider the individual circumstances, safeguarding information, additional needs, peer dynamics and any support the pupil may require. Identifying an underlying need does not excuse harmful behaviour or remove the need for an appropriate response.

Reporting concerns

Pupils may report bullying to any trusted member of staff, including their form tutor, pastoral lead, safeguarding team or another adult with whom they feel comfortable. A pupil will not be required to report directly to the member of staff responsible for the year group if the pupil does not feel able to do so.

Reports may be made verbally, in writing, electronically or through the school's confidential reporting arrangements. Reasonable adjustments and communication support will be available for pupils with SEND or communication needs.

Staff who observe possible bullying must act and record the concern. Staff must not wait for the affected pupil to make a formal complaint.

Parents and carers should report concerns to info@jarrowschool.com . The concern will be directed to the child's Head of Year or another appropriate member of staff. Safeguarding concerns will be referred immediately to the Designated Safeguarding Lead.

The school will handle information sensitively but cannot promise absolute confidentiality. Information will be shared only with those who need it to protect children, investigate the concern or discharge the school's legal responsibilities.

Initial response and immediate safety

On receiving a report, the member of staff will:

1. listen without making assumptions or promising confidentiality;
2. establish whether immediate medical, safeguarding or protective action is required;
3. record the concern accurately using the school's reporting system;
4. notify the appropriate pastoral leader and, where relevant, the Designated Safeguarding Lead;
5. preserve relevant evidence, including online evidence;
6. agree interim safety arrangements with the pupil;
7. identify any reasonable adjustments or communication support required;
8. decide whether the matter should proceed under safeguarding, behaviour, complaints or another relevant procedure.

Investigation procedure

Investigations will be fair, prompt and proportionate. The investigating member of staff will normally:

- obtain accounts separately from the pupils involved;
- identify witnesses and other relevant evidence;
- consider context, impact, repetition and any power imbalance;
- consider whether the behaviour was discriminatory;
- review previous relevant incidents;
- take account of age, SEND, communication needs and vulnerabilities;
- avoid repeated or unnecessary questioning;
- keep an appropriate written record;
- consult the Designated Safeguarding Lead where harm or safeguarding risk is indicated;
- determine the outcome on the available evidence;
- record protective, supportive and disciplinary actions;
- set a date for follow-up.

Parents and carers will be informed as appropriate, subject to safeguarding, data-protection and confidentiality considerations. The school cannot disclose another pupil's confidential disciplinary or safeguarding information.

Sanctions and exclusion

Where bullying is substantiated, the school will determine an appropriate and proportionate response under the Behaviour Policy. The response may include educational, restorative, supportive and disciplinary measures.

Decisions will take account of:

- the seriousness, frequency and impact of the behaviour;
- safeguarding risk;
- any power imbalance;
- previous relevant incidents;
- discriminatory motivation or hostility;
- the pupil's age and additional needs;
- known vulnerabilities and reasonable adjustments;
- mitigation;

- the risk of recurrence or retaliation;
- whether a criminal offence may have occurred.

Possible disciplinary consequences include loss of privileges, detention, internal removal, suspension or, in the most serious circumstances, permanent exclusion. Suspension and permanent exclusion will be considered only by the headteacher, or the person lawfully acting in that role, and in accordance with current statutory guidance and the school's relevant policies.

Police involvement is based on the nature, seriousness and risk of the incident. It is not a fixed stage in the disciplinary process.

Staff at jarrow school are encouraged to:

- Diffuse the situation and remain calm and non-judgemental.
- Separate the bullying actions from the person who is bullying (allows a way out and becomes a "win win" situation)
- Explain clearly to the student what is going to happen to ensure they understand rules, responsibilities and consequences that the school follows.
- Involve and inform parents of events and consequences that may follow.
- Decide which strategy is effective and appropriate. For example using the "No Blame Strategy"
- Restorative work may be considered where it is safe, suitable and likely to benefit the pupils involved. Participation must be voluntary and appropriately prepared. The pupil who has experienced bullying will not be required to meet, mediate with or accept an apology from the pupil who displayed the behaviour. Restorative approaches will not be used where they could create pressure, imply shared responsibility or expose a pupil to further harm. Restorative practice does not replace safeguarding action or an appropriate disciplinary response.
- Involve outside agencies if deemed appropriate e.g. Educational Welfare Officer, Educational Psychologist, and Social Worker.
- Where serious violence is alleged, staff must take immediate action to protect the children involved and refer any safeguarding concern to the Designated Safeguarding Lead. The headteacher will consider whether suspension is necessary and lawful in accordance with the Behaviour Policy, the Suspension and Permanent Exclusion Policy and current statutory guidance. No disciplinary outcome will be predetermined before the relevant facts and risks have been considered.

Expectations

Our aim at Jarrow School is to put in place preventative measures through the following expectations:

Expectations of staff and governors:

- To embrace a whole school approach that celebrates individuals and provides support for all students.
- The school anti-bullying policy is an integral part of school life.
- A supportive governing body that encourages the involvement of parents in the school.
- A clear system of rules, rights, responsibilities and consequences
- To provide an environment that is stimulating and enjoyable.

- To recognise that the responsibility for dealing with bullying incidents rests with the school and governing body.
- To respond to parental queries and concerns positively and without delay

Expectations of parents

- To be involved in their child's school life and attend parent's evenings etc.
- To be supportive of the school's expectations of behaviour
- To respond to school concerns positively and without delay
- Parents will make appointments where and when possible
- The school may respond to bullying that takes place away from the school site or online where there is a clear connection to the school community, where the behaviour affects the welfare of a pupil, or where it could adversely affect school discipline or the orderly running of the school.
- Any disciplinary response will be lawful, reasonable, proportionate and consistent with the Behaviour Policy.
- Safeguarding concerns will always be addressed irrespective of where or when the behaviour occurred.
- Where appropriate, the school may work with parents or carers, another school, the local authority, children's social care, transport providers, online platforms or the police.

Expectations of students

- To be involved in a proactive Student Voice
- To support the school rules, rights, responsibilities and consequences
- To take responsibility for their behaviour.
- To respond to school concerns positively and without delay

Control over the school environment can be both psychological, that is, children are taught to monitor their own behaviour and that of others: and physical, that is teachers, and possibly parents and students may be asked to patrol areas of the school outside class hours.

Action undertaken by jarrow school to combat bullying

- Regular staff training to address policy issues provided by inset LA or outside agencies.
- Annual review to assess and review procedures/ incidents
- Address issues of all different types of bullying through tutor time and assemblies
- Effective deployment of learning mentors and support staff
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month.

Monitoring and evaluation

Monitoring of the policy is completed annually by the Deputy Headteacher Pastoral, Headteacher and the Chair of Governors. The Chair of Governors will be kept informed of repeated incidents of bullying.

The school will analyse bullying information at regular intervals, including:

- number and type of reports;
- substantiated and unsubstantiated outcomes;

- prejudice-related categories;
- locations and times;
- online and off-site incidents;
- repetition and retaliation;
- affected pupil groups;
- support and disciplinary responses;
- recurrence following intervention.

Leaders will use this analysis to review supervision, curriculum provision, staff training and preventive action. Governors will receive appropriately anonymised information to support oversight and challenge.

- Reports, investigations, decisions and follow-up actions will be recorded using the school's approved systems.
- Records will be retained in accordance with the school's records-retention schedule, Data Protection Policy and safeguarding-record requirements. Information forming part of a child-protection file will be retained and transferred in accordance with safeguarding procedures.
- Access to records will be restricted to authorised staff. Information provided to governors will normally be anonymised unless disclosure is lawful and necessary.
- Annual review and update of policy by governing body.
- We will involve student voice/governors where appropriate in reviewing the policy.

Parent/ carer guidance

We at Jarrow School believe parents and carers have a vital role in ensuring their child adheres to the school rules and supports the school when dealing with contentious issues. These guidelines and information are available to parents and are displayed in and around our school.

Signs to look for in your child.

- Common symptoms may include:
- headaches, stomach aches, anxiety, irritability, stress.
- They may refuse to attend school
- They may have few or no noticeable friends around
- They may lose money or property
- They may have unexplained bruises etc.
- They may be unwilling to talk about school.

Parents can:

1. Support your child: tell them it is not their fault, they can't choose the way people behave towards them, but they can choose how to respond.
2. Find time to talk to your child: empathise with their situation, although they can't choose what happens in their lives, being happy is a positive personal choice.
3. Work with the school to support regular attendance while ensuring that immediate safety concerns are assessed and addressed. Where necessary, the school will agree a safety and support plan with the pupil and parent or carer.

4. Parents and carers should preserve relevant evidence, report new incidents promptly and avoid contacting or confronting another child directly. Urgent safety or safeguarding concerns should be reported immediately to the school and, where appropriate, the police or children's social care.
5. Support the child to respond safely by using calm assertiveness, moving to a safe location, preserving evidence and seeking help from a trusted adult. A child should not be encouraged to retaliate physically or verbally.
6. Speak to the form tutor or Head of Year about the problem.
7. If not resolved see the Assistant Head (Pastoral) and/or the Headteacher and ask to see the school's anti-bullying policy. (All schools by law have an anti-bullying policy.)
8. Request initiation of an action plan and time line to monitor the bullying
9. If you feel the matter is not resolved then you can contact the Chair of Governors.
It is the parents, students, school and governors responsibility to try and reconcile bullying incidents that may occur.

If you feel your child is bullying other children

Look out for signs of bullying by your child or from others:

- Your child may have more money than usual
- Your child may have property that does not belong to them
- Your child may display aggressive behaviour and belittle others

These are only guidelines; your child may display some or all of these and not be bullying

If you are concerned do make an appointment to meet your child's Head of Year.

With your child.

- Talk with them to discourage this behaviour:
- Discuss how it makes other children feel.
- Give praise when your child displays cooperative behaviour and kindness to others.
- Monitor the child's age-appropriate use of devices, messaging services, social-media platforms, gaming services and group chats, in accordance with the school's Online Safety Policy.
- Refer to www.jarrowschool.com and download the information on online safety

Useful links and supporting organisations

Anti-Bullying Alliance: www.antibullyingalliance.org.uk

Childline: www.childline.org.uk

Coram Family Lives: <https://www.coramfamilylives.org.uk/>

Coram Kidscape: <https://coramkidscape.org.uk/>

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Stonewall: <https://www.stonewall.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

Carers Trust: <https://carers.org/>

Cyberbullying

Childnet International: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

CEOP Education <https://www.ceopeducation.co.uk/>

UK Safer Internet Centre: www.saferinternet.org.uk