



The
TILIAN PARTNERSHIP
*Inspiring to Achieve
and Aspiring to Excel*

**Policy
Document**
Agreed: Sep 26
Review: Annual
Date: Sep 27

Anti-Bullying Policy

Purpose

- To prevent, reduce and respond effectively to all forms of bullying across all Tilian schools so pupils can learn in a calm, safe, and supportive environment.
- To set out clear roles, responsibilities and procedures for pupils, staff, parents/carers and the wider school community.
- To ensure compliance with statutory guidance (including Keeping Children Safe in Education 2026), DfE guidance on behaviour and bullying, and other relevant legislation (including the Equality Act 2010 and Children Act duties).

Key principles (aligned with Tilian vision and values)

- **Autonomy:** Local schools should adapt recording and response detail to their context while following MAT minimum expectations.
- **Integrity:** Responses will be fair, transparent and proportionate; incidents will be recorded honestly and managed promptly.
- **Partnership:** Effective prevention and response relies on working with pupils, staff, parents/carers and external agencies.

Scope

- Applies to all pupils, staff, volunteers and visitors at all Tilian schools and to behaviour beyond the school gate (including online activity) when it impacts pupils' wellbeing or safety at school.
- Covers all forms of bullying including but not limited to: physical, verbal, relational, cyberbullying, prejudice-based bullying (protected characteristics under the Equality Act 2010), initiation/hazing and misuse of technology.

Definition of Bullying

In Tilian schools we define bullying as

Repeated¹, intentionally hurtful behaviour by an individual or group, where there is an imbalance of power.

Behaviours That Are Not Bullying

- **One-off incidents:** A single fight, argument, or mean comment is a poor choice, but it lacks the repeating pattern that defines bullying
- **Mutual conflict:** Disagreements or heated arguments between two students of equal strength or status are peer conflicts, not bullying.
- **Accidents:** Unintentionally bumping into or tripping another student on the playground is accidental physical harm, not aggression.
- **Occasional exclusion:** Children choosing to play with specific friends or leaving someone out of a game by accident is normal social behavior
- **Disliking someone:** Verbally stating a dislike for another student without ongoing harassment or intimidation does not constitute bullying.
- **Single jokes:** Making a joke about a peer once without a malicious or hurtful intent is rude, but not bullying.

While these one-off actions are unkind and require correction or intervention from staff members, labelling them incorrectly as bullying can prevent children from learning how to resolve normal social mistakes

Types of bullying

- Types (non-exhaustive list; all are taken seriously):
 - Physical: hitting, kicking, theft, damaging belongings.
 - Verbal: name-calling, insults, threats, derogatory comments.
 - Relational/social: exclusion, spreading rumours, purposeful isolation.
 - Cyberbullying: messaging, social media abuse, image/ video sharing, doxxing, impersonation.
 - Prejudice-based / discriminatory: related to race, religion, belief, gender identity, sexual orientation, disability, sex, pregnancy/maternity, age or other characteristics.
 - Sexual harassment and violence: unwelcome sexual comments, gestures, online sharing of sexual images, sexual assault (address with safeguarding process).
 - Initiation/hazing: rituals, abuse or humiliation during group entry.

Indicators that bullying may be occurring

Indicators that bullying may be occurring include:

Changes in attendance, attainment, behaviour, withdrawn or anxious behaviour, unexplained injuries or losses, self-harm, changes in online behaviour.

¹ Repeated indicates that the behaviours are regular (predominantly daily or weekly), or there is a clear pattern across several incidents.

Strategies to Prevent Bullying

Our schools do all that they can to prevent bullying:

- Giving the children opportunities to talk generally about bullying and we raise their awareness through curricular activities (particularly through the PSHE and RSE Schemes of Work) and through the ethos and Christian Vision of the school.
- Teaching children the importance of e-safety and ensuring that they know and understand how to respond to cyber-bullying.
- Monitoring those areas of the school where bullying can occur more easily.
- Ensuring the children know there are procedures that they can follow if they are bullied, or if they witness bullying, and that they can report bullying to any adult in confidence.
- Listening to parents' concerns about the victims or bullies.
- Looking for indicators and warning signs.
- Praising co-operative work and non-aggressive behaviour and making reference to effective role models and strategies in order to reinforce positive behaviour.
- Ensuring that consistent behaviour management and high quality activities are available at playtimes and lunchtimes.
- Ensuring that all members of the school community follow the relevant policies and are consistent when handling incidents.
- Promoting anti-bullying and anti-prejudice campaigns, eg Anti-Bullying Week.
- Canvassing pupils' views on the extent and nature of bullying.
- Supporting pupils at higher risk (SEN, looked-after children, protected characteristics) with bespoke strategies and reasonable adjustments.
- Encouraging peer-mentoring and restorative practice groups for building social skills

Strategies for dealing with bullying

Extensive research has shown that perpetrators are often victims too, which can be why they bully. As a result, the emphasis at our school is always on a caring and listening approach to the victim and the perpetrator.

We take accusations of bullying very seriously, and will always follow these up immediately. The following is a list of actions available to staff depending on the perceived seriousness of the situation.

1. Discussions at length with the victim. This will require patience and understanding. A written record of this discussion should be kept and recorded on the school's safeguarding platform (MyConcern or CPOMS). Acknowledge that the incident has happened, express disapproval and make it clear support will be offered.
2. Identification of the accused perpetrator / perpetrators and any witnesses.
3. Staff will then advise the class teacher of the incident/s in order and the classteacher. All discussions and actions will be recorded, and details of these kept on CPOMS or MyConcern..
4. Discussions with the accused perpetrator and witness/es. It will be made clear that bullying is not acceptable and the reasons why and reinforce the school's position on discrimination and prejudice if relevant. If the incident is deemed to be prejudice-related, ensure the perpetrator is made aware of why it was. Reinforce that they must tell the truth and support will be offered. Notes from these discussions will be made (it is recommended that these are recorded as part of the incident on CPOMS or MyConcern, and the headteacher (or senior staff member) informed of this verbally.
5. Both the victim and perpetrator will be given a fair hearing and given the opportunity to

fully explain the incident, ensuring privacy and a calm and non-confrontational approach.

6. If appropriate, both parties will be brought together to give them a chance to be involved in resolving the situation.

Following the investigation

Decisions are made using the balance of probabilities This is the standard of proof used in UK civil law, meaning a claim or event is considered proven if it is more likely than not to have occurred (a greater than 50% chance).

Following this investigation, if the alleged perpetrator is found to have behaved inappropriately and this meets the definition of bullying, e.g. it has happened several times before, then:

- a. The class teacher will issue a verbal warning and an appropriate sanction consistent with the school's behaviour policy. If unsure the classteacher will check on the appropriateness of the sanction with a senior member of staff.
- b. Sanctions may include:
 - i. withdrawal from favoured activities,
 - ii. loss of playtimes, and
 - iii. in more serious cases, exclusion from school.
- c. Any sanction issued will take into account any special educational needs or disabilities the pupil has.
- d. Sanctions issued to the perpetrator must not be communicated with the victim's family. While schools must inform victim's parents that the issue is being dealt with and outline their general behaviour policy, strict data protection laws under the UK GDPR and Data Protection Act 2018 treat disciplinary actions against an individual student as private and confidential personal data
- e. The class teacher will speak separately to the parents of the perpetrator/s and victim/s. This discussion will focus on the facts as uncovered in the investigation and must focus on the perpetrator's behaviour rather than the person.
- f. The school will address any underlying issues which led to this incident, including supporting the perpetrator to deal with any issues they may have.
- g. Staff will continue monitoring the situation by observing at playtimes / lunchtimes (play will be restricted to the playground) and having regular discussions with the victim to ensure that there is no repetition.
- h. The classteacher will meet with the perpetrator after an agreed time to provide opportunities for further support and inform of any further actions. Give them the opportunity to take responsibility for their actions and to take action to try to repair the harm they have caused.
- i. The school will support both the victim and the perpetrator in order to stop this happening again, including providing education around bullying and prejudice behaviour.

If the incident is unclear e.g. the alleged perpetrator does not own up or the evidence is inconclusive, then the classteacher may forward this to a senior colleague for investigation.

If the evidence, based on the balance of probabilities, leads to a conclusion that the incident did not take place then the classteacher should still inform parents but no further action is usually required.

If the evidence leads to the conclusion that the incident did occur but this was not bullying then this should be recorded and communicated to the parents of both the alleged perpetrator and

the victim.

All incidents of bullying behaviour are recorded on MyConcern or CPOMS. This will be used to monitor bullying incidents and to develop good practice within the school. Bullying will not be tolerated; pupils and parents are reminded that the Headteacher will follow the sanctions as outlined in the school's behaviour policy and may consider exclusion (in line with the trust's policy).

Victims and parents have the right to refer cases to the police and all parties have the right to appeal to the governing body.

Roles & responsibilities

- CEO
 - Ensure MAT policy framework and resources are in place and compliance with statutory duties.
 - Ensure an annual review cycle, data reporting and escalation where required.
- Headteacher (can be delegated to members of Senior Leadership Team but the responsibility remains with the Head)
 - Implement and adapt this policy to local context; ensure staff training; lead prevention and response; keep governors and MAT informed.
 - Ensure accurate record-keeping and data analysis of incidents.
 - Coordinate prevention work, support for victims and perpetrators, restorative approaches and records.
 - Monitor repeat incidents and patterns, and coordinate support plans. Lead referral and safeguarding responses for child protection issues arising from bullying (including sexual violence/harassment).
 - Liaise with external agencies (social care, police, mental health services)
 - Ensure that spaces that cannot be supervised safely are restricted from pupils.
- Staff (all adults in school)
 - Ensure the systems for (eg class worry boxes) reporting are checked daily
 - Promote positive behaviour
 - Intervene promptly
 - Follow reporting procedures
 - Model respectful conduct.
- Pupils
 - Understand expectations for behaviour , support peers and participate in prevention.
 - Age-appropriate pupil voice and peer support mechanisms (e.g., ambassadors, buddies).
 - Report bullying immediately to a trusted staff member or by using another system (e.g. worry monsters, worry boxes etc)

- Parents / carers
 - Support school expectations of behaviour
 - When a concern is identified report this to the school immediately and do not try to resolve the situation outside of school. Allowing the school time to investigate and address concerns rather than attempting to resolve issues directly with other children or their families.
 - Report bullying to the school by speaking to the child's class teacher as soon as possible
 - Do not post concerns on social media or contact families of alleged perpetrator
 - Engage with interventions
 - Partner with school to prevent reoccurrence.

Reporting, recording and responding

- Reporting mechanisms
 - Multiple reporting routes: to any trusted adult; anonymous reporting options (e.g., class worry boxes) where appropriate.
 - If the school receives a report from a child of bullying then parents will be contacted as soon as possible
 - If a parent receives a report from a child of bullying then the school will be contacted as soon as possible
- Initial response and investigation
 - Immediate actions: ensure victim safety, gather accounts, preserve evidence (screenshots for cyber incidents), inform DSL where safeguarding concerns exist.
 - Where a parent reports a concern to the class teacher this should be recorded on Arbor and reported to a senior leader (eg a senior teacher or phase leader)
 - Investigations will be timely, proportionate and involve relevant staff/pupils. These can be carried out by the teacher or senior leader.
- Sanctions, restorative approaches and support
 - Restorative conversations/mediation, reflection tasks.
 - Behaviour support plans, pastoral interventions, mentoring.
 - Time-limited removal from class, internal seclusion.
 - Fixed-term suspension or permanent exclusion in line with DfE guidance and MAT policy for serious or persistent bullying.
 - Always consider reasonable adjustments for pupils with SEN or disabilities.
- Support for victims
 - Wellbeing support, safety planning and monitoring.
 - Liaise with parents/carers
 - Liaise with external agencies if needed.

- Support for perpetrators
 - Behaviour education, reflection, restorative work, counselling and targeted interventions to address underlying causes.
 - In cases of criminal activity or risk, involve police or other agencies.
- Safeguarding escalation
 - Any incidents involving sexual violence, serious threats, potential abuse or repeated harm are managed through DSL and safeguarding procedures with referrals to children's social care/police as necessary.
- Recording and data
 - All conversations with parents about alleged bullying must be logged on Arbor
 - All bullying incidents must be logged on CPOMS or MyConcern

Prejudice-based incidents, discrimination and equalities

- If the bullying is connected with prejudice this must be recorded as a prejudice related incident and recorded on CPOMS or MyConcern
- The school will ensure compliance with Equality Act 2010 by anticipating and removing barriers, making reasonable adjustments, and protecting pupils from discrimination and harassment.
- Provide protected-characteristic specific support and curriculum coverage (e.g., LGBTQ+ inclusion, disability awareness, anti-racism).

Cyberbullying specific procedures

- If parents become aware of their children being subjected to cyber bullying they should secure these devices to preserve the evidence and report this to the school as soon as possible sharing the evidence.
- The school will provide parents with guidance on safeguarding their child online.

Work with parents and carers

- Expectations: parents/carers must report concerns promptly, support school measures and avoid escalating conflicts online or by involving other parents.
- Offer resources to help parents support children's digital safety and social skills.

Children with special educational needs and disabilities (SEND)

- Recognition that pupils with SEND are more vulnerable to bullying and may find it harder to report.
- Ensure anticipatory adjustments: communication supports, accessible reporting, tailored interventions and liaison with external specialists if required

Responding to false allegations

- The school will follow fair investigative processes based on balance of probability;
- The school will provide support for pupils wrongly accused;
- The school will take proportionate action for malicious allegations (including sanctions).

Related policies and documents (must be read with this policy)

- School Behaviour Policy
- Safeguarding & Child Protection Policy
- Equality Policy
- Exclusions Policy
- SEND Policy
- Staff Code of Conduct
- MAT Complaints Procedure (if parents believe that the school has not handled the case in line with this policy)