



Anti-Bullying Policy

Updated: June 2026

Next review due: June 2027

Applies to: all pupils, including EYFS, Junior School, Senior School, day pupils, full boarders and flexi boarders

General Statement

This policy applies to all pupils at St John's School, including EYFS, Junior School, Senior School, day pupils, full boarders and flexi boarders.

St John's School is committed to providing a safe, caring and respectful environment in which every pupil can learn, develop and thrive without fear of bullying, intimidation, harassment or abuse.

The Board of Directors values the good relationships fostered by the school and expects every allegation or concern about bullying to be taken seriously. St John's School will always encourage pupils to express concerns about bullying and will not expect any pupil to suffer in silence.

Bullying is unacceptable at St John's School and will not be tolerated.

The school recognises that bullying can cause significant harm. It can affect a pupil's confidence, self-esteem, attendance, attainment, friendships, mental health and sense of safety. In some cases, bullying may cause serious psychological harm and, in extreme cases, may be a factor in self-harm or suicide.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and on the wider school community. Everyone has a responsibility to help create a culture in which pupils feel safe, listened to and able to report concerns.

This policy reflects the guidance set out in:

- Preventing and Tackling Bullying, DfE, July 2017.
- Keeping Children Safe in Education 2025 and the direction of travel in the draft KCSIE 2026 consultation.
- National Minimum Standards for Boarding Schools.
- The Independent School Standards.

This policy should be read alongside the following school policies and procedures:

- Safeguarding and Child Protection Policy.
- Behaviour Policy.



- Praise, Rewards and Sanctions Policy.
- Equal Opportunities Policy.
- SEND Policy.
- Online Safety Policy.
- ICT Acceptable Use Policy for Pupils.
- Staff Acceptable Use of ICT Policy.
- PSHE and RSE Policy and schemes of work, including Jigsaw and Twinkl PSHE where applicable.
- Suspension, Required Removal and Exclusion Policy.
- Boarding Handbook and boarding procedures.
- Complaints Policy.

Aims and Objectives

The school aims to:

- Safeguard and promote the welfare of every pupil.
- Ensure that all pupils feel safe, secure, valued and respected.
- Demonstrate that bullying is taken seriously and will not be tolerated.
- Prevent bullying, cyberbullying, prejudice-based bullying and discriminatory behaviour.
- Ensure that pupils know how to report bullying and understand that reporting concerns is expected and encouraged.
- Ensure that staff know how to recognise, record, report and respond to bullying.
- Ensure that bullying concerns are recorded on CPOMS and reviewed for patterns, repeated behaviour, safeguarding concerns and emerging risks.
- Protect and support pupils who may be bullied.
- Support pupils who display bullying behaviour to understand the impact of their actions and change their behaviour.
- Promote kindness, respect, empathy, inclusion and positive relationships.
- Encourage pupils to understand and respect differences in religion, culture, ethnicity, language, sex, gender, disability, SEND, neurodivergence, family background, identity, feelings and experiences.
- Prevent bullying on the school site, in boarding, during school activities, on trips, on fixtures, during travel linked to school and online where the behaviour affects school life, safeguarding or pupil welfare.
- Ensure that sanctions and support are proportionate and take account of age, understanding, intent, impact, SEND, vulnerability, safeguarding and the needs of all pupils involved.

Definition of Bullying



Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts, harms, intimidates, humiliates or excludes another person or group.

Bullying often involves an imbalance of power. This may be physical, emotional, social, intellectual, age-related, online, related to status or popularity, or linked to a pupil's vulnerability, difference or perceived difference.

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Social.
- Psychological.
- Sexual.
- Discriminatory.
- Prejudice-based.
- Online or technology-based.

Bullying may happen directly or indirectly. It may happen face to face, behind someone's back, through another person, in a group, in boarding, during unstructured time or online.

Although bullying is often repeated, the school may treat a single serious incident as bullying or as a bullying-related behaviour or safeguarding matter where the incident involves significant harm, humiliation, prejudice, discrimination, online sharing, sexualised behaviour, coercion, threats, exploitation, abuse or a clear imbalance of power.

Bullying may include:

- Name-calling.
- Teasing.
- Mocking.
- Insults.
- Threats.
- Physical aggression.
- Pushing, hitting, kicking or damaging property.
- Deliberate exclusion.
- Spreading rumours.
- Social isolation.
- Intimidation.
- Coercion.
- Humiliation.
- Taking or hiding belongings.
- Misusing power, age, popularity or status.
- Targeting someone because they are perceived as different.



- Online abuse or cyberbullying.
- Sharing images or information without consent.
- Sexual comments, jokes, rumours or behaviour.
- Prejudice-based or discriminatory language or behaviour.

Bullying and Friendship Conflict

St John's School recognises that pupils may sometimes describe an upsetting friendship issue, disagreement or fall-out as bullying. All such concerns will be taken seriously and responded to appropriately.

The school will listen carefully to the pupil, consider the impact on them and investigate the concern in a fair and proportionate way. Staff will not dismiss a pupil's feelings or experiences. However, the school will also avoid reaching a conclusion that bullying has occurred until the concern has been explored.

Friendship conflict may involve disagreement, arguments, hurt feelings, changing friendship groups or isolated unkind behaviour where there is no clear pattern, intent to harm or imbalance of power. Bullying usually involves behaviour that is targeted, deliberate, repeated or sustained, and where the pupil experiencing it finds it difficult to defend themselves.

Bullying, Child-on-Child Abuse and Safeguarding

Bullying may be a behaviour matter, a pastoral matter, a safeguarding matter or a combination of these.

Where bullying involves, or may involve, child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, coercion, exploitation, threats, discrimination, image sharing, online abuse, abuse within intimate personal relationships, serious violence, self-harm risk or significant emotional harm, it must be referred to the DSL and managed in line with the Safeguarding and Child Protection Policy.

Staff should be alert to the fact that some pupils may not use the word "bullying" to describe what they are experiencing. Pupils may describe friendship difficulties, banter, drama, exclusion, teasing, pressure, threats, intimidation or online conflict.

Staff must consider:

- The impact on the pupil.
- Whether there is an imbalance of power.
- Whether there is a pattern of behaviour.
- Whether the behaviour is targeted.
- Whether the behaviour is linked to protected characteristics or perceived difference.
- Whether the behaviour raises safeguarding concerns.
- Whether the pupil is frightened, isolated or unable to defend themselves.



- Whether the behaviour has affected school, boarding, attendance, learning, wellbeing or relationships.

The school will avoid using language that fixes a pupil's identity as "a bully". Where appropriate, the policy refers to a "pupil displaying bullying behaviour". This does not reduce accountability, but recognises that pupils need clear boundaries, consequences, education and support to change behaviour.

Prejudice-Based and Discriminatory Bullying

St John's School will take particularly seriously any bullying linked to protected characteristics or perceived differences.

This includes bullying linked to:

- Disability.
- Race.
- Ethnicity.
- Nationality.
- Religion or belief.
- Culture.
- Sex.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity where relevant.
- SEND.
- Neurodivergence.
- EAL.
- Appearance.
- Family circumstances.
- Socio-economic background.
- Care experience.
- Adoption.
- Young carer status.
- Medical needs.
- Boarding or day pupil status.
- Academic ability.
- Talents or interests.
- Any other individual characteristic or perceived difference.

Prejudice-based or discriminatory bullying may also constitute a safeguarding concern. It will be recorded, investigated and responded to appropriately.

Sexual Bullying, Sexual Harassment and Harmful Sexual Behaviour



Sexual bullying, sexual harassment and harmful sexual behaviour are not tolerated.

This may include:

- Sexual comments.
- Sexual jokes.
- Sexual name-calling.
- Spreading sexual rumours.
- Unwanted touching.
- Pressure to share images.
- Sharing, requesting or threatening to share nude or semi-nude images.
- Upskirting.
- Sexualised online abuse.
- Sexual coercion.
- Sexualised bullying within relationships.
- AI-generated or manipulated sexualised images.

Any concern involving sexual harassment, sexual violence or harmful sexual behaviour must be referred to the DSL and managed in line with the Safeguarding and Child Protection Policy.

The school will respond to these matters as safeguarding concerns, not simply as friendship issues or behaviour matters.

Definition of Cyberbullying

Cyberbullying is bullying that takes place using electronic technology.

This may include:

- Mobile phones.
- Computers.
- Tablets.
- Smart watches.
- School devices.
- Personal devices.
- Email.
- Text messages.
- Messaging apps.
- Social media.
- Gaming platforms.
- Group chats.
- Video-sharing platforms.
- Websites.
- Online learning platforms.
- Anonymous accounts.



- AI-generated content.
- Deepfakes or manipulated media.
- Examples of cyberbullying include:
 - Mean, threatening or abusive messages.
 - Rumours sent by email, message or social media.
 - Embarrassing or humiliating pictures or videos.
 - Fake profiles.
 - Impersonation.
 - Doxxing.
 - Repeated unwanted contact.
 - Exclusion from online groups.
 - Misuse of group chats.
 - Online gaming abuse.
 - Sharing images without consent.
 - Threatening to share images.
 - Manipulated images, audio or video.
 - Deepfakes.
 - Bullying involving AI-generated content.

Cyberbullying can happen 24 hours a day and can reach a pupil even when they are alone. It can happen during the day or night. Cyberbullying can be widely shared, anonymous and difficult to remove once posted or sent.

The school recognises that mobile phones, computers and online platforms can be used positively, especially for boarders staying in touch with friends and family. However, these tools can also be used to harm others. Whether bullying happens face to face or online, the effects can be serious.

Bullying Outside School and Online

The school recognises that bullying may take place outside school, outside school hours and through personal devices or online platforms.

The school may become involved where bullying outside school:

- Involves pupils from St John's School.
- Affects, or is likely to affect, the safety, welfare or wellbeing of a pupil.
- Affects relationships, behaviour, attendance, learning or the orderly running of the school.
- Affects boarding life.
- Involves online abuse, harassment, discrimination, threats, image sharing, impersonation, deepfakes, harmful sexual behaviour or other safeguarding concerns.
- Takes place while a pupil is travelling to or from school, wearing school uniform, representing the school, on a school activity or otherwise identifiable as a pupil of St John's School.



- Involves school systems, school devices, school email or school-related platforms.
- Could adversely affect the welfare of members of the school community or the reputation of the school.

The school recognises that pupils may disagree, fall out or communicate unkindly outside school, including through personal phones, messaging apps, gaming platforms and social media. The school will take concerns seriously and will consider whether the matter has a safeguarding, welfare, behaviour, learning, boarding or school community impact.

The school will not routinely investigate, monitor or sanction every private disagreement, message or online exchange that takes place outside school and away from school systems. Parents and carers remain responsible for supervising their child's use of personal devices, messaging apps, gaming platforms and social media outside school.

The school may become involved, investigate and take action where off-site or online behaviour involves pupils from St John's School and:

- Raises a safeguarding concern.
- Affects the safety, welfare or wellbeing of a pupil.
- Affects behaviour, attendance, learning, relationships, boarding life or the orderly running of the school.
- Involves bullying, harassment, discrimination, threats, coercion, intimidation, sexualised behaviour, harmful sexual behaviour, image sharing, impersonation, deepfakes or abuse.
- Takes place during travel to or from school, during a school activity, while representing the school, while in school uniform or where pupils are identifiable as members of the school community.
- Involves school systems, school devices, school email or school-related platforms.
- Could reasonably bring the school into disrepute or adversely affect the welfare of the school community.

Where the matter is a private online disagreement outside school with no safeguarding concern and no clear impact on school life, the school may provide pastoral advice or signpost parents to support, but it may not be appropriate for the school to investigate, determine fault or impose sanctions.

Boarding

The school recognises that bullying can have a particular impact on boarders because boarders who are being bullied may not be able to get away from those involved for long periods of time.

Boarding staff will be alert to signs of bullying in boarding, including:

- Social exclusion.



- Room-based conflict.
- Teasing.
- Intimidation.
- Online abuse.
- Pressure within friendship groups.
- Sleep disruption.
- Isolation.
- Homesickness linked to peer relationships.
- Peer hierarchy.
- Misuse of seniority.
- Coercion.
- Sharing of images.
- Gaming-related bullying.
- Behaviour during evenings, weekends and unstructured time.

Boarders may report bullying to:

- Boarding staff.
- The Head of Boarding.
- The DSL.
- Heads of School.
- Tutors.
- The School Nurse.
- Matron.
- The independent listener.
- Parents.
- Guardians.
- Any trusted adult.

The Head of Boarding is responsible for ensuring that the school's anti-bullying expectations are reflected within boarding induction, boarding routines and ongoing boarding practice.

The Head of Boarding will liaise with Heads of School, the DSL and other relevant staff over incidents involving pupils in the boarding house.

Boarding staff will record and report concerns in line with school procedures. The Head of Boarding and DSL will work together to ensure that boarders are protected, supported and monitored, including during evenings, overnight, weekends and periods of unstructured time.

Boarders will be given regular opportunities to express concerns about peer relationships, including through formal and informal conversations, boarding meetings, pastoral systems, access to trusted adults and access to the independent listener.

EYFS and Younger Pupils



In EYFS and with younger pupils, staff recognise that children are still developing self-regulation, empathy, communication and social understanding.

Very young children may hurt, exclude or upset others without the same level of intent or understanding as older pupils. Staff will respond in an age-appropriate way while maintaining clear boundaries and expectations.

Behaviour by younger children that is unkind, aggressive, excluding or hurtful will be addressed promptly and sensitively.

Staff will use age-appropriate approaches including:

- Modelling kind behaviour.
- Close supervision.
- Emotional literacy.
- Stories.
- Clear routines.
- Restorative conversations.
- Support with language.
- Support with sharing, turn-taking and friendship.
- Partnership with parents or carers.

Where behaviour is repeated, targeted, causes significant distress or raises safeguarding concerns, it will be recorded and responded to in line with this policy and the Safeguarding and Child Protection Policy.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour. These may include:

- Becoming withdrawn, anxious, shy or nervous.
- Feigning illness.
- Unusual absences.
- Reluctance to attend school or boarding.
- Reluctance to attend certain lessons, activities or areas of school.
- Clinging to adults.
- Changes in friendship groups.
- Changes in sleep.
- Changes in appetite.
- Decline in work or concentration.
- Loss of confidence.
- Avoiding social situations.
- Becoming upset after using a phone or device.
- Damaged or missing belongings.
- Unexplained injuries.



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

- Self-harm indicators.
- Distress before or after boarding time, weekends, activities or unstructured time.

Changes in behaviour, attendance or attainment may indicate bullying, although they may also indicate other welfare or safeguarding concerns.

All staff should be alert to these possibilities and report concerns promptly to the Heads of School, Head of Boarding or DSL as appropriate.

Responsibilities

The Board of Directors

The Board of Directors maintains oversight of the school's approach to safeguarding, wellbeing, behaviour and anti-bullying.

The Board expects the school to take bullying seriously and to ensure that systems are in place to prevent, identify, record, respond to and review bullying concerns.

The Board will receive information about significant bullying incidents, trends and safeguarding implications through appropriate leadership and safeguarding reporting arrangements.

The Head of School

The Head of School has overall responsibility for the implementation of this policy.

The Head of School will:

- Ensure that the school has clear procedures to prevent and respond to bullying.
- Ensure that staff, pupils and parents are aware of the school's expectations.
- Ensure appropriate staff training is available.
- Ensure that bullying concerns are recorded, reviewed and addressed.
- Ensure that serious incidents are considered in line with safeguarding procedures.
- Report significant incidents and trends to the Board of Directors at least annually.
- Review the effectiveness of the school's anti-bullying strategy.

The DSL

The DSL will:

- Take lead responsibility where bullying raises safeguarding concerns.



- Ensure concerns involving child-on-child abuse, sexual harassment, harmful sexual behaviour, online abuse, image sharing, coercion, discrimination or significant harm are managed in line with the Safeguarding and Child Protection Policy.
- Review CPOMS records where bullying concerns may indicate safeguarding risks, patterns or repeated harm.
- Work with Heads of School, the Head of Boarding, pastoral staff and external agencies where appropriate.
- Ensure that staff understand when bullying should be treated as a safeguarding concern.

Heads of School

Heads of School will:

- Be responsible for the day-to-day management of this policy within their phase.
- Keep the Head of School informed of significant incidents.
- Identify patterns through CPOMS and pastoral systems.
- Arrange or support relevant staff training.
- Ensure particular attention is given to vulnerable pupils, including pupils with SEND, neurodivergent pupils, pupils with EAL, boarders, pupils with medical needs, pupils who are socially isolated and pupils affected by protected characteristics.
- Make specific reference in training and pastoral work to sexualised, sexist, homophobic, racist, discriminatory and online bullying.
- Determine how best to involve parents or carers in the solution of individual concerns.
- Report to the Head of School as required.

Teachers and Form Tutors

Teachers and form tutors will:

- Promote positive relationships and respectful behaviour.
- Know this policy and follow school procedures.
- Deal with incidents that are reported or observed.
- Record bullying concerns and actions on CPOMS.
- Alert the DSL where safeguarding concerns arise.
- Liaise with Heads of School over incidents involving pupils in their class or form.
- Support agreed strategies to resolve bullying concerns.
- Contribute to anti-bullying education through PSHE, RSE, assemblies, tutor time and the wider curriculum.
- Support pupils displaying bullying behaviour to understand the impact of their actions and change their behaviour.

All Staff



All staff will:

- Know this policy and follow school procedures.
- Be alert to signs of bullying.
- Take pupil concerns seriously.
- Never ignore bullying.
- Record all bullying concerns and actions on CPOMS.
- Alert the DSL where safeguarding concerns arise.
- Understand that children with SEND, neurodivergence, EAL, medical needs or other vulnerabilities may be more likely to experience bullying or may face additional barriers to reporting it.
- Be alert to bullying outside school hours, including online bullying.
- Take appropriate action where bullying affects school life, boarding, safeguarding, welfare, behaviour or learning.

The Head of Boarding

The Head of Boarding will:

- Ensure that anti-bullying expectations are reflected in boarding induction, boarding routines and boarding practice.
- Liaise with Heads of School and the DSL over all incidents involving pupils in boarding.
- Ensure boarders have regular opportunities to raise concerns about peer relationships.
- Ensure boarding staff receive appropriate training on bullying, online safety, safeguarding and child-on-child abuse.
- Ensure bullying concerns in boarding are recorded, monitored and followed up.
- Ensure appropriate support and supervision are in place for boarders affected by bullying.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Avoid bullying, harassment, intimidation, exclusion or abuse.
- Report bullying if they experience it or witness it.
- Support peers by seeking adult help rather than joining in, encouraging or ignoring bullying.
- Use technology responsibly.
- Follow the Behaviour Policy, ICT Acceptable Use Policy and boarding expectations.
- Understand that doing nothing when bullying is happening can allow harm to continue.

Parents and Carers



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

Parents and carers are expected to:

- Support the school's anti-bullying ethos.
- Encourage their child to report concerns.
- Report concerns to school promptly.
- Avoid direct escalation between families or pupils, particularly online.
- Work constructively with the school to resolve concerns.
- Support school decisions, interventions and sanctions where appropriate.
- Reinforce expectations around respectful behaviour and safe technology use.

Anti-Bullying Education in the Curriculum

The school will raise awareness of bullying and promote positive relationships through:

- PSHE.
- RSE.
- Assemblies.
- Tutor time.
- School Council.
- Boarding meetings.
- Jigsaw PSHE and RSE resources in the Senior School and EYFS.
- Twinkl PSHE resources in the Junior School.
- Online safety education.
- Pastoral conversations.
- The wider curriculum.

Anti-bullying education will include age-appropriate teaching about:

- Kindness.
- Respect.
- Empathy.
- Friendship.
- Difference.
- Protected characteristics.
- Online safety.
- Cyberbullying.
- Consent.
- Healthy relationships.
- Sexual harassment.
- Discrimination.
- Prejudice.
- Bystander behaviour.
- Reporting concerns.
- Resilience.
- Peer support.



- Changing the attitude and behaviour of pupils displaying bullying behaviour will be an important part of the school's strategy.

Preventing Bullying

The school will work to prevent bullying through:

- A clear whole-school ethos of respect.
- Visible adult supervision.
- Positive relationships between staff and pupils.
- Effective pastoral care.
- Boarding routines and supervision.
- PSHE and RSE education.
- Online safety education.
- Staff training.
- Pupil voice.
- School Council.
- Clear reporting routes.
- Prompt action when concerns arise.
- CPOMS recording and analysis.
- Support for vulnerable pupils.
- Review of serious incidents and patterns.
- Communication with parents and carers.

Reporting Bullying

Pupils are encouraged to report bullying whether they are experiencing it themselves or have witnessed it happening to someone else.

Pupils may report concerns to:

- A teacher.
- A form tutor.
- A Head of School.
- The Head of Boarding.
- Boarding staff.
- The DSL.
- The School Nurse.
- Matron.
- A member of the Senior Team.
- The independent listener.
- A parent or carer.
- A guardian.
- Any trusted adult.



Pupils may also report concerns through any pupil voice or pastoral reporting system available in school.

Staff will take reports seriously, listen carefully and avoid dismissing concerns as “banter”, “drama”, “just friendship issues” or “part of growing up”.

Dealing with Incidents

- If bullying is suspected, reported or observed:
- The member of staff receiving the concern will listen carefully and offer reassurance.
- The concern will be recorded promptly on CPOMS.
- The concern will be referred to the relevant Head of School, Head of Boarding or DSL as appropriate.
- Where there is any safeguarding concern, the DSL must be informed.
- The concern will be investigated in a fair, proportionate and timely way.
- The pupil who has experienced bullying will be supported.
- The pupil displaying bullying behaviour will be spoken to and held accountable.
- Parents or carers will be informed where appropriate.
- A strategy will be agreed to stop the bullying and reduce the risk of recurrence.
- The situation will be monitored.
- Follow-up will be recorded on CPOMS.

Where a racial, discriminatory, sexual, safeguarding or serious violence element is suspected, the Head of School and DSL must be informed.

The investigation may include:

- Speaking to the pupil who has reported the concern.
- Speaking to the pupil who has experienced bullying.
- Speaking to the pupil or pupils alleged to have displayed bullying behaviour.
- Speaking to witnesses.
- Speaking to staff.
- Reviewing CPOMS records.
- Reviewing behaviour or pastoral records.
- Reviewing boarding records where relevant.
- Reviewing screenshots, messages or online evidence where appropriate.
- Consulting parents or carers where appropriate.
- Considering safeguarding, SEND, EAL, medical or vulnerability factors.
- Considering whether external agencies should be involved.

The Head of School, Heads of School, Head of Boarding and DSL will determine the appropriate response, support, intervention and sanctions.

Supporting Pupils Who Have Experienced Bullying



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

Staff who support pupils who have experienced bullying must always offer reassurance and take concerns seriously.

Support will be determined by the Heads of School, Head of Boarding or DSL in consultation with the pupil where appropriate.

Support may include:

- A safe space to talk.
- Pastoral support.
- Regular check-ins.
- Support from a trusted adult.
- Support from the School Nurse or Matron.
- Support from boarding staff.
- External counselling where appropriate.
- Restorative work where appropriate and safe.
- Changes to supervision.
- Support during unstructured times.
- Support with friendships.
- Adjustments to seating, grouping or routines.
- Help to report online content.
- Support to preserve evidence.
- Parent or carer involvement.
- Referral to external agencies where necessary.

The school will avoid placing responsibility on the pupil who has experienced bullying to solve the problem alone.

Pupils with SEND and Additional Vulnerabilities

St John's School recognises that pupils with SEND, neurodivergence, EAL, medical needs, disabilities or other vulnerabilities may be more likely to experience bullying and may face additional barriers to reporting it.

When a pupil with SEND or additional vulnerability experiences bullying, the school will ensure that:

- The pupil is listened to.
- The pupil is provided with a safe space to talk.
- The pupil is believed and supported.
- The pupil is given time and space to explore their feelings.
- Communication needs are considered.
- Support is provided to all pupils involved.
- Opportunities are created to help the pupil build and sustain friendships.
- Staff recognise that social exclusion and isolation can be particular risks.



- Pupils are supported to understand how behaviour may be perceived by others.
- Individualised interventions are planned where appropriate.
- Supervision and adult support are provided outside lessons where needed.
- Positive, trusting relationships between pupils and staff are actively fostered.

The SENDCo will be involved where appropriate.

Supporting Pupils Displaying Bullying Behaviour

Pupils who display bullying behaviour will be held accountable. They will also be supported to understand the impact of their behaviour and to change it.

Support and intervention may include:

- Clear conversations about behaviour and impact.
- Restorative work where appropriate and safe.
- Pastoral support.
- Behaviour targets.
- Monitoring.
- Parent or carer involvement.
- PHSE or RSE input.
- Online safety education.
- Work around empathy and respect.
- Support with emotional regulation.
- Support with friendship and social skills.
- Referral to the SENDCo where needs are suspected.
- Referral to the DSL where safeguarding concerns arise.
- Sanctions where appropriate.

The pupil displaying bullying behaviour must understand the consequences of any renewed bullying.

Sanctions

Sanctions will be applied in line with the Behaviour Policy, Praise, Rewards and Sanctions Policy, Boarding Handbook and Suspension, Required Removal and Exclusion Policy.

Sanctions may include:

- Verbal warning.
- Restorative work.
- Loss of privileges.
- Detention.
- Behaviour monitoring.
- Restriction of device use.



- Restriction of boarding privileges.
- Internal exclusion.
- Suspension.
- Required removal.
- Permanent exclusion.

Any of the school's formal sanctions may be used in response to bullying.

For persistent bullying, serious incidents, discriminatory bullying, sexual harassment, harmful sexual behaviour, significant online abuse or gross acts of aggression, suspension, required removal or permanent exclusion may be considered.

Sanctions will be proportionate and will take into account:

- The seriousness of the incident.
- The impact on the pupil who has experienced bullying.
- Any safeguarding concerns.
- Any imbalance of power.
- Any pattern of behaviour.
- The age and understanding of pupils involved.
- SEND or vulnerability.
- Intent.
- Whether there has been previous behaviour.
- Whether the pupil has taken responsibility.
- The need to protect the school community.

Involvement of Parents and Carers

Parents and carers should know that the school will not tolerate bullying and will take a positive approach to preventing and responding to it.

Parents or carers of pupils who have experienced bullying and parents or carers of pupils displaying bullying behaviour will be involved where appropriate.

The school will decide how and when to involve parents or carers, taking account of safeguarding, confidentiality, pupil welfare, age and circumstances.

Parents will be informed of the policy and procedures and the possibility of serious sanctions, including permanent exclusion, following serious or repeated bullying.

Parents may request a copy of this policy and may be signposted to support organisations such as Kidscape or Childline.

Parents are encouraged to work with the school constructively and to avoid direct online escalation between pupils or families.



Involvement of Pupils

Pupils will be involved in positive anti-bullying strategies through:

- School Council.
- Tutor groups.
- Assemblies.
- PSHE and RSE.
- Boarding meetings.
- Peer support where appropriate.
- Pupil voice activities.
- Leadership opportunities.

All pupils are made aware of their responsibilities. Pupils are taught that by doing nothing to report or prevent bullying, they may allow harm to continue.

Positive role models will be encouraged through rewards, responsibilities, prefect roles, school council roles, tours and leadership opportunities.

Counselling and External Support

The school may arrange or signpost internal or external counselling or support for pupils who have experienced bullying and for pupils displaying bullying behaviour.

Support will depend on pupil need, availability of services, parental involvement and safeguarding considerations.

Where bullying raises significant safeguarding, mental health or welfare concerns, the school may seek advice from external agencies.

Recording and Reporting

All bullying concerns, allegations, incidents and follow-up actions must be recorded on CPOMS.

Records should include:

- The nature of the concern.
- Pupils involved.
- Date and time.
- Location or online platform where relevant.
- Type of bullying.
- Any protected characteristic or prejudice element.
- Any SEND, EAL, boarding, medical or vulnerability factors.
- Actions taken.
- Parent or carer communication.



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

- Sanctions.
- Support offered.
- Safeguarding referrals.
- Follow-up and monitoring.

CPOMS records allow the Safeguarding and Pastoral Team to identify emerging trends, repeated incidents, pupils of concern, locations of concern, online patterns, friendship group issues and wider safeguarding concerns.

The Head of School will report significant incidents and trends to the Board of Directors at least annually as part of safeguarding and pastoral review arrangements.

Monitoring and Review

This policy will be reviewed annually, or sooner if required because of changes in legislation, statutory guidance, inspection expectations, boarding standards, school procedures or safeguarding risks.

The Safeguarding and Pastoral Team will review serious incidents, patterns and trends.

The Head of School will consider reports with relevant staff to determine what can be learned from incidents and how the school's anti-bullying strategy can be improved.

Monitoring will consider:

- Number and type of bullying concerns.
- Locations and times of incidents.
- Online incidents.
- Boarding incidents.
- Prejudice-based or discriminatory incidents.
- SEND and vulnerable pupil involvement.
- Repeat incidents.
- Impact of interventions.
- Pupil voice.
- Parent feedback.
- Staff training needs.

The school will use this information to strengthen prevention, supervision, education, pastoral support and behaviour systems.

Governance

This policy is approved through the school's leadership and governance arrangements.



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

The Board of Directors maintains oversight of the school's approach to safeguarding, behaviour, pupil wellbeing and bullying.

The safeguarding governor may be consulted where bullying concerns link to safeguarding, child-on-child abuse, boarding welfare, online safety, discrimination, pupil vulnerability or significant harm.

The policy will be made available to staff, parents and pupils as appropriate.