



PRINCE'S MEAD

Anti-Bullying Policy

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Overview

This policy should be read in conjunction with the following documents

- The Prince's Mead Positive Behaviour policy
- The Prince's Mead Wellbeing and Mental Health Policy
- The Prince's Mead Health and Safety policy
- The Prince's Mead Safeguarding and Child protection policy

This policy has been drawn up following the DfE (Department for Education) guidance 'Preventing and Tackling Bullying 2017' and Cyber bullying: Advice for Headteachers and School Staff 2014.

Purpose

The values at Prince's Mead School are centred upon our CROWN values, teaching our children to be Kind, Respect others and equipment, be Courageous, be Curious, be Ambitious. The values that underpin this community encourage all members to show consideration for themselves and others, be inquisitive and work hard to achieve their goals. It is our expectation that all members of the school community subscribe to these values in all that they do as members of the school.

This policy is guided by these fundamental principles. This policy has been developed with the guidance laid out in: -

- Preventing and Tackling Bullying 2017
- Keeping Children Safe in Education 2025.

The policy should be read in conjunction with the following School policies: -

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Wellbeing Policy
- E-Safety Policy
- PSHEE, Citizenship and RSE Policy
- Anti-Bullying Posters

Aims: It is commonly acknowledged that bullying can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job. The negative effects of bullying can have a serious impact on a person at the time and in later life. The school is committed to creating a safe, open and kind environment which is free from threat, harassment and any type of bullying. Therefore, this policy takes full account of the school's legal obligations under the Independent School Standards Regulations (2014) to:

- Create an environment in which everyone feels safe, heard, and valued

- Increase understanding and awareness of bullying and encourage pupils to 'call out' and report bullying behaviour - provide care, reassurance, support, and protection for victims - develop greater self-esteem and confidence in pupils - promote an anti-bullying ethos within the community.
- Encourage good behaviour and respect for others on the part of pupils and prevent all forms of bullying amongst pupils.
- Establish procedures for dealing with complaints about bullying and deal effectively with bullying.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.

Definition of Bullying

We follow the most recent government guidance provided by the Department for Education (DfE 2017) which states:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, and email);

Bullying can be direct or indirect and includes:

- Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing
- Physical bullying – kicking, hitting, punching, pushing, and pinching
- Emotional bullying – producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money
- Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between staff and pupils; between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion, or culture
- special educational needs or disability
- Appearance, or health conditions
- sexual orientation
- gender

- home circumstance including looked-after-children and young carers

Pupils

Pupils are taught that bullying is completely unacceptable and should never be dismissed as 'banter.' Those pupils who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable, may forfeit their right to be at Prince's Mead School.

It is important for children to understand that bullying is prolonged, persistent, and deliberate. Bullying is not simply any friendship issue, falling out, conflict or a one-off incident. At times, the term 'bullying behaviour' may often be more applicable. Children are educated about bullying through Personal, Social, Health and Economic Education (Learning for Life), Form time, assembly, whole school initiatives (such as Odd Sock Day) and via displays in their classrooms.

Victims of bullying will be given opportunities to:

- Be heard, listened to, and supported
- Report bullying without fear of recrimination
- Know that their disclosure will be taken seriously.

Pupils who bully will be given opportunities to: -

- Face up to the harm they have caused
- Learn to behave in ways which will not cause harm in the future
- Develop more empathy and a deeper understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused
- Be held accountable for their actions and given sanctions according to the severity of the offence in accordance with the Positive Behaviour Policy

The school takes a strong anti-bullying stance. Therefore, bystanders are seen as complicit in harm caused to victims of bullying. We encourage all pupils and staff to make conscious efforts and deliberate actions to act against bullying on an individual and systemic level. It is likely that bystanders will also be sanctioned.

Staff

It is expected that staff employed by the school will recognise and avoid any behaviour which could be construed as bullying. Conduct that constitutes the bullying of pupils, colleagues and any other member of the community will be treated as a disciplinary offence. Staff are trained on how to deal with conflict and

understand how to escalate concerns that relate to bullying by speaking to the Headmaster/Deputy Head and/ or the Head of Wellbeing to support them through the process of investigation and support.

When investigating an allegation of bullying, it is important for the member of staff to ascertain exactly whether the concern is bullying or a friendship issue, falling out, conflict or a one-off incident. Staff are aware that bullying is prolonged, persistent, and deliberate. Therefore, they use the word sparingly and only when appropriate. The term 'bullying behaviour' may often be more applicable. All staff follow the rewards and sanctions ladder as specified in the Positive Behaviour Policy.

Intended Outcomes and Targets

- That there are effective listening systems for pupils and staff within the school
- That all staff are aware of the anti-bullying policy and know who to report suspected bullying to
- That no child or young person's educational opportunities and achievement are disadvantaged due to the experience of bullying
- That there is effective communication with parents and the wider school community about bullying through newsletters and parents' meetings

Preventative measures

At Prince's Mead we recognise that bullying happens in all schools.

It is distressing to the victims and represents a problem that must be addressed seriously.

It will be made clear to all pupils that bullying is not acceptable. Pupils are encouraged to report any incidents to any member of staff they feel comfortable with, and these disclosures are investigated promptly. Such reports are recorded by school staff who receive the disclosure and are shared with the relevant members of the SLT (Senior Leadership Team).

The school aims to create a climate of trust in which reporting to an adult is the normal response to bullying rather than passive acceptance or violent reaction. The question of bullying is also dealt with in assemblies, form time, Learning for Life lessons (PSHEE), acknowledgement of Anti-Bullying weeks and in other areas of the curriculum.

External speakers may also be brought in to address pupils, parents, and staff.

Training (via Educare) is available to all staff to increase their awareness and promote understanding of the problems of bullying.

Action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, and the issue is also discussed at Senior Leadership Team meetings.

Incidents of bullying are recorded and stored securely by all staff on CPOMS, and the Deputy Head is made aware to track patterns of behaviour and to monitor types of bullying so that the school can address specific incidents in a timely manner and ensure that any patterns are identified swiftly and managed decisively. A

bullying log is kept by the Deputy Head (Pastoral) which tracks all incidents of bullying and the actions taken to support both the victim and the perpetrator.

Incidents are regularly reviewed to increase learning. All staff involved in the supervision of pupils are briefed to watch out for signs of bullying.

Clear guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions. (All this is covered in the 'Acceptable Use' policies relating to technology.)

Active management of hardware, software and connectivity and the vigilance of teachers and parents have a part to play in the safeguarding and protection of pupils.

Procedures and Dealing with Incidents – A Whole School Approach

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we adhere to the school's Positive Behaviour Policy and follow the steps on the rewards and sanctions ladder to report and deal with bullying incidents. All staff report bullying, including cyber-bullying and bullying outside school on CPOMS and the records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

Safeguarding procedures must be followed when any disclosures are made. Staff must make a careful judgement whether a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the pupil may be experiencing
- the pupil's age, maturity, and competence to make their own decisions

Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer or member of staff.

An underlying principle in supporting pupils and staff in our school is that all incidences of bullying will be taken seriously.

Appropriate disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect will be applied (strong sanctions such as temporary or permanent exclusion may be necessary in cases of severe and persistent bullying; it may also be appropriate for SEND (Special Educational Needs and Disabilities) pupils to receive adjusted sanctions within the agreed system as a response to any individual circumstances of the pupil in question. Specific sanctions are outlined within the school's Positive Behaviour Policy.

Cyber Bullying

Cyber Bullying is an ever-increasing problem in the world today. Prince's Mead does not accept any form of cyber bullying involving children or staff at the school. This includes, as is quite often the case, incidents that happen online out of school hours.

If we find that a pupil's well-being is compromised by cyber bullying which has taken place either inside or outside school, we will take action to help that pupil. This may mean contacting other parents if we find that their son or daughter is involved, or other schools.

What is Cyber bullying?

Cyber bullying is bullying that takes place using electronic technology, particularly mobile phones, computers, tablets as well as the apps and social media sites that are found on the Internet.

Cyber bullying can be a profoundly serious matter and can constitute a criminal offence.

Technology allows the user to bully anonymously or from an unknown location, and at any time. Cyber bullying leaves no physical scars so it is less evident to a teacher or parent than physical bullying, but it is highly intrusive and the hurt it causes can be very severe.

Types of Cyber bullying:

There are many types of cyber bullying, of which the following are the most common:

- Text messages that are threatening or cause discomfort; also included here is 'bluejacking' (the sending of anonymous text messages over short distances using 'Bluetooth' wireless technology).
- Picture/video clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
- Mobile phone calls - silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- Emails - threatening or bullying emails, often sent using a pseudonym or someone else's name.
- Chat room bullying - menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Instant Messaging (IM) - unpleasant messages sent while children or young people conduct real-time conversations online using MSN (Microsoft Messenger), Skype or Yahoo Chat (among others).
- Bullying via websites - use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites.
- Bullying via online gaming – messaging each other whilst playing online games such as Minecraft or Call of Duty.

We take this bullying as seriously as all other types of bullying and therefore, we will deal with each situation individually.

School Procedure:

- In cases of cyberbullying, as with all bullying, the procedure will fall under the Anti-bullying Policy. However, with an incidence of cyberbullying, the school will notify the parents of those involved immediately. This is because cyberbullying is extremely rare on the school site, happening mainly at home, and that it can only be resolved if both the parents and school work together.
- As with any bullying incident, the Deputy Head will take the lead in dealing with cyberbullying, with support from the Head of Wellbeing and Form Tutor.
- The Deputy Head will record all cases of cyberbullying on CPOMS and the Form Tutor will notify the staff body of the incident by email or at the weekly staff briefing
- The school endeavours to support the victim and bully and to monitor the situation closely once resolved, as stated in the Anti-bullying Policy.

Prevention of Cyberbullying:

Prevention and education are a priority at Prince's Mead and is the responsibility of all staff. Pupils are taught good practice through the PSHEE programme and Computing lessons:

- to understand how to use these technologies safely and to know about the risks and consequences of misusing them (see PSHEE and Computing schemes of work).
- what to do if they or someone they know is being cyber bullied and how to report any problems with cyber bullying.
- to talk (either giving their name or anonymously) to a member of staff, their parents, the police, the mobile network (for phone) or their Internet Service Provider (ISP).

The school uses a variety of security tools to ensure that the programs and websites most frequently used for cyber bullying are unavailable on the school network.

Advice to Pupils (whether at school or elsewhere):

Advice to pupils who are the victims of cyberbullying:

- Remember that bullying is never your fault. It can be stopped, and it usually can be replaced with a more constructive and respectful pattern of behaviour.
- Do not ignore the bullying. Tell someone you trust, such as a teacher or parent.
- Do not retaliate or return the message: if you show that you are angry it will only make the person bullying you more likely to continue.
- Do not give out your personal details online: if you are in a chat room, watch what you say about where you live, the school you go to, your email address, etc.
- Keep and save any bullying emails, text messages or images. These can then be used as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender. Where possible, use report functions to inform the website, owners, or administrators of bullying behaviour

There are several resources available on how to react to cyberbullying (see resources **Monitoring Arrangements)**

This policy will be evaluated and updated where necessary annually. In addition, the views of the Headmaster, SLT, Board of Governors and other staff will be used to make changes and improvements to the policy on an on-going basis.

Staff awareness will be raised through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate advice is taken from the Local Authority and IAPS to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The school will have clear policies communicated to parents, pupils, and staff, and will create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success. (See Rewards and sanctions ladder in the Positive Behaviour Policy).

All reports of bullying are recorded on CPOMS by staff. The Deputy Head (Pastoral) tracks all levels of behaviour and any forms of bullying weekly and is logged in a bullying log. All bullying behaviour is reported at the SLT weekly meetings.

The school will involve parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. The school will also ensure that it is made clear to parents the role in which they can take to support the school and their child in preventing bullying.

School Council and pupil voice

The School Council discussed the Anti-Bullying Week initiative of using your 'Power for Good' in November 2025. They devised some cartoons and posters to highlight the different scenarios where and how bullying can take place and how to resolve them. The school were asked to take part in a cartoon and poster competition focusing on scenarios. These are in Appendix 1.

Resources

The Anti-bullying alliance - <https://anti-bullyingalliance.org.uk/>

CEOP - <https://www.ceop.police.uk/safety-centre>

Childline - <https://www.childline.org.uk/>

Childnet- <https://www.childnet.com/>

The Diana Project- <https://www.antibullyingpro.com/>

Internet matters - <https://www.internetmatters.org/>

Get connected - <https://www.themix.org.uk/>

NSPCC- <https://www.nspcc.org.uk/>

Cyber safety

Think u know - <https://www.thinkuknow.co.uk/parents>

Wiresafety- www.wiredsafety.org

Kidscape- <http://www.kidscape.org.uk/>

Young minds - <https://www.youngminds.org.uk/>

UK safer internet - <https://saferinternet.org>.

- POWER FOR GOOD - THEY THRIVE ON SILENCE!

WE CAN STOP BULLYING FOR GOOD BY USING POWER FOR GOOD

BE KIND ALWAYS

WHAT IS BULLYING?

Bullying is constant and repetitive unkindness whether it is physical or emotional. It can be a group or one person bullying usually to one or a small amount of people. It normally occurs when there is an imbalance of power. Bullying is someone who is intentionally trying to hurt you on purpose and cause upset.

TELL AN ADULT!!!

DIFFERENT TYPES OF BULLYING

There are four different types of bullying; Cyber bullying, physical bullying, emotional bullying, verbal bullying. Cyber bullying is when someone is being constantly unkind to you online and they think they can get away with it because it's not face to face! Physical bullying is when someone could punch you or pick you. Emotional bullying is when someone hurts your feelings in general. Finally, verbal bullying is when someone says or spreads rumors about you when they are not real!

WHY DO PEOPLE BULLY?

People tend to bully because of jealousy when they think you are better than them. Or you could get bullied because the bully has experienced bullying and thinks it's OK to do so. Or maybe because they have seen a friend or older sibling bullying so they've been brought up that way.

WHAT YOU SHOULD DO

If you are ever in a situation where you feel you are being bullied tell an adult or teacher straight away!



- POWER FOR GOOD -

- Anti-bullying week 2025 -

DON'T WALK AWAY

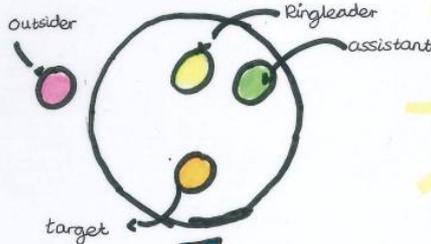
Don't walk away from the situation otherwise the bully will have more power than the target. Be the outsider and come to help.

EMOTIONAL BULLYING

Emotional bullying is when people or a person tease you and make fun of you putting you down. Making you feel all kind of emotions.

VERBAL BULLYING

Verbal bullying is when a person or people call you by your name or say things like your ugly or your head is big. This is unkind and probably the worst type.



Sometimes there is an imbalance of power so you can stand up to the bully.

WHAT IS BULLYING?

Bullying is when someone or a group repeatedly aim to hurt you. There are different types of bullying all of them bad in some way.

CYBER BULLYING

Cyber bullying is when someone or a group post silly pictures or comments about someone. Examples are: calling people idiots, or nerds on phones / computers or devices.

PHYSICAL BULLYING

Physical bullying is when a person or gang push, pull, tick, punch, bite, pinch or shove someone. This can involve massive injuries.

TELL A TEACHER

If you see or are being bullied tell a trusted adult or teacher.

Be a star

STAND UP

