ANTI-BULLYING POLICY

Date of Policy	August 2026
Next Review Date	August 2027
Approved by Principal	August 2026
Lead for review	DSLs
Key Staff	Principal, Deputy Head Pastoral, DSL

PURPOSE

Ultimate responsibility for this policy and procedure lies with the Head of CATS Cambridge. The Head has a legal duty under the Education and Inspections Act 2006 section 89 and guidance of DfE Preventing and Tackling Bullying 2017 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Bullying of any kind is unacceptable. If bullying does occur, all students should feel confident to report it and know that incidents will be dealt with promptly and effectively.

The purpose of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied so they can learn in a relaxed and secure atmosphere. Bullying is anti-social behaviour which can have profound consequences. Bullying affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the School.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotionally being unfriendly, (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial taunts, graffiti, gestures
- Coercive behaviour
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Initiation / hazing type violence and rituals
- Cyber internet, e.g. email, chat rooms, social websites, photographs
- Mobile text messages, calls or through camera/video facilities
- Religious in nature
- Related to Learning Difficulties or Disability

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn to behave differently.

Schools have a responsibility to respond promptly and effectively to issues of bullying. The School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with School policy.

SIGNS AND SYMPTOMS

A student may indicate by signs or behaviour that they are being bullied. Staff should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school or doesn't want to go on public transport
- changes their usual routine by feeling ill in the mornings, is unwilling to go to School or begins to be truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in schoolwork
- comes home or back to the residences with clothes torn or damaged or has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other students or siblings
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

PROCEDURES FOR STAFF WHEN DEALING WITH INCIDENTS OF SUSPECTED OR ACTUAL BULLYING

Staff must always take a potential victim seriously and seek to offer support. Opportunities should be created in which the student can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note. If a student self discloses or a vicarious report is received of an incident of bullying, the listener/supporter should listen to what the reporting student(s) and witnesses have to say and get as much information as possible.

All staff should be aware that bullying is one way in which children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening; it may be the case that it is just not being reported. If staff have any concerns regarding child-on-child abuse they must speak to their Designated Safeguarding Lead (or Deputy).

It is essential that all staff understand the importance of challenging all inappropriate behaviours between children. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All cases of child-on-child abuse will be thoroughly investigated, and a decision will be made by the DSL whether they should be recorded as a child protection issue. A bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a student is suffering or likely to suffer significant harm. In these cases, the School will follow the procedures set out in the Safeguarding and Child Protection policy. The DSL and/or other delegated staff will then work in accordance with the Schools' Child-on-child abuse investigation procedures to resolve the issue.

LINKS WITH BEHAVIOUR POLICY

When assessed to be appropriate students perpetrating bullying in the School may be dealt with under the Student Behaviour Policy and Safeguarding and Child Protection Policy.

REPORTING INCIDENTS OF SUSPECTED BULLYING

All incidents of suspected bullying must be reported promptly using the Welfare Concern note on MyConcern, this will then be seen by senior welfare staff. All incidents and discussions with students, including witnesses, reporting students and responding students should be noted and then followed up promptly in writing.

The DSL is responsible for maintaining a log of all incidents of bullying. The log of each incident must include, details of the incident, who was involved, the sanctions implemented, referral made and the outcome.

The DSL, working in conjunction with other members of welfare and pastoral care teams, will inform all who need to be aware in order for the incident to be appropriately and effectively resolved.

PROCEDURES FOR CONTINUING ISSUES

If incidences of bullying are continuing despite initial intervention, then this will be escalated to the Head and referred back to the DSL where appropriate.

Reporting students will be supported by:

- Offering them an immediate opportunity to discuss the experience with the Welfare team, Personal Tutor, House Director or member of staff of their choice.
- Reassuring the student and offering continuing support
- Restoring self-esteem and confidence

Responding students will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the student
- Behaviour support plan

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Exclusion from certain areas of School premises
- Temporary or Permanent exclusion

PROCEDURES FOR STAFF (TO BE FOLLOWED IN ALL INSTANCES)

The behaviour of reporting and responding students should be monitored in an active and supportive way. Support should be given to both the reporting and responding students. This may include taking action to help raise self-esteem and feelings of self-worth, understanding how actions affect others and learning how to co-operate.

COMPLAINTS FROM PARENTS

In the event that a complaint is received from a parent or agent that a student is being bullied, the member of staff should immediately report it using the Welfare concern note on My Concern, which will then be seen by relevant staff.

MONITORING, EVALUATION AND REVIEW

The curriculum the School will raise the awareness of the nature of bullying through PSHE.

The monitoring of all incidents of bullying will be reviewed by the Head by examining the bullying log to determine the number of incidences of bullying that have occurred in the year, to evaluate the effectiveness of interventions and this policy in general. The School will review this policy annually.

Training on this policy is given during safeguarding training at induction and renewed every 3 years. Refresher training will be given as needed to individuals, or all staff as a result of monitoring management of bullying incidents.

This Policy gives due consideration to guidance from the DfE advice on legal duties and powers for local authorities, Head teachers, Staff and Governing Bodies' and Preventing and Tackling Bullying 2017 and Keeping Children Safe in Education 2025.