

Anti - Bullying



Date of Last Review:	January 2026
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Date shared with all staff:	January 2026
Date of next review:	January 2027

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Policy Statement

St Olave's Prep School is committed to providing its pupils with a caring environment within which individuality can flourish. Everyone has the right to be treated with kindness and respect and to be properly supported when they are not. Bullying, consequently, of any kind is deemed unacceptable and will always be taken seriously and acted upon.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. Further details are available in the school's Equal Opportunity Policy document. St Olave's seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy should be read in conjunction with our Cyber-Bullying Policy and our Safeguarding Policy.

Linked policies: Safeguarding and Child Protection Policy, Restorative Behaviour Policy, Online Safety Policy, Equality Policy, PSHE/RSE Policy, Staff Code of Conduct

1. Policy Statement

At St Olave's Prep School, every child has the right to feel safe, valued, respected and included.

Bullying of any kind is unacceptable. It is contrary to our school values of Collaboration, Compassion, Commitment, Curiosity, Creativity and Courage and will always be taken seriously.

Our approach is preventative, restorative and safeguarding-led. We aim to stop bullying quickly, support the child who has been harmed, help the child displaying bullying behaviour to understand and repair the harm caused and ensure that patterns are identified and addressed.

This policy applies to all children, including those in EYFS and covers bullying that happens in school, on school trips, during school-related activities, online or outside school where it affects a child's wellbeing or school life.

2. Statutory and Guidance Framework

This policy has been written with reference to:

- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education 2025
- Behaviour in Schools: Advice for Headteachers and School Staff 2024
- Preventing and Tackling Bullying, DfE guidance
- The Equality Act 2010
- The Prevent Duty

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- Working Together to Safeguard Children
- Relationships Education, RSE and Health Education guidance
- The school's Safeguarding and Child Protection Policy
- The school's Restorative Behaviour Policy

3. Definition of Bullying

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

Bullying may be:

- Physical: hitting, pushing, kicking, damaging belongings or invading personal space
- Verbal: name-calling, threats, teasing, mocking or unkind comments
- Social or emotional: excluding, spreading rumours, manipulating friendships or encouraging others to isolate someone
- Prejudice-based or discriminatory: linked to race, religion, culture, sex, disability, SEND, appearance, family circumstances, sexual orientation, gender reassignment or any protected characteristic
- Cyberbullying: using technology to harm, threaten, humiliate, exclude or intimidate another child

Not every friendship difficulty, disagreement or isolated unkind act is bullying. However, all unkindness matters and will be addressed. Staff will look carefully at intent, impact, repetition, power imbalance and wider context.

4. Safeguarding and Child-on-Child Abuse

Bullying may be a safeguarding concern, particularly where there is significant harm, coercion, prejudice, sexual harassment, online abuse, intimidation or a pattern of behaviour.

All staff must remain alert to child-on-child abuse and must never dismiss harmful behaviour as “banter”, “part of growing up” or “boys being boys”. Concerns must be reported to the DSL in line with the Safeguarding and Child Protection Policy.

Where bullying includes sexual harassment, sexual violence, harmful sexual behaviour, racism, homophobic or transphobic abuse, serious physical harm, online abuse, threats or coercion, the DSL will decide whether further safeguarding action, external advice or referral is required.

5. Preventing Bullying

We prevent bullying through a whole-school culture of kindness, respect and high expectations.

This includes:

- clear behaviour expectations taught through assemblies, PSHE, RSE, RE, online safety

- and class discussion
- regular teaching about friendship, respect, consent, difference, rights and responsibilities
- visible adult supervision at key times and places
- staff modelling calm, respectful and inclusive behaviour
- prompt action when unkindness, exclusion or discriminatory language occurs
- support for vulnerable children, including those with SEND, EAL, care experience, health needs or other additional vulnerabilities
- regular monitoring of patterns through CPOMS, pastoral meetings and leadership review
- parent partnership where concerns arise

6. Reporting Bullying

Children are encouraged to tell an adult immediately if they are being bullied, think they may be being bullied or see someone else being bullied.

Children may speak to:

- their class teacher
- a teaching assistant
- the Headteacher
- the DSL or Deputy DSL
- the Wellbeing Lead
- any trusted adult in school

Parents should report concerns to the class teacher in the first instance, unless the matter is urgent or safeguarding-related, in which case they should contact the Headteacher or DSL.

All staff must take reports seriously, listen carefully, reassure the child and record concerns appropriately.

7. Responding to Bullying

When bullying is reported or suspected, the school will:

- listen to the child and reassure them
- establish the facts carefully and fairly
- speak to children involved and any witnesses
- consider whether the concern meets the threshold for safeguarding action
- record the concern and actions taken on CPOMS
- inform parents where appropriate
- put support in place for the child who has been harmed
- use restorative approaches where safe and appropriate
- set clear expectations for the child who has displayed bullying behaviour
- monitor the situation until leaders are satisfied the bullying has stopped

Restorative conversations will only take place when the child who has been harmed feels

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safe and when adults judge that this is appropriate. Restorative practice must never place pressure on a child to forgive, minimise their experience or accept an apology before they are ready.

8. Support for the Child Who Has Been Harmed

Support may include:

- regular check-ins with a trusted adult
- help to rebuild confidence and friendships
- planned support at playtimes or transition points
- wellbeing support
- parent updates
- adjustments to seating, grouping or supervision
- a safety or support plan where needed

The child's voice will be central. Staff will ensure they are not made to feel responsible for the bullying.

9. Support and Consequences for the Child Displaying Bullying Behaviour

St Olave's uses a restorative and therapeutic approach. We recognise that behaviour communicates a need, but we also make clear that bullying is unacceptable and that children must be helped to take responsibility.

Responses may include:

- a restorative conversation
- reflection with a trusted adult or senior leader
- clear expectations and monitored targets
- loss of specific privileges where proportionate
- increased supervision
- parent meeting
- behaviour support plan
- SENCo involvement if underlying needs may be contributing
- external agency support where appropriate
- fixed-term suspension or permanent exclusion in serious or persistent cases

Consequences will be fair, proportionate and linked to repair, safety and behaviour change.

10. Cyberbullying and Online Behaviour

Cyberbullying includes the use of phones, messages, images, social media, games, group chats, email or any digital platform to harm, threaten, exclude or humiliate another child.

The school may respond to online behaviour that happens outside school where it affects

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children's safety, wellbeing, relationships or learning in school.

Children are taught to:

- not share harmful or unkind content
- not join in with online humiliation or exclusion
- save evidence where possible
- tell an adult quickly
- block and report harmful content

Parents are expected to support the school by monitoring age-appropriate online use and informing school where online behaviour affects school life.

11. Recording, Monitoring and Review

All confirmed bullying incidents and significant allegations are recorded on CPOMS.

Records will include:

- what was reported
- who was involved
- actions taken
- parent communication
- support provided
- restorative or disciplinary response
- monitoring arrangements
- outcomes

Senior leaders will review bullying records regularly to identify patterns, vulnerable groups, repeat locations, repeat behaviours or children requiring further support.

Anonymised information may be shared with Trustees as part of safeguarding, behaviour and wellbeing monitoring.

12. Roles and Responsibilities

The Headteacher is responsible for ensuring this policy is implemented consistently.

The DSL ensures safeguarding concerns linked to bullying are identified, recorded and acted upon.

The SENCo supports children where bullying or bullying behaviour may be linked to SEND, communication needs, regulation needs or vulnerability.

All staff are responsible for modelling respectful behaviour, noticing early signs, challenging unkindness and reporting concerns.

Parents are expected to work in partnership with the school and reinforce respectful

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behaviour.

Children are expected to treat others with kindness, report concerns and help create a school where everyone feels safe.

13. Allegations Involving Staff

Any allegation that a member of staff has bullied, harmed, humiliated or behaved inappropriately towards a child must be reported immediately to the Headteacher.

If the allegation concerns the Headteacher, it must be reported to the Chair of Trustees.

The school will follow the Safeguarding and Child Protection Policy, Staff Code of Conduct, Low-Level Concerns procedures and LADO guidance where appropriate.

14. Review

This policy will be reviewed annually, or sooner if statutory guidance changes or if monitoring identifies the need for amendment.