

Emmanuel Junior Academy



'Be Respectful, Be Courageous, Be Safe'

Anti-Bullying Policy

2026-2027

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Our commitment

Bullying is unacceptable. Every report will be taken seriously, listened to, recorded, assessed and responded to promptly. A behavioural response will never replace an appropriate safeguarding response.

1. Vision & Values

Emmanuel is a joint Anglican and Methodist School. Our vision is rooted in the Christian call to love God and serve others through lives of compassion, justice and generosity.

We are inspired by the guidance attributed to **John Wesley** to:

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."
— John Wesley*

We seek to nurture a community where every child and adult is encouraged to flourish and to make a positive difference in the lives of others.

Our key biblical text is **Galatians 6:10**: ***"Therefore, as we have opportunity, let us do good to all people."***

This verse reminds us that doing good is not simply an occasional act but a way of life. It calls Christians to recognise opportunities to show kindness, serve others and contribute to the common good. In our school, this shapes our relationships, our curriculum and our commitment to ensuring that every member of our community is valued, supported and encouraged to thrive.

Our vision encourages every member of our school community to recognise that they are created in the image of God and are called to use their unique gifts in the service of others. Through learning, worship, service and everyday interactions, we seek to develop children who are confident, compassionate, **respectful** and **courageous**, and who take responsibility for keeping themselves and others **safe**. We aim to nurture people who notice those in need, act with integrity, build positive relationships and strive to make the world a better place.

‘Be Respectful, Be Courageous, Be Safe’

We aim for excellence in all we do and securing outstanding behaviour is part of this drive. We aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential, demonstrating highly positive attitudes to learning.

We strive to be respectful, courageous and safe at all times, understanding that God is with us and these values underpin our expectations of behaviour and are central to our behaviour policy.

2. Purpose and Aims

Emmanuel Anglican/Methodist Junior Academy recognises there is a need to safeguard the welfare of all those within the School community and to encourage a culture of co-operation, acceptance and harmony both within and outside of School.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a School community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Emmanuel Junior Academy. If bullying does occur, all incidents will be dealt with promptly and effectively. The school actively implements its Anti-Bullying Policy and has clear pathways for reporting, known to all members of the School community. Where there are reasonable grounds to suspect that criminal behaviour may have occurred, the academy will consider whether the police or another relevant agency should be involved. The DSL will be consulted where the behaviour also raises a safeguarding concern.

All reported incidents will be actioned by our Anti-Bullying Co-ordinator, the Headteacher. We celebrate diversity and promote cohesion within our community.

This policy aims to:

- prevent bullying through a positive culture, explicit teaching, vigilant supervision and early intervention;
- provide clear, accessible and trusted routes for pupils, parents/carers, staff and others to report concerns;
- ensure reports are responded to promptly, fairly, consistently and proportionately;
- protect and support pupils who have experienced bullying and address the needs and behaviour of pupils who have bullied others;

- recognise when behaviour may be child-on-child abuse or another safeguarding concern and follow safeguarding procedures without delay;
- identify patterns, address inequality and prevent recurrence.

3. Scope and links with other policies

This policy applies to pupils on the school site, during the school day, at Breakfast Club and after-school clubs, on educational visits and residentials, while travelling to and from the school, when wearing school uniform or otherwise identifiable as an Emmanuel pupil, and to off-site or online behaviour that has repercussions for safety, welfare, relationships, learning or the orderly running or reputation of the school.

It should be read with the:

- Behaviour Policy 2026-2027
- Mobile Phone and Smart Technology Policy 2026-2027
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Policies
- SEND Policy
- Equality information and objectives
- Staff Code of Conduct
- Complaints Policy
- DSAT Suspension and Exclusion Policy.

4. Legal and guidance framework

This policy has regard to:

- [Behaviour in Schools: advice for headteachers and school staff, February 2024](#)
- [Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies, July 2017](#)
- [Keeping Children Safe in Education 2026](#)
- [Searching, Screening and Confiscation guidance](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010, including the Public Sector Equality Duty](#)
- [Children and Families Act 2014 and the SEND Code of Practice](#)
- [Human Rights Act 1998](#)

Academies must prevent bullying so far as reasonably practicable through an effective strategy. The school will have due regard to eliminating discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations.

5. Definition and Forms of Bullying

Working definition

“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.”

It often involves an imbalance of power, whether actual or perceived. Bullying may be repeated acts or a pattern created by different pupils contributing to the same harm.

Bullying can be physical or emotional; it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority. Bullying can also occur because of prejudice against particular groups.

A single serious incident is not normally described as bullying unless it forms part of a wider pattern. However, it will still be taken seriously and addressed under the Behaviour Policy and, where relevant, safeguarding procedures. The school will not delay protective action while deciding whether the definition of bullying is met.

Form	Examples
Verbal	Name-calling, taunting, threats, repeated unkind comments or derogatory language.
Physical	Hitting, kicking, pushing, taking property, intimidation or repeated interference with belongings.
Relational or emotional	Excluding, isolating, spreading rumours, humiliation, manipulating friendships or encouraging others not to associate with someone.
Online	Harmful messages, posts, images, impersonation, exclusion from online groups, repeated contact, misuse of recordings, location sharing, generative AI or gaming platforms.
Prejudice-related	Targeting a person because of an actual or perceived protected characteristic, family circumstance, care status, appearance, health, SEND, disability or another aspect of identity.
Property or financial	Theft, damage, coercion, demands for money or possessions, scams or pressure to make purchases or transfers.
Incitement and bystander behaviour	Encouraging, assisting, recording, sharing, laughing at or deliberately reinforcing bullying behaviour.

The Equality Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to children/young people are:

-  Disability
-  Gender
-  Gender reassignment/transgender identity

- 🌸 Race
- 🌸 Faith
- 🌸 Sexual orientation/sexuality
- 🌸 Pregnancy/maternity

The two areas which do not specifically affect children are Age and Marriage/Civil Partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equality Act 2010, and are as follows:

- 🌸 Race, religion or culture
- 🌸 Special Education Needs or disability
- 🌸 Appearance or health conditions
- 🌸 Home circumstances and lifestyles including young carers and looked after children.
- 🌸 Sexist or sexual bullying
- 🌸 Sex
- 🌸 Sexual orientation/Homophobic Bullying
- 🌸 Transgender status/Transphobic bullying

The following are examples of bullying behaviours:

- 🌸 **Verbal** e.g. name-calling, making offensive comments, taunting
- 🌸 **Physical** e.g. kicking, hitting
- 🌸 **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- 🌸 **Cyber** e.g. inappropriate texting/emailing/messaging, inappropriate use of social media/misinformation, disinformation and conspiracy theories/Generative AI Risks and Financial Scams.. Further information about online safety and digital risks can be found in our Online Safety (E-Safety) Policy and Safe Use of Artificial Intelligence (A.I) Policy can be found here: [Policies - Emmanuel Junior Academy - Be Respectful, Be Courageous, Be Safe](#)
- 🌸 **Written** e.g. ridicule through drawings and writing e.g. on planners/PCs
- 🌸 **Incitement** e.g. encouraging others to bully
- 🌸 **Extortion** e.g. demands for money or personal property
- 🌸 **Damage to Property** e.g. theft of bags, tearing of clothes, ripping of books

This is not an exhaustive list. Forms of bullying and the technology used to facilitate bullying may change over time

6. Bullying, conflict and safeguarding

6.1 Conflict, friendship difficulties and bullying

Not every disagreement, friendship difficulty or unkind act is bullying. Conflict may involve a more equal balance of power and may be resolved through supported discussion. Staff will avoid minimising behaviour as “banter” or “falling out” without assessment. The label used will not determine the seriousness of the response.

6.2 Child-on-child abuse

Bullying may be a form of child-on-child abuse. Abuse can happen inside or outside the school and online. Staff must recognise that the absence of a report does not mean that abuse is not occurring. Concerns will never be dismissed as banter, part of growing up or something children should tolerate.

Where behaviour may involve abuse, exploitation, harassment, violence, coercion, discrimination, harmful image sharing, significant risk or possible criminal behaviour, the Designated Safeguarding Lead (DSL) or a deputy will be informed immediately. The DSL will lead or advise on safeguarding assessment, risk management, information sharing, referrals and support. The school will consider the needs of all children involved and use language that does not prejudge the outcome of an investigation.

7. Impact and Possible Indicators of Bullying

Bullying can have a serious and lasting effect on pupils' physical health, emotional well-being, mental health, relationships, attendance and attainment.

Some of the effects are:

- 🌀 Poor school attendance
- 🌀 Lower academic achievement
- 🌀 Low self-esteem and poor self-worth
- 🌀 Lack of confidence
- 🌀 Anxiety
- 🌀 Loss of identity
- 🌀 Feelings of guilt
- 🌀 Long term mental health difficulties

Some Signs of Bullying

- 🌀 Reluctance to attend school
- 🌀 Poor school performance
- 🌀 Behaving out of character
- 🌀 Missing or damaged belongings
- 🌀 Self-harm
- 🌀 Increased episodes of illness (real/imaginary)
- 🌀 Unexplained bruises or injuries
- 🌀 Lack of energy, lethargic behaviour

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

8. Role and Responsibilities

What we will do as a school

- i. Ensure the whole School community has an understanding of bullying and its consequences
 - Appoint a designated member of staff as Anti-Bullying Officer. This is the Assistant Headteachers and SENDCO.
- ii. Appoint an Anti-Bullying Local School Board Member who will meet regularly with named person in school and/or have an overview of bullying incidents in school.
 - Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
 - Implement a consistent system for recording incidents of bullying in line with guidelines. These incidents are kept on CPOMs and tagged as “perceived bullying” or “bullying” depending on the outcome of the investigation.
 - Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities

- iii. Review the Anti-Bullying Policy annually in consultation with the whole school community and evaluate the impact of the anti-bullying strategy – taking into account of pupil voice, surveys, incident trends and Local School Board scrutiny.
- iv. Identify and make safe areas in school where bullying could/has been known to occur
- v. Be aware of factors which may cause some children to be more vulnerable than others
- vi. Work in partnership with the police should there be bullying incidents where a crime has been committed
- vii. Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff
 - Work in school which develops empathy and emotional intelligence
 - Any incidents are treated seriously and dealt with immediately
 - If a child is found to be the victim of bullying outside school, help and support will be offered and advice given on how to avoid further incidents in future. The victims' and perpetrators' parents will be informed.

b. How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying. See Appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Headteacher or Assistant Headteachers and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed
- Ensure that the parents/carers of the victim are listened to by Headteacher or Assistant Headteachers and/or senior staff member.
- Ensure good communication with the victim and their parents/carers.
- Act quickly to ensure the victim is safe using strategies (such as Peer on Peer risk assessments).

c. How we will work with those accused of bullying

- Ensure that perpetrators are listened to by the Headteacher or Assistant Headteachers and/or senior staff member.
- Ensure a full and fair investigation into allegations of bullying.
- Ensure that strategies are put in place to support individual needs, balancing the use of consequences/sanctions and support.
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes, for example:
 - Support the alleged perpetrator through a risk assessment where necessary in order to bring the bullying behaviour to an end and avoid suspension or exclusion.
 - Counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - Suspension or permanent exclusion may be considered in accordance with the Behaviour Policy and DSAT Suspension and Exclusion Policy. Permanent exclusion will only be used where the statutory test is met.
 - Support from Early Help Team for pupil and family

d. How we will work with bystanders

- Ensure that they are listened to by the Headteacher or Assistant Headteachers and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of and on

bystanders.

e. Strategies we may use include

- Actions stated in our tiered approach for supporting with behaviour set out in our Behaviour Policy: whole school, small group, individual support.
- Collective Worship/Assemblies
- Implementation of the JIGSAW curriculum
- Participation in Anti-Bullying Week
- Lunchtime clubs
- Learning Mentor support
- Interventions – such as Lego Therapy, Socially speaking, Mighty Minds, Zones of regulation
- group work
- Peer mentoring
- Peer mediation
- Circle of friends
- Support from external agencies, e.g. Sheffield Multi-Agency Support (MAST) or Family Intervention Support (FIS) Worker
- Sharing good practice with other schools

How we will educate the School community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated
- Ensure that the Anti-Bullying Leader and governor attend appropriate training and development
- Provide training opportunities for the whole School staff body
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community
- Develop a strong curriculum for PSHE through the implementation of the Jigsaw curriculum.

How will we work with parents and carers:

By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents/carers should first report the bullying to the child's class teacher or a member of the senior leadership team.
- Every opportunity is given to parents/carers to share their concerns
- Where a parent/carer is dissatisfied with the school's handling of a situation, the Headteacher will seek to resolve the situation informally. In the event of a formal complaint, the school's agreed complaints procedure will be followed (see Appendix 2: Recommended procedures in School for reporting bullying).
- The complaints procedure for handling school complaints can be accessed through the school website here: [Policies - Emmanuel Junior Academy](#)

How we will support staff

- We will ensure that staff receive appropriate support regarding bullying and the delivery of the Jigsaw PSHE programme.
- Provide staff with clear mechanisms to report concerns – especially those of online abuse along with mechanisms for staff to report cyberbullying anonymously if needed.
- We will ensure that all staff receive support in managing all reports or incidents of bullying.
- We will publish details of all appropriate agencies able to support staff; these will be available in the staff handbook and/or section of the school website and on notice boards in the staff rooms, e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

Headteacher and senior leaders

- create and maintain a safe, respectful culture and ensure this policy is implemented consistently;
- ensure staff are trained to recognise, record, investigate and respond to bullying and safeguarding concerns;
- designate an Anti-Bullying Lead and ensure effective cover and escalation arrangements;
- ensure consequences, support and reasonable adjustments align with the Behaviour Policy;
- monitor patterns, equality impact and the effectiveness of preventative action;
- report appropriate information to the Local School Board and DSAT.

Anti-Bullying Lead

- coordinates the school response and supports staff with investigations and action plans;
- checks that records distinguish concerns, perceived bullying, substantiated bullying and safeguarding action;
- oversees communication, review dates and support for all pupils involved;
- analyses trends and works with the DSL, SENDCo, Learning Mentor and leaders to prevent recurrence.

DSL and deputy DSLs

The DSL or deputy leads safeguarding action where bullying may indicate harm, abuse, exploitation or risk. The safeguarding response takes place alongside the behaviour response and is not dependent on whether bullying is substantiated.

Staff

- notice, challenge and report bullying, discriminatory conduct and derogatory language;
- listen without blame, avoid promising confidentiality and explain what will happen next;
- record sufficient factual detail promptly on CPOMS and alert the appropriate leader;
- provide immediate safety and pastoral support;
- implement agreed supervision, teaching, support, consequences and review arrangements.

Pupils

Pupils are expected to follow the Emmanuel Way, report bullying or unsafe behaviour, avoid joining in or sharing harmful content, preserve evidence where safe to do so and seek help from a trusted adult. Pupils will not be blamed for not reporting sooner.

Parents and carers

Parents/carers are asked to report concerns promptly, preserve relevant evidence, avoid direct confrontation with other children or families and work with the school on agreed actions. They should reinforce respectful and safe behaviour, including online and mobile-phone expectations.

9. Prevention and education

Prevention is a continuous whole-school responsibility. The school will:

- teach behaviour expectations explicitly through the behaviour curriculum and revisit them after holidays, on admission and when need is identified;
- teach respectful relationships, empathy, difference, protected characteristics, online safety, responsible bystander behaviour, help-seeking and the safe use of technology through PSHE, computing, assemblies, collective worship and the wider curriculum;

- use age-appropriate examples so pupils can distinguish bullying from conflict and know how to report concerns;
- develop an inclusive environment in which difference is valued and barriers to reporting are reduced;
- use staff presence, supervision, environmental reviews and pupil voice to identify and improve higher-risk times, locations and online contexts;
- participate in focused activity such as Anti-Bullying Week while ensuring prevention is embedded throughout the year;
- provide targeted small-group and individual work under the Behaviour Policy's whole-school, small-group and individual tiers;
- work with external agencies where specialist advice or support is needed.

10. Reporting concerns

A concern may be reported by a pupil, friend, parent/carer, staff member, visitor or another person. Reports may be verbal, written, through Class Dojo or office contact, or through another agreed accessible method. Pupils may report to any trusted adult. Staff receiving a report retain responsibility for passing it on and must not ask the pupil to report it again elsewhere.

Immediate danger

If a child is in immediate danger, staff will act at once to secure safety, obtain appropriate assistance and inform the DSL or a deputy. Emergency services will be contacted where necessary.

Staff will:

- listen carefully and take the report seriously;
- use open, non-leading questions and record the child's own words where possible;
- explain that information will be shared only with people who need to know;
- avoid bringing pupils together for mediation before safety and suitability have been assessed;
- record the concern on CPOMS promptly and alert the Anti-Bullying Lead and DSL where relevant;
- preserve online evidence and follow the Mobile Phone and Smart Technology Policy without routinely accessing device content.

11. Responding to a report

1. Secure immediate safety and identify any urgent medical, safeguarding or welfare need.
2. Record the report and notify the Anti-Bullying Lead. Notify the DSL or deputy immediately where there is any safeguarding concern.
3. Plan a fair, timely and proportionate fact-finding process. Speak with pupils separately, consider their age and communication needs, and gather relevant staff, witness, CPOMS, online or other evidence.
4. Assess whether the concern is substantiated bullying, perceived bullying, another behaviour incident, a safeguarding matter, possible criminal conduct or a combination of these.
5. Agree immediate actions, support, supervision, reasonable adjustments, behavioural consequences and communication with parents/carers.
6. Record the decision, rationale and actions clearly. Avoid unsupported conclusions and apply the balance of probabilities for behaviour decisions.

7. Set review dates, check the impact on all pupils involved and continue action until the behaviour has stopped and safety and participation are restored.
8. Review what can prevent recurrence at individual, group, class and whole-school level.

The school will normally inform the parents/carers of pupils substantially involved, unless doing so would place a child at additional risk or conflict with safeguarding or police advice. Confidential information about another child, including consequences or personal circumstances, will not be disclosed.

12. Support, consequences and preventing recurrence

12.1 Support for a pupil who has experienced bullying

- a named trusted adult and planned check-ins;
- a safety or child-on-child risk assessment where required;
- adjusted supervision, safe spaces, transition support or changes to routines;
- pastoral, emotional, SEND or external-agency support;
- help to preserve evidence, block/report harmful accounts and manage online safety;
- support with attendance, learning, relationships and reintegration;
- regular review with the pupil and parent/carer.

12.2 Response to a pupil whose behaviour has caused harm

The school will maintain high expectations while seeking to understand and address underlying needs. Behavioural consequences will be lawful, reasonable, fair and proportionate and align with the Behaviour Policy. They may include restorative or rehabilitative work, loss of social time, increased supervision, removal from an activity, withdrawal of permission to bring a mobile phone, internal removal, suspension or, in the most serious cases where the statutory test is met, permanent exclusion.

Support may include explicit teaching, reflection, relationship work, Learning Mentor or SENDCo involvement, individual planning, family support and external advice. Support does not remove accountability, and a consequence does not remove the need for support.

12.3 Restorative approaches

Restorative work will be used only where it is safe, appropriate and wanted by the pupil who has experienced harm. It will not be used to pressure a child to forgive, minimise harm or meet another pupil. It will not replace safeguarding action, investigation or proportionate consequences.

12.4 Bystanders and the wider group

Pupils who witness, encourage, record, share or reinforce bullying may require support, teaching and consequences. Staff will address group dynamics and classroom or playground culture, while protecting children who report concerns from retaliation.

13. Online bullying and mobile technology

Online bullying may take place through messaging, social media, gaming, video, image-sharing, email, collaborative documents, location services, generative AI or other platforms. It may occur at any time, reach a large audience, be anonymous, be repeatedly viewed or shared, and move between online and face-to-face contexts.

The school is mobile phone-free throughout the school day. Pupils do not have access to personal

phones or included smart technology unless an individual documented exception applies. Years 5 and 6 pupils who need a phone for the journey to or from school must follow the secure hand-in and collection procedure in the Mobile Phone and Smart Technology Policy.

Where online bullying affects pupils or staff in school, threatens a member of the community, or has repercussions for safety, welfare, relationships, learning or the orderly running or reputation of the school, the school may respond even when the behaviour occurred away from the site or outside school hours.

- Staff will preserve evidence and record links, usernames, dates and context where available.
- Staff will not routinely search device content. Any search, examination or confiscation will follow the Behaviour Policy, Mobile Phone and Smart Technology Policy and DfE guidance.
- Harmful content should be reported to the platform and police or safeguarding agencies where appropriate.
- Parents/carers should avoid replying publicly or contacting another child directly and should share evidence with the school.
- Where content may amount to a safeguarding concern, the DSL or deputy will lead or advise on the response.

14. Bullying outside the school

The Headteacher may respond to bullying outside the school where it is reasonable and proportionate, including behaviour during a school-organised or school-related activity, on the journey to or from school, while wearing uniform, when a pupil is identifiable as an Emmanuel pupil, or where the behaviour threatens another person or adversely affects the school community. The school may work with parents/carers, another school, transport providers, community organisations, the local authority, children's social care or the police.

15. Equality, SEND and vulnerable pupils

Some pupils may be more vulnerable to bullying or may face additional barriers to recognising, reporting or explaining what has happened. This may include pupils with SEND or disabilities, children in care or previously in care, young carers, pupils with social-care involvement, pupils experiencing poverty or family change, and pupils targeted because of an actual or perceived protected characteristic or association with another person.

The school will make reasonable adjustments to reporting, investigation, communication, support and consequences. Staff will consider communication, cognition, sensory, physical, medical, social, emotional and mental-health needs without assuming that SEND explains, excuses or causes bullying. High expectations remain, while the support needed to meet them may differ.

16. Recording, monitoring and governance

All reported concerns will be recorded on CPOMS. Records will distinguish, where possible:

- a bullying concern or perceived bullying;
- substantiated bullying and its form or motivation;
- a behaviour incident that did not meet the bullying definition;
- prejudice-related or discriminatory behaviour;
- online behaviour;
- safeguarding action, referrals and risk assessments;
- support, consequences, parent/carers communication and review outcomes.

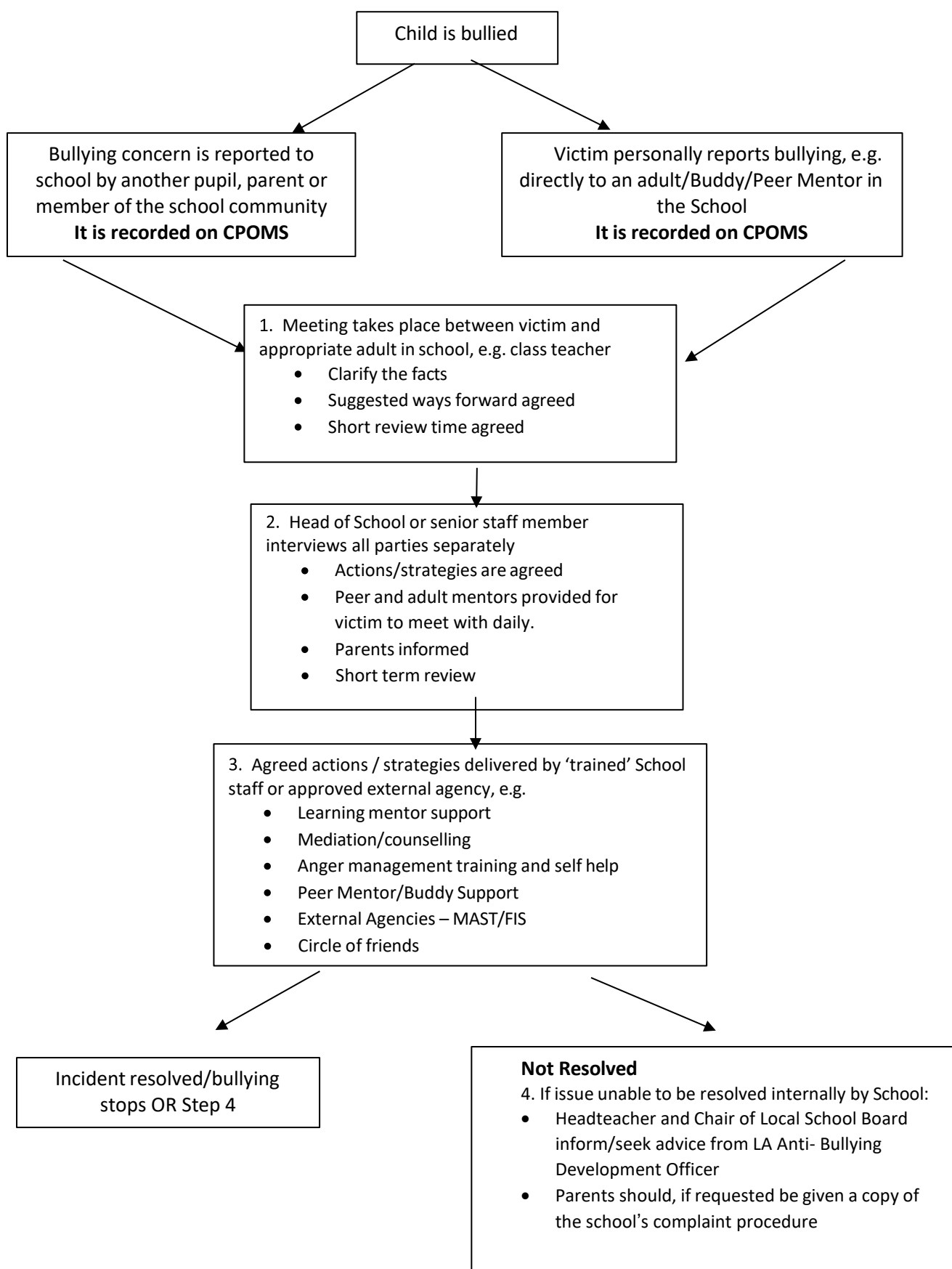
Leaders will monitor frequency, repetition, locations, times, pupil groups, protected characteristics, SEND, disadvantage, care status, online platforms, effectiveness of actions and recurrence. Information will be handled confidentially and analysed proportionately. The Headteacher will report relevant anonymised information to the Local School Board and DSAT, including patterns, serious incidents, safeguarding themes and impact of prevention and support.

17. Complaints and review

Parents/carers should first raise a concern with the class teacher or a member of the Senior Leadership Team. If a parent/carer remains dissatisfied with the school's handling of the matter, the school will seek to resolve the concern promptly and explain actions it can lawfully share. Formal complaints will be considered under the DSAT Complaints Policy. The complaints process does not delay necessary safeguarding or protective action.

This policy will be reviewed annually and sooner following significant incidents, changes in guidance or legislation, monitoring that identifies a concern, or changes in technology or local risk. Review will take account of pupil, parent/carer and staff voice and scrutiny by the Local School Board and DSAT.

Appendix 1. Reporting and Response Pathway



Appendix 2: Staff investigation and action record

Date/time and person receiving report	
Pupil(s) who may have experienced harm	
Pupil(s) whose behaviour is being considered	
Nature, location and context of concern	
Immediate safety and medical action	
Pupil accounts and communication adjustments	
Witness, staff, CPOMS or online evidence	
Safeguarding assessment and DSL advice	
Outcome and rationale	
Support and reasonable adjustments	
Behavioural consequences and teaching	
Parent/carers communication	
Review dates and outcomes	
Action to prevent recurrence	

Appendix 3: Pupil-friendly reporting guide

If something is happening to you or someone else

Tell any trusted adult. You can speak, write it down or ask someone to help you report it. You will be listened to. You will not be blamed for not reporting sooner. Adults may need to share information with people who can help keep everyone safe.

- Say what happened, where and when.
- Explain whether it has happened before and who was involved or saw it.
- Show messages, images or links to an adult if it is safe to do so. Do not forward harmful content.
- Tell the adult what you need to feel safe now.
- Keep telling a trusted adult if it continues or if you are worried about the response.

In an emergency or if someone is in immediate danger, go straight to the nearest adult.

Appendix 4: Parent/carers guidance

- Listen calmly and reassure your child that reporting was right.
- Write down dates, locations, names and what was said or done. Preserve online evidence without forwarding harmful material.
- Contact the class teacher or a member of SLT promptly.
- Do not approach another child or family directly and do not post about the concern online.
- Work with the school on safety, support and review arrangements.
- Contact the Police on 999 in an emergency or 101 for non-emergency advice where a crime may have occurred.

Useful services include Childline, the Anti-Bullying Alliance, Family Lives, Kidscape, Childnet and CEOP. Current contact details should be checked on the organisation's official website.

Appendix 5: Sources of information and support

The school may seek advice or signpost pupils, families and staff to appropriate services. Contact details and suitability will be checked at the point of use, as services and telephone numbers can change.

- **Sheffield safeguarding services:** Local safeguarding advice and referral pathways.
Sheffield Safeguarding on 0114 2053535
MAST (EAST) on 0114 2053635
- **Sheffield Multi-Agency Support Team and Family Intervention Service:** Early help and family support where appropriate.
- **DSAT Human Resources, occupational health, employee-assistance services and professional associations:** Support for staff affected by bullying, harassment or online abuse.

Anti-Bullying Alliance

The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. Website: www.anti-bullyingalliance.org.uk

Kidscape

Website:
www.kidscape.org.uk Tel:
0207 7303300

Childline

Advice and stories from children who have survived bullying
Website: www.childline.org.uk
Tel: 08000 1111

Bullying Online

Website: www.bullying.co.uk
Tel: 0808 800 2222

Family Lives (formerly Parentline Plus)

Website: www.familylives.org.uk
Tel: 0808 800 2222

Parents Against Bullying

Tel: 01928 576152

USEFUL SOURCES OF INFORMATION

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues: www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen: www.stonewall.org.uk

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian-based site: www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting: www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a

set of resources around internet safety for secondary schools: www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement: www.childnet-int.org/kia/parents