



# SARACENS BROADFIELDS

## ANTI-BULLYING POLICY

Responsibility of ( <i>see policy tracking sheet</i> ):	Local Governing Body
Approved by:	Local Governing Body
Date Approved ( <i>by above</i> ):	8th October 2025
Next Review due by:	October 2027

### Contents

1. Aims
2. What is Bullying?
3. Signs and Symptoms of Bullying
4. Preventative Actions
5. Procedures for Dealing with Incidents of Bullying
6. Sanctions and Support for Pupils Involved in Bullying
7. Dealing with Incidents of Bullying of Staff Members
8. Staff Who Feel Bullied / Targeted by Pupil(s)
9. Useful Websites and Resources
10. Links with Other Policies

## 1. Aims

This policy is based on DfE guidance [Preventing bullying - GOV.UK](#) and supporting documents. It also takes into account the DfE statutory guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) and the Saracens Multi-Academy Trust (SMAT) Procedure for Handling Allegations of Child on Child Abuse.

As an inclusive school which aims to provide opportunities for pupils of all abilities, it is crucial to provide a learning environment and community which enables each pupil to feel happy, safe and valued so that they can enjoy learning and achieve their full potential. Bullying is a whole school issue which requires a consistent approach from all stakeholders. Preventative action is also highly important if bullying is to be tackled effectively.

At Saracens Broadfields (SBF) we aim to:

- Create a positive and safe learning environment for all pupils so they can achieve their potential
- Ensure that all staff can identify and respond to bullying behaviour consistently across the school
- Educate and support pupils in making decisions which do not deliberately harm or upset others and prevent them from feeling happy and safe in school
- Raise awareness among pupils and parents/carers about the signs of bullying behaviour so they know what action to take if a pupil is being bullied.

## 2. What Is Bullying?

Bullying is 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. (DfE 'Preventing and Tackling Bullying, July 2017').

It can take many forms such as:

- **Verbal** – name calling, insulting others, making offensive remarks, racist or homophobic remarks, making threats, disrespectful language
- **Physical** – pushing, hitting, kicking, taking others' belongings or hurting the individual with equipment
- **Emotional** – deliberately excluding others, spreading nasty stories or rumours about someone, intimidation and harassment
- **Written** – passing hurtful notes about others, offensive and threatening graffiti or other written material
- **Sexual** – unwanted and inappropriate physical contact or sexually abusive comments including sexism, sexting, youth produced sexual imagery and sexual harassment
- **Cyber** – sending inappropriate and cruel text or video messages, emails or instant messages which are designed to cause harm or offence; encouraging others to participate in spreading harmful text messages, instant messages and emails; setting up websites or contributing to content on social networking sites which aim to embarrass, upset or hurt individuals or groups of individuals; manipulating photographs and images to harm another person; harassing another pupil with repeated and offensive phone calls; using social networking sites to abuse another pupils' personal information or posts without the owner's consent.

**Saracens Broadfields uses this simple but memorable acronym with the pupils:**

**Bullying is.. BOO**

**Being Mean**

**On Purpose**

**Over and over again**

**Child on Child Abuse**

All adults should be aware that children can abuse other children (often referred to as 'child on child' abuse). This is most likely to include, but may not be limited to: • Bullying (including cyberbullying)

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual

harassment, which may be stand-alone or part of a broader pattern of abuse •  
Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The following groups are particularly vulnerable to bullying and all stakeholders should pay particular attention to this:

- LGBTQ+ (including children questioning their gender) pupils
- Disabled pupils
- Pupils belonging to religious groups
- Ethnic minority pupils
- Travellers
- Pupils with Special Educational Needs and Disabilities (SEND) or More Able pupils • Pupils who are overweight, looked after children (LAC), pupils from socially and economically deprived backgrounds, young carers.

### **3. Signs and Symptoms of Bullying**

- Pupil does not want to come to school, pretending to be ill, attendance starts to decrease
- Lack of eye contact from pupil
- Pupil starts to withdraw from normal activities in school
- Minimising windows on their computer screen. This could be an indication that malicious emails or messages have been received
- Personality changes e.g. becoming less sociable, lack of confidence, tearful, irritable, hypersensitivity, mood swings, loss of humour
- Changes to eating habits
- Withdrawing from social situations – not spending time with friends, alone at break and lunchtimes
- Negative outlook
- Poor concentration, panic attacks, forgetfulness, fatigue, stress
- Low self-confidence and self-esteem
- Lack of self-worth
- Self-harming and threatening suicide
- Changing their normal route to and from school.

### **4. Preventative Action**

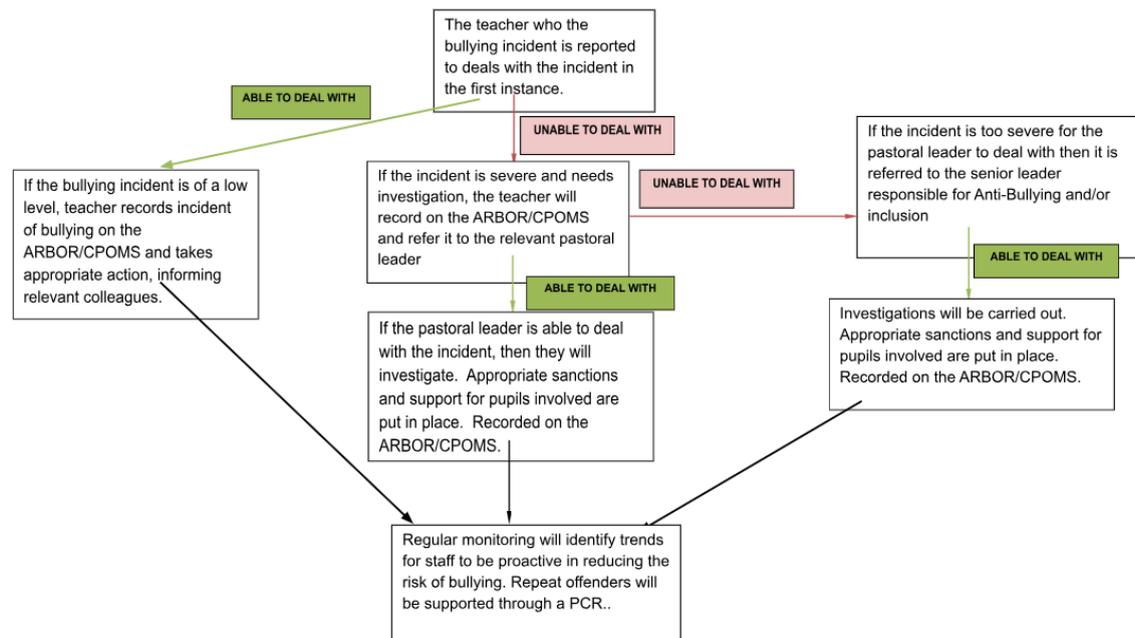
At SBF every member of the school community has a role to play in preventing bullying and creating a safe and positive learning environment for all pupils.

Action will be taken to prevent bullying in the following ways:

- Promoting and maintaining an ethos that encourages respect for others, regardless of each other's differences
- The celebration of different theme months throughout the year, highlighting differences
- Educating pupils on how to recognise 'bullying behaviour' and 'child on child' abuse, helping them to understand the effects of 'bullying behaviour' and modelling appropriate and respectful behaviour through Personal, Social, Health and Economic Education (PSHE) lessons, assemblies and monthly themes (see above)
- Making pupils aware of how to report bullying
- Training staff on how to identify, deal with, and respond to bullying. This should be regularly updated in line with changes to the policy
- Senior Leadership Team (SLT will ensure appropriate and effective supervision of areas of the school which are vulnerable to bullying)

- Ensuring that pupils adhere to school policy on mobile phones
- Ensuring that parents/carers are aware of the signs and symptoms of bullying and know how to respond if an incident of bullying occurs
- Raising awareness of anti-bullying campaigns through participation in Anti-Bullying Week and rewarding pupils for positive behaviour
- Utilising mentor where appropriate
- Having clear procedures for responding to bullying. These should be regularly evaluated
- Promoting the positive and safe use of technology and e-safety
- Working with external agencies to promote healthy relationships
- Promoting Mental Health in schools.

## 5. Procedures for Dealing with Incidents of Bullying



## 6. Sanctions and Support for Pupils Involved in Bullying

The response and sanctions put in place for aggressors will depend on the severity of the incident, the length of time for which it has been occurring, and the impact on the victim. A range of sanctions may be applied.

Appropriate support for the victims and aggressors may include:

- Restorative practice
- Pastoral report
- Mentoring
- Counselling
- Referrals to external agencies
- Suspension and exclusion.

## 7. Dealing with Incidents of Bullying of Staff Members

Staff who feel bullied by another member of staff/adult should:

- Discuss concerns directly with that member of staff (where possible)
- Discuss with their line manager
- Report it writing to their line manager/Principal/CEO/Chair of Governors as appropriate\*
- Line manager to investigate and take action as appropriate.

\* where an incident involves a line manager, refer to that person's line manager.

## **8. Staff Who Feel Bullied / Targeted by Pupil(s)**

Staff who feel bullied/targeted by pupils should:

- Discuss incident(s) immediately with line manager and/or appropriate pastoral leader
- Record and keep any evidence
- Line manager to decide on appropriate action in conjunction with the targeted member of staff.

Actions may include:

- Meeting with pupil(s) and parents(s)/ carer(s)
- Involvement of external agencies, including the police
- Rearrangement of the pupil's timetable
- Suspension.

Examples of unacceptable bullying of staff include:

- Any form of unauthorised photography or videoing of staff in lessons
- Abusive / inappropriate / personal comments via social media (e.g. Snapchat, Facebook, YouTube etc), any other website
- Abusive / personal comments inside or outside of school.

Any incidents of bullying behaviour towards staff by pupils is never acceptable and will be dealt with swiftly and firmly by the school.

## **9. Useful Websites and Resources**

**Anti-Bullying Alliance:**

<http://www.anti-bullyingalliance.org.uk/>

**Cybermentors:**

<http://www.cybermentors.org.uk/>

**Childnet:**

<http://www.childnet.com/>

**Kidscape:**

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

**Department for Education:**

[Guidance for schools on preventing and responding to bullying](#)

[Preventing and tackling bullying](#)

Cyberbullying - [advice for headteachers and school staff](#)

Cyberbullying - [advice for parents and carers](#)

**Below is some recommended guidance from Childnet International:**

### **WhatsApp**

WhatsApp Messenger lets people send instant messages, videos, photos, and short audio messages to either one person or within a group chat. Messages can only be sent to other smartphone users who also have WhatsApp. Once you install the app, it checks your address book to see if anyone else you know is already using WhatsApp, and connects you automatically. You have to be over 16 to use WhatsApp legally. Bullying can take many forms as it is a messaging service and we often hear of abusive group chats. You can block and delete the contact. WhatsApp have a [safety centre for parents and guardians](#) that you may find helpful to read.

### **Instagram**

Bullying or abuse on Instagram can happen in many ways. It can be either negative comments, fake profiles or hacking of accounts. Instagram takes all of these violations very seriously and have plenty of advice on their pages if you or someone you know is being bullied or abused on Instagram. Their advice initially is to block and unfollow the person who is being abusive. However, if it continues or it has gotten worse, you can use their [in-app reporting tool](#). This page has details on how to report the abuse directly to them.

Instagram has introduced a new feature recently called [Teen Accounts](#) which provides more protections for those under 16 years of age. The teen account settings require parental approval to make any changes and provide built-in protections around who teens are interacting with, the content they see, and how much time they spend online. In addition to this, teens can select topics they want to prioritise in their feeds. Their settings will be private by default, and they will have to manually approve new followers. They will only receive messages from people they already follow, and parents will have the ability to monitor who their child is messaging, set time limits and block access during certain hours, such as bedtime.

### **TikTok**

TikTok is a fun app for many young people. It has increased in popularity and is a platform that allows users to create short videos incorporating music. If you are worried about your child experiencing bullying on TikTok, visit their [safety centre](#) first and foremost. If you want to report bullying directly to them, please click [here](#). There are some safety points to consider when using this app. Ensure that all [privacy and security settings](#) are checked and are private rather than public. When your profile is private, you have the ability to approve or deny any followers from viewing your content. If comments are made on your video, you have the ability to delete it. If someone is making you feel upset or they are being inappropriate, you can block them too. Ensure as a parent that you have access to your child's account so that can monitor it fully. Please remember that this app is for those aged 13 and over. If you suspect that someone under this age are using it, you can report this by clicking [here](#).

You have the option to deactivate or delete your account. [Deactivating your TikTok account](#) allows you to put it on a temporary hold. When you're ready to get back on TikTok, you can reactivate it anytime. If you would like more information on deleting your account, please [visit this page](#) from the Tik Tok Help Centre.

If you are a parent or guardian, you can use [Family Pairing](#) to link your account to your teen's account. Once you turn it on, you will be able to set controls including screen time,

restricted mode, search functions, privacy settings, messages, comments and more.

## Facebook

Facebook does not tolerate bullying and say they will remove bullying content when they become aware of it and may disable the account of anyone who bullies or attacks another. They have a set of [community standards](#) that they adhere to and it states that they will not tolerate bullying in any shape or form.

You can report bullying on Facebook using the report links which appear near the content itself, as 3 dots and will give you an option to hide or report the comment or post. They will investigate and let you know their outcome. You may want to read their [help pages](#) on bullying.

## X

If you receive a tweet or reply that you don't like, you can unfollow that person. If they continue to contact you, you can block the user (just click on the head icon on their profile and select block user). You may find that as they are unable to get through to you, they will lose interest. However, if this is not the case and you continue to receive unwanted replies, abuse or threats, please read X's [advice on reporting abusive behaviour](#).

On X you can choose to protect your tweets so that people can only follow you if you approve them first. You can select this by going into the 'settings menu' then 'security and privacy' and ticking the box for 'protect my tweets'. Find out more about the difference on X between [public and protected tweets](#). You may find it helpful to read their [advice on bullying](#).

## YouTube

You have every right to use YouTube without fear of being subjected to bullying or harassment. Bullying can be reported and action taken when things cross a line. To flag a video you think is inappropriate (click on the little flag bottom right of the video) and YouTube will take a look at it to see whether it breaks their terms of use. If it does then they will remove it. YouTube rules say you can't upload videos with hate content, nudity or graphic violence and if you find one on someone else's space, click on the video to flag it as inappropriate. If under comments, you are being bullied, harassed or threats are being made, they have a [reporting tool page](#) where you can report the bullying and they will investigate.

## 10. Links with Other Policies

This Anti-Bullying Policy is linked to:

- Behaviour for Learning and Discipline Policy
- Special Educational Need/Disability (SEND) and Inclusion Policy.
- RSHE Policy