



Cherry Tree Hill Primary School
Anti-bullying Policy

Date will be processed in line with the requirements and protections set out in the General Data Protection Regulation

Date of Policy to Governors:

Minute Number:

Renewal Cycle: Annually in the Spring Term

Safeguarding Statement

At Cherry Tree Hill Primary School, we are committed to ensuring the safety and well-being of all our pupils. Every child has the right to learn and thrive in a safe, secure environment. Our policies and procedures are designed to promote welfare and protect pupils from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2025 and Working Together to Safeguard Children (2023), alongside all relevant legislation and local safeguarding arrangements. Our staff receive regular safeguarding training and understand their responsibilities to identify and report concerns promptly.

Our school has Designated Safeguarding Leads (DSLs) who coordinate safeguarding efforts, provide advice and support to staff, and liaise with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures for handling safeguarding concerns or allegations about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and investigated thoroughly, in line with our safeguarding policies.

We promote a culture of openness and encourage pupils and parents to speak up about any concerns regarding safety or well-being. Clear reporting systems ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are reviewed regularly to reflect changes in legislation and emerging issues. They are accessible to staff, pupils, parents, and carers via our school website.

We work under the guidance of the Derby and Derbyshire Safeguarding Children Partnership and liaise closely with specialist and locality services to ensure the best outcomes for our families. We also work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all pupils.

If you have any safeguarding concerns or questions, please contact our Designated Safeguarding Leads or any member of staff. Together, we can ensure the safety and well-being of all pupils.

Underpinning Legislation and Guidance

Our safeguarding approach is informed by the following statutory guidance and legislation:

- Keeping Children Safe in Education (KCSiE) 2025
- Working Together to Safeguard Children (2023)
- Education Act 2002 (Section 175)
- Children Act 1989 & 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- Equality Act 2010
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Local procedures from Derby and Derbyshire Safeguarding Children Partnership

Anti-Bullying Policy Statement

At Cherry Tree Hill Primary School, we are committed to providing a safe, supportive environment where every child can learn and thrive free from bullying. Bullying is unacceptable and will not be tolerated in any form.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2025, Preventing and Tackling Bullying (DfE), and Behaviour in Schools (DfE, 2024), alongside all relevant legislation and local safeguarding arrangements. Our approach is informed by the Education and Inspections Act 2006, Education Act 2002, and the Equality Act 2010.

Our staff receive regular training on safeguarding and anti-bullying practices and understand their responsibilities to identify, prevent, and respond to bullying. We promote a culture of respect, inclusion, and openness, encouraging pupils and parents to report concerns promptly.

We work under the guidance of the Derby and Derbyshire Safeguarding Children Partnership and liaise closely with specialist services to ensure the best outcomes for our pupils and families.

Together, we strive to eliminate bullying and create a positive learning environment where every child feels safe, valued, and able to succeed.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including (but not limited to) the following:

Education and Inspections Act 2006

Equality Act 2010

Protection from Harassment Act 1997

Malicious Communications Act 1988

Public Order Act 1986

Communications Act 2003

Human Rights Act 1998

Crime and Disorder Act 1998

Education Act 2011

DfE (2017) 'Preventing and Tackling Bullying' (latest version remains July 2017) [gov.uk]

DfE guidance on sexual violence and sexual harassment (now incorporated into Part 5 of Keeping Children Safe in Education (KCSiE) 2025) [assets.pub...ice.gov.uk]

DfE (2025) 'Keeping Children Safe in Education' (latest statutory guidance, effective 1 September 2025) [gov.uk]

DfE (2025) 'Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges' (updated July 2025) [gov.uk]

DfE (2024) 'Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People' (updated March 2024) [gov.uk]

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

- PSHE Policy
- Relationships, Sex and Health Education Policy
- Exclusion Policy
- Online Safety Policy

Definitions

For the purposes of this policy, bullying is defined as persistent behaviour by an individual or group intended to cause verbal, physical, or emotional harm to another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not isolated; they occur frequently and over an extended period.
- **Intent:** The behaviour is deliberate, with the aim of causing harm; it is not accidental.
- **Targeting:** Bullying is usually directed at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying often arises from unequal power relationships.

Children who are considered vulnerable are often more susceptible to bullying, primarily due to attitudes and behaviours towards those perceived as different. This group includes, but is not limited to:

- Children who have been adopted
- Children with health problems
- Children with caring responsibilities
- Children from socioeconomically disadvantaged backgrounds

Additionally, children with certain characteristics may be more likely to be targeted. This includes, but is not limited to:

- Children who identify as LGBTQ+, or are perceived to belong to the LGBTQ+ community
- Children from Black, Asian, and minority ethnic (BAME) backgrounds
- Children with Special Educational Needs and Disabilities (SEND)

Types of Bullying

Bullying encompasses a wide range of behaviours and can occur in relation to various factors. Examples include teasing a pupil based on their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or Special Educational Needs and Disabilities (SEND).

Bullying can take different forms and is often expressed through:

- **Verbal**
- **Physical**
- **Emotional**
- **Online (cyberbullying)**

Categories of Bullying

- **Racist**
Targeting an individual based on ethnic background or skin colour.
*Recognised as a criminal offence under the **Crime and Disorder Act 1998** and **Public Order Act 1986**.*
- **Homophobic**
Bullying someone due to their actual or perceived sexual orientation.
*Protected under the **Equality Act 2010**.*
- **Transphobic**
Targeting an individual based on gender identity, gender presentation, or non-conformity to gender norms.
*Protected under the **Equality Act 2010** (gender reassignment).*
- **Sexist**
Bullying rooted in sexist attitudes, expressed to demean or intimidate based on sex or gender.
*May involve inappropriate sexual behaviours and links to safeguarding duties under **KCSiE 2025**.*
- **Sexual**
Behaviour with a sexual dimension that humiliates or intimidates another person.
*Guidance on responding is included in **Keeping Children Safe in Education (2025)**, Part 5 on child-on-child sexual violence and harassment.*
- **Ableist**
Targeting a person's disability or support needs, including mocking, derogatory language, or exclusion.
*Protected under the **Equality Act 2010** and **SEND Code of Practice**.*
- **Prejudicial**
Based on prejudices towards characteristics such as religion or mental health.
Covered by anti-discrimination law and safeguarding guidance.
- **Relational**
Involving exclusion, isolation, and ostracism through verbal and emotional means.
- **Socioeconomic**
Based on prejudices against perceived social status, including economic background, parental occupation, or possessions.

Roles and Responsibilities

Governing Board

The governing board is responsible for:

- Reviewing and scrutinising this policy to ensure it does not discriminate against any child based on protected characteristics or background.
- Overseeing the implementation and monitoring of this policy.
- Promoting a tolerant, inclusive, and respectful approach to diversity within the school.
- Ensuring the school fosters an inclusive environment for all pupils.
- Analysing bullying data to identify patterns and revisiting the policy as needed.
- Appointing a safeguarding link governor to work with the Designated Safeguarding Lead (DSL) to ensure effective implementation of safeguarding policies and practices, including measures to prevent cyberbullying.

Senior Leadership Team

Senior leaders are responsible for:

- Reviewing and updating this policy in line with new legislation and government guidance, drawing on staff experiences to improve procedures.
- Maintaining detailed records of all reported incidents, including the type of bullying, to support data analysis.
- Regularly analysing bullying data to identify trends and implement appropriate interventions.
- Coordinating staff training on anti-bullying strategies.
- Identifying persistent bullying and taking appropriate action.
- Communicating and meeting with parents when necessary.
- Providing a clear point of contact for pupils and parents in cases of serious bullying.

Teachers

Teachers are responsible for:

- Remaining vigilant to social dynamics within their class.
- Being approachable for pupils who wish to report bullying.
- Offering ongoing support to pupils following bullying incidents.
- Monitoring for signs of exclusion or isolation and reporting concerns promptly.
- Avoiding stereotypes when addressing bullying.
- Understanding group dynamics and showing sensitivity to pupils who have been victims of bullying.
- Reporting any bullying incidents brought to their attention.

DSL and Pastoral Staff

The DSL and Pastoral staff are responsible for:

- Providing emotional support to victims of bullying.
- Informing relevant staff promptly about any bullying incidents.

Parents

Parents are responsible for:

- Informing their child's teacher or senior leaders if they suspect their child is being bullied or involved in bullying.
- Monitoring their child's behaviour and alerting staff to any significant changes.

Pupils

Children are encouraged to:

- Report bullying to a member of staff if they witness or experience it.
- Avoid retaliating or making counter-threats.
- Walk away from bullying situations and avoid involving others.
- Keep evidence of cyberbullying and share it with staff if they are affected.

Statutory Implications

Cherry Tree Hill Primary School recognises its obligations under the **Equality Act 2010**, which include the duty to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other behaviour prohibited by the Act.
- Advance equality of opportunity between individuals with protected characteristics and those without.
- Foster positive relations between individuals with protected characteristics and those without.

In addition, the school acknowledges its responsibilities under the **Human Rights Act 1998 (HRA)**. Failure to address bullying may breach a child's rights under the HRA, potentially resulting in legal consequences. The Headteacher is committed to ensuring compliance with these duties and involving all staff in achieving this objective.

While bullying itself may not always constitute a criminal offence, certain behaviours can amount to criminal acts. Examples include:

- **Malicious Communications Act 1988** – criminalises sending electronic communications intended to cause distress or anxiety, or which are indecent, grossly offensive, threatening, or knowingly false.
- **Protection from Harassment Act 1997** – makes it an offence to knowingly pursue a course of conduct amounting to harassment.
- **Communications Act 2003 (Section 127)** – prohibits sending grossly offensive, indecent, obscene, or menacing messages via public electronic communications networks.
- Disseminating defamatory material, including online, is unlawful.

Other forms of bullying, such as violence, assault, theft, repeated harassment, intimidation, and hate crimes, are illegal and should be reported to the police without delay.

Prevention

The school is committed to addressing bullying comprehensively. This commitment will be clearly conveyed through a written statement that is consistently promoted across the school community. All members of staff, pupils, and parents will be informed about this policy and their responsibilities.

To strengthen staff capacity to identify and address all forms of bullying, regular training will be provided. This training will include updates on safeguarding, online safety, and mental health, in line with statutory guidance.

The school's **Relationships and Health Education curriculum** will incorporate discussions on all types of bullying, including online and peer-on-peer abuse. Lessons will actively promote respect, celebrate diversity, and encourage collaboration through group and paired activities.

Children identified as vulnerable, as defined by this policy, will have opportunities to meet with their class teacher or a designated member of staff to address concerns promptly. Staff will maintain an **open-door policy**, encouraging pupils to report incidents whether they are victims or witnesses.

The school will remain vigilant to mental health and wellbeing issues, recognising these as potential causes or consequences of bullying. Support will be provided to both victims and perpetrators to ensure their educational, emotional, and social development is safeguarded. Where external factors such as mental health challenges are identified, appropriate interventions will be implemented.

Signs of Bullying

Staff will be alert to indicators that a pupil may be experiencing bullying, including:

- Fear when travelling to or from school
- Reluctance or refusal to attend school
- Persistent absenteeism
- Anxiety or lack of confidence
- Frequent complaints of feeling unwell
- Reduced engagement in schoolwork
- Torn clothing or damaged possessions
- Missing belongings
- Stealing
- Cuts or bruises
- Loss of appetite
- Avoidance of internet or mobile devices
- Lack of eye contact
- Irritability or short temper
- Behavioural changes at home

These signs may also indicate wider social, emotional, or mental health issues and should always prompt investigation.

Staff Principles

Prevention is central to the school's anti-bullying vision. All reports of bullying will be taken seriously and acted upon immediately. Staff will not overlook suspected signs of bullying, and any unpleasant behaviour between pupils will be addressed without exception.

Respecting pupil privacy is paramount. Information about specific incidents will not be shared without the child's consent unless there is a safeguarding concern. Where a child is believed to be in immediate danger, staff must inform the **Designated Safeguarding Lead (DSL)** without delay.

Ongoing support will be provided to both victims and perpetrators following an incident to ensure bullying ceases and a safe environment is maintained.

Staff will also ensure compliance with **DfE filtering and monitoring standards** to prevent online bullying and harmful content.

Child-on-Child Abuse

The school adopts a **zero-tolerance approach** to all forms of child-on-child abuse, including sexual harassment and sexual violence. Abuse will never be dismissed as "banter" or "part of

growing up.” Staff will challenge harmful attitudes such as “boys being boys” and recognise the serious impact of such behaviours.

To prevent abuse and address societal influences, the school will:

- Educate pupils through **RSHE**, assemblies, and PSHE lessons on respect, consent, and healthy relationships, ensuring age-appropriate content.
- Make clear that all pupils, regardless of age or gender, can be perpetrators or victims.
- Provide clear reporting routes for pupils, including concerns about peers.
- Follow statutory procedures when handling disclosures, including referral to **Children’s Social Care Services** where a child is at risk of harm.

Forms of child-on-child abuse include:

- Sexual harassment and sexual violence
- Sexting (sharing of sexual images)
- Physical abuse
- Hazing or initiation-type violence

Staff will follow the **Child-on-Child Abuse Policy** and **Safeguarding Policy** for all incidents.

Cyberbullying

Cyberbullying is treated with the same seriousness as face-to-face bullying. It can occur at any time, inside or outside school, and may involve multiple perpetrators or bystanders.

Forms include:

- Threatening or abusive messages
- Sharing harmful images or videos
- Harassing others using stolen identities
- Posting defamatory content online

The school will:

- Apply sanctions as outlined in the Behaviour Policy.
- Train staff to identify signs of cyberbullying and intervene effectively.
- Support victims through formal and informal discussions and monitor cessation of bullying.
- Inform parents about signs of cyberbullying and encourage reporting.

Education Act 2011 gives staff the power to search pupils’ electronic devices and delete harmful files when there is a good reason, following the school’s **Online Safety Policy**.

Procedures

All incidents will be documented on **CPOMS**, ensuring compliance with statutory safeguarding record-keeping requirements. Senior Leaders will investigate, apply sanctions in line with the **Behaviour Policy**, and inform the Headteacher and relevant staff.

Investigation steps:

- Inform parents of victims and alleged perpetrators.
- Conduct separate interviews with all parties in a confidential setting.
- Prevent contact between involved pupils, including electronic communication.
- Seek immediate medical attention if injuries are present.
- Collect written statements where appropriate.
- Gather evidence for cyberbullying (texts, emails, images) in line with the **Online Safety Policy**.
- Avoid premature assumptions; maintain a non-confrontational approach.
- Ensure safeguarding assessment for sexualised behaviour and escalate to DSL.

Sanctions

Confirmed bullying will result in sanctions aligned with the **Behaviour Policy** and **DfE Suspension and Permanent Exclusion Guidance (2024)**. Exclusion will only be considered for serious or persistent incidents as a last resort. Disciplinary action will be combined with support to promote positive behaviour.

Support

Victims will receive:

- Emotional reassurance and pastoral support.
- Guidance on online safety and evidence preservation.
- Liaison with parents and advice on police involvement where necessary.

Perpetrators will receive:

- Consequences for actions.
- Behaviour reflection and restorative discussions.
- Parental involvement and targeted support.

The DSL may refer victims to **CAMHS** if required. Ongoing monitoring will ensure bullying has ceased.

Bullying Outside of School

The school recognises that bullying can occur beyond its premises, including online, and will respond to any reports in line with the Child Protection and Safeguarding Policy. All incidents will be recorded and referred to the Designated Safeguarding Lead (DSL) for assessment.

Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher has statutory authority to regulate pupils' behaviour outside school premises when it impacts the safety and wellbeing of others. This includes journeys to and from school, online activity, and behaviour in the community.

When bullying outside school is reported:

Staff will investigate and take appropriate action.

Sanctions will be applied in accordance with the Behaviour Policy and statutory guidance.

Staff may discipline pupils on school premises or during activities under lawful school control (e.g., trips).

The Headteacher will decide whether to involve the police, particularly where behaviour may be criminal or poses a serious threat to public safety.

Cyberbullying incidents outside school will be treated with the same seriousness as in-school bullying. Evidence will be collected in line with the Online Safety Policy, and staff may use powers under the Education Act 2011 to search and delete harmful content from devices when justified.

Record Keeping

Senior Leaders will ensure meticulous record-keeping for all reported or discovered incidents of bullying. Records will include:

Details of the incident

Decisions made (including sanctions and support measures)

Escalation steps and referrals

Outcomes and follow-up actions

All records will be maintained on CPOMS in line with KCSIE 2025 and UK GDPR requirements. Safeguarding records will be securely stored and retained, following IRMS guidance.

The DSL and Senior Leaders will conduct regular reviews of recorded cases to:

Identify patterns of concerning or inappropriate behaviour requiring intervention.

Reflect on case handling to improve future practice.

Detect cultural issues that may enable discriminatory bullying and develop strategies to address them.

Strengthen prevention strategies based on emerging trends.

These reviews will inform updates to the Anti-Bullying Policy, staff training, and whole-school safeguarding approaches.

Monitoring and review

This policy is reviewed annually. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is Spring Term 2027