



Things done well make the best memories
SIR NORTON KNATCHBULL – 1637

Anti-Bullying Policy

Policy Owner	Richard Hoyte Assistant Headteacher
Reviewed by:	Richard Hoyte
EIA*	Reviewed 5th August 2026
Delegated authority	HT
Approved by the HT	 10/8/2026
Review cycle	Bi-Annual
Date of Review	Summer 2028
Named member of SLT:	Richard Hoyte, Assistant Headteacher
Publication/circulate	School website

1. Policy objectives

This policy outlines what The Norton Knatchbull School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. The Norton Knatchbull School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links to legislation

There are several pieces of legislation which support anti-bullying:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

This policy also follows guidance as set out in the DfE documents:

- Keeping Children Safe in Education, 2023
- Preventing and Tackling Bullying, 2017
- Searching, Screening and Confiscation, 2018

3. Responsibilities

The Governing Board

The governing board has delegated the approval of bi-annual updates to the Anti-Bullying policy to the Headteacher. Major policy revisions are reserved for the Board of Governors. Governors will approve the Anti-bullying policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for communicating this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Staff

All staff, including: governors, senior leadership, teaching and non-teaching staff, are responsible for supporting, upholding and implementing this policy accordingly.

Parents/carers

Parents/carers are responsible for supporting their children and working in partnership with the school.

Students

Pupils are expected to abide by the policy.

4. Definition of bullying

Bullying can be defined as *“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)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

'Keeping Children Safe in Education 2023' states that **Child-on-child abuse** is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone 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, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting,⁹ which typically involves taking a picture under a person's clothing without their permission, 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).

5. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Physical bullying
- Emotional bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (bullying related to race, religion, ethnicity, nationality or culture)
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (Homophobic, Biphobic and Transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBTQ+)
- Gender based bullying
- Bullying related to physical/mental health conditions
- Bullying of young carers, children in care or otherwise related to home circumstances

- Child on Child Sexual Violence and Sexual Harassment

6. School ethos

The Norton Knatchbull School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND and members of the LGBTQ+ community. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected, so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- We will provide appropriate support for the person who has been bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- All parties involved will be interviewed. This would normally be done by the year group Student Support Manager.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with safeguarding and GDPR.
- Sanctions, as identified within the school behaviour policy will be implemented, as appropriate.
- The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.

Cyberbullying:

Additional actions are often required when dealing with incidents of cyberbullying. These may include:

- The person being bullied will be encouraged to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Identifying the individual/s responsible might require:
 - Looking at use of the school systems;
 - Contacting the service provider and the police, if necessary.
- The school will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation' guidance.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Advising those targeted not to retaliate or reply.
 - Providing advice on blocking or removing people from contact lists.
 - Helping those involved to think carefully about what private information they may have in the public domain.
- The school will regularly provide information to staff and students regarding steps they can take to protect themselves online.

8. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their Student Support Manager, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early

Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

- The school has a range of ways for students to report bullying – talking to form tutor, Student Support Manager or any member of staff and via our bullying helpline accessible via 'Contacts' dropdown on the home page of the school website, (this includes the option to report anonymously if preferable for the individual).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

9. Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

10. Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. All form rooms will sign up to, and display the NKS Respect Charter (see Appendix A).
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Ensure that all school staff are able to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Maintain discussions about bullying and all peer-on-peer abuse at leadership and management meetings. It is a standing item on the Pastoral Leaders Meeting attended by SLT, Student Support Managers and Achievement Leaders.

11. Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Governing Board will receive regular reports on incidents of bullying, including outcomes, as appropriate.

14. Other policies

This policy should be read in conjunction with our Child Protection Policy and Behaviour Policy

15. Useful links and supporting organisations

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

Childline: <https://www.childline.org.uk/>

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

MindEd: <https://www.minded.org.uk/>

NSPCC: <https://www.nspcc.org.uk/>

PSHE Association: <https://www.pshe-association.org.uk/>

Cyberbullying

Childnet: <https://www.childnet.com/>

Think U Know: <https://www.thinkuknow.co.uk/>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/>

CEOP: <https://www.ceop.police.uk/Safety-Centre/>

(Child Exploitation and Online Protection)

Race, religion and nationality

Anne Frank Trust: <https://annefrank.org.uk/>

Kick it Out: <https://www.kickitout.org/>

Report it: <https://www.report-it.org.uk/>

Educate against Hate: www.educateagainsthate.com

LGBTQ

Metro Charity: www.metrocentreonline.org

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

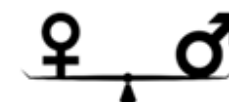
Stonewall: www.stonewall.org.uk

NKS RESPECT CHARTER

As members of this school we all:

- value diversity and recognise the different perspectives and cultures that people bring to our community
- treat each other with courtesy and respect
- respect differences and **challenge inequalities**
- respect each other's and the school's property
- respect confidentiality, privacy and only share something online when given consent
- communicate with each other in ways that are clear and respectful

We, the undersigned members of form _____, stand up for the NKS Respect Charter:



NKS Equality impact assessment



THE NORTON
KNATCHBULL
SCHOOL

**The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.*

THIS POLICY WILL AFFECT

- Pupils
- Parents
- Staff
- Governors

EIA completed by:

Richard Hoyte

Contributors to EIA:

None

Date completed:

18th January 2023, reviewed 5th August 2026

Impact Analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?	EVIDENCE & DATA	MITIGATION & ACTIONS
Sex	✓			This policy actively strives to reduce bullying in all its forms, including sexism and gender-based bullying. The policy recognises that bullying can	Review termly data on gender breakdown of bullying incidents (victims and perpetrators). Monitor whether certain types of bullying (e.g., physical vs	- Analyse bullying data by gender termly - Ensure PSHE curriculum addresses gender stereotypes and sexism

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?	EVIDENCE & DATA	MITIGATION & ACTIONS
				be gender-specific and ensures appropriate support for all students.	relational) affect different genders disproportionately.	- Staff training on gender-based bullying - Monitor effectiveness of interventions for different genders - Ensure policy available in key community languages - Cultural sensitivity training for staff
Race	✓		Potential negative impact if reporting mechanisms or sanctions are not culturally sensitive	This policy actively strives to reduce bullying in all its forms, including racism and prejudice-based bullying related to race, ethnicity, nationality or culture. Links to specialist organisations (e.g., Anne Frank Trust, Report It) provided.	Review termly data on race/ethnicity of students experiencing bullying. Monitor whether students from ethnic minority backgrounds report bullying at similar rates to white British students. Analyse feedback from ethnic minority families about accessibility of policy.	- Consult with ethnic minority parents/students on policy effectiveness - Partner with specialist organisations - Monitor reporting rates by ethnicity - Ensure sanctions applied fairly across all ethnic groups
Religion or belief	✓		Potential negative impact if religious/cultural differences in understanding bullying are not considered	This policy actively strives to reduce bullying in all its forms, including abuse based around people's beliefs. The policy recognises that religious differences can motivate bullying and commits to openly discussing these differences.	Review termly data on religion/belief-related bullying incidents. Monitor whether students from different faith backgrounds feel safe to report bullying. Gather feedback from faith communities about policy effectiveness.	- Consult with parents from different faith backgrounds - Ensure staff understand religious/cultural sensitivities - Provide policy information in accessible formats for all communities - Include faith-based

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Sexual orientation	✓		Potential negative impact if LGBTQ+ students fear being 'outed' through reporting processes	This policy actively strives to reduce bullying in all its forms, including homophobia, biphobia and transphobia (HBT bullying). The policy specifically addresses bullying directed at students who are or are perceived to be LGBTQ+. Links to specialist LGBTQ+ organisations provided (e.g., Stonewall, Metro Charity, Proud Trust).	Review termly data on HBT bullying incidents. Monitor whether LGBTQ+ students feel safe to report bullying. Analyse whether anonymous reporting is used more frequently for HBT bullying. Survey LGBTQ+ students about their experiences and feelings of safety.	- bullying in staff training - Work with local faith leaders where appropriate - Ensure confidentiality in reporting processes - Provide anonymous reporting options - Staff training on LGBTQ+ issues and HBT bullying - Display LGBTQ+ inclusive materials - Consult with LGBTQ+ students on policy effectiveness - Ensure safe spaces are LGBTQ+ affirming - Monitor data on HBT bullying quarterly
			Potential negative impact if trans students' identities are not respected in bullying investigations or if they fear being 'outed'	This policy actively strives to reduce bullying in all its forms, including abuse based around gender reassignment. The policy recognises bullying directed at trans students or those questioning their gender identity.	Review termly data on gender identity-related bullying. Monitor whether trans/questioning students feel safe to report bullying. Gather feedback from trans students and their families about policy effectiveness and respect for their identity.	- Ensure confidentiality and respect for chosen names/pronouns in all processes - Staff training on supporting trans students and gender identity-related bullying - Consult with trans students/families on policy - Provide links to specialist support (e.g.,

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Pregnancy or maternity	✓		Potential negative impact if pregnant students or young parents face barriers to reporting or accessing support	This policy actively strives to reduce bullying in all its forms, including any bullying that may occur relating to pregnancy or maternity. The policy ensures that pregnant students and young parents receive appropriate support.	Review any incidents of bullying related to pregnancy/maternity. Monitor whether pregnant students or young parents report feeling supported. Gather feedback from affected students.	Mermaids, Gendered Intelligence) - Ensure safe spaces are trans-inclusive - Ensure pregnant students/young parents know how to report bullying - Provide flexible reporting mechanisms - Staff training on supporting pregnant students/young parents - Ensure pastoral support is accessible - Monitor for any pregnancy/maternity-related bullying
			Potential negative impact if younger students lack confidence to report or if age-appropriate support is not provided	This policy actively strives to reduce bullying in all its forms, including ageism. The policy ensures age-appropriate responses and support for all students across the secondary age range (11-16).	Review termly data by year group to identify whether certain ages are more vulnerable. Monitor whether reporting rates vary significantly by age. Analyse whether younger students (Year 7/8) report bullying at similar rates to older students.	- Ensure reporting mechanisms are age-appropriate and accessible to all year groups - Provide age-appropriate anti-bullying education in PSHE - Enhanced support during transition (Year 6 to 7) - Monitor bullying data by year group - Ensure younger
Age	✓					

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						students know how to report bullying confidently - Quarterly review of SEND bullying data with SENCO - Ensure all reporting mechanisms are accessible (visual, verbal, written options) - Staff training on disability-related bullying and SEND awareness - Ensure sanctions consider individual SEND needs and are applied fairly - Annual SEND student/parent consultation on policy - Ensure all safe spaces are physically accessible - Provide policy in accessible formats - Work with external SEND specialists where needed
Disability	✓		Potential negative impact if: - Students with SEND are disproportionately sanctioned due to social communication difficulties - Reporting mechanisms are not accessible - Disability-related 'banter' is not challenged	This policy actively strives to reduce bullying in all its forms, including ableism and disability-related bullying. The policy explicitly recognises that children with SEND may be disproportionately impacted by bullying and commits to implementing additional pastoral support as required. Safe spaces are created for vulnerable children.	Review termly data on disability-related bullying incidents. Monitor whether students with SEND are over-represented as victims or perpetrators. Analyse whether sanctions are applied fairly to students with SEND. Gather feedback from SEND students and parents about policy effectiveness and accessibility.	
Marriage or civil partnership		✓		This policy actively strives to reduce bullying in all its forms, including any bullying that may occur relating to marriage or civil partnership. While this characteristic is less likely to apply in	Monitor for any incidents related to this characteristic. This is unlikely to be relevant for most secondary students but may apply in rare circumstances.	- Ensure staff are aware this is a protected characteristic

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				a secondary school context (students aged 11-16), the policy ensures protection if relevant.		- Monitor for any related incidents

Additional Non-Protected Characteristics

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?	EVIDENCE & DATA	MITIGATION & ACTIONS
English as an additional language (EAL)	✓		Potential negative impact if language barriers prevent students or parents from understanding the policy or reporting bullying	This policy actively strives to reduce bullying in all its forms. Students with EAL may be vulnerable to bullying related to language, accent or cultural differences.	Review termly data on bullying incidents involving EAL students. Monitor whether EAL students report bullying at similar rates to non-EAL students. Gather feedback from EAL families about accessibility of policy and reporting mechanisms.	- Provide policy in key community languages - Use visual guides and symbols for reporting - Ensure interpreter support available for meetings - Staff training on supporting EAL students - Monitor bullying data for EAL students - Provide translated information about reporting mechanisms
Looked-after children and previously looked-after children	✓		Potential negative impact if looked-after children's circumstances are not handled sensitively or if they face	This policy actively strives to reduce bullying in all its forms. Looked-after children may be particularly vulnerable to bullying. The policy commits to working with the wider	Review termly data on bullying incidents involving looked-after children. Monitor whether looked-after children feel safe and supported. Liaise with designated	- Work closely with designated teacher for looked-after children - Ensure

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			bullying related to their care status	family and recognises different family situations.	teacher for looked-after children and virtual school.	confidentiality about care status - Staff training on supporting looked-after children - Enhanced pastoral support for looked-after children - Regular liaison with carers and social workers - Monitor bullying data for looked-after children - Identify young carers and ensure they know reporting mechanisms - Provide flexible reporting options - Staff training on supporting young carers - Work with young carers' organisations - Monitor bullying data for young carers - Ensure pastoral support is accessible
Young carers	✓		Potential negative impact if young carers face bullying related to their caring responsibilities or if time pressures prevent them from accessing support	This policy actively strives to reduce bullying in all its forms. The policy specifically recognises bullying of young carers as a form covered by this policy (section 5). Young carers may face bullying related to their responsibilities or family circumstances.	Review termly data on bullying incidents involving young carers. Monitor whether young carers feel supported. Identify young carers in school and ensure they know how to report bullying.	
Families with separated parents	✓		Potential negative impact if students face bullying related to family circumstances or if	This policy actively strives to reduce bullying in all its forms. The policy commits to working with the wider	Review any incidents of bullying related to family circumstances. Monitor whether communication	- Ensure communication processes work for

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			communication about bullying incidents is complicated by separated parents	family and recognises different family situations. Students may face bullying related to family breakdown or living arrangements.	processes work effectively for separated families. Gather feedback from affected families.	separated families - Maintain confidentiality about family circumstances - Staff training on supporting students with separated parents - Ensure both parents receive information where appropriate - Sensitive handling of family circumstances in investigations - Staff training on supporting students with medical conditions - Ensure reporting mechanisms are accessible for students with medical needs
Children with specific medical conditions	✓		Potential negative impact if students face bullying related to medical conditions or if reporting/support mechanisms are not accessible due to medical needs	This policy actively strives to reduce bullying in all its forms. Students with medical conditions may be vulnerable to bullying related to their condition, medication, or medical needs.	Review termly data on bullying incidents involving students with medical conditions. Monitor whether these students feel safe and supported. Liaise with school nurse and medical staff.	- Work with school nurse and medical professionals - Monitor bullying data for students with medical conditions - Challenge medical condition-related 'banter' - Ensure safe spaces

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						accommodate medical needs - Monitor bullying data for Pupil Premium students - Staff training on poverty-aware practice - Challenge poverty- related 'banter' and stigma - Ensure all students can access trips/activities - Sensitive handling of financial issues - Uniform support to prevent poverty- related bullying
Socio-economic disadvantage (including Pupil Premium students)	✓		Potential negative impact if students face bullying related to poverty, free school meals, uniform, or lack of resources	This policy actively strives to reduce bullying in all its forms. Students from disadvantaged backgrounds may face bullying related to poverty, possessions, clothing, or participation in activities.	Review termly data on bullying incidents involving Pupil Premium students. Monitor whether disadvantaged students report bullying at similar rates. Analyse whether poverty-related bullying is occurring.	

Intersectional Impact

Bullying can be intersectional in nature, affecting individuals who hold multiple protected characteristics or identities. For example, a student may experience bullying related to both their race and sexual orientation, or their disability and gender. When bullying occurs, all aspects of the bullying will be addressed and appropriate support provided that recognises the complexity of intersectional discrimination.

Evidence & Monitoring:

- Record all relevant characteristics when logging bullying incidents on Arbor
- Analyse data for intersectional patterns (e.g., are LGBTQ+ students with SEND experiencing higher rates of bullying?)

- Ensure support and interventions recognise intersectional identities

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

The Anti-bullying policy is discussed and shared with students – usually during Anti-bullying week in assemblies in November.

FINAL DECISION ON POLICY

No changes to the policy required as a result of the EIA/policy change require

Monitoring arrangements

MONITORING ARRANGEMENTS

Bullying is reported on our Student Information system (Arbor).

Reports on the number of incidents of bullying are completed on a termly basis.