

“The Summit is what drives us, but the climb itself is what matters”



THE SUMMIT FEDERATION

Executive Headteacher: Mr. Damien Bond

Anti-Bullying Policy 2025 – 2026

Document Status			
Date of Next Review	November 2026	Full Governing Body	
Success Criteria for review completion	All docs read and amended as necessary.	Responsibility	Chair of Governors
Date of Policy Creation	September 2025	Name	James Piggott
Date of Policy Adoption by Governing Body 26 th November 2025 V1		Signed: (Governor responsible) Signed: (Headteacher)	
Method of Communication (e.g Website, Noticeboard, etc) Website and Cloud System			

Anti-Bullying Policy

This policy is based on DfE guidance “*Preventing and Tackling Bullying*” July 2017 and supporting documents. It also considers the DfE statutory guidance “*Keeping Children Safe in Education*” and “*Sexual violence and sexual harassment between children in schools and colleges*” guidance. The setting has also read Childnet’s “*Cyberbullying: Understand, Prevent and Respond: Guidance for Schools*”.

1) Policy Objectives

- This policy outlines what the Summit Federation will do to prevent and tackle all forms of bullying.
- The Summit Federation 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 with Other School Policies and Practices

- This policy links with several school policies, practices and action plans including:
 - Behaviour policy
 - Complaints policy
 - Child Protection and Safeguarding policy
 - Acceptable Use Policies (AUP)
 - Curriculum policies, such as, RSE/RSHE, PSHE, and computing
 - Mobile phone policy
 - Searching and confiscation guidance.

3) Links to Legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986.

4) Responsibilities

- It is the responsibility of:
 - The executive headteacher to communicate 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.
 - Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5) 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' – As a federation we have defined this further as repeated over a **substantial amount** of time and usually **includes an imbalance of power**.
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, 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.
- The Summit Federation recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by the Summit Federation as being a form of child-on-child abuse; children can abuse other children.
 - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
 - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
 - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

6) Forms and Types of Bullying Covered by this Policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexualised bullying/harassment
 - Bullying via technology, known as online bullying or cyberbullying
 - Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

7) School Ethos

- The Summit Federation 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:**
 - Understands the importance of challenging inappropriate behaviours between peers.
 - 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. 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.

8) Reporting Routes

- Parents and carers can report bullying concerns through multiple channels:
 - Speaking directly to the class teacher or a senior leader.
 - Contacting the school office by phone or email.
- All concerns will be acknowledged promptly, and parents will be kept informed of actions taken.

9) Responding to Bullying Concerns

- The following steps will be taken when dealing with any incidents of bullying reported to the federation:
 - 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. This is usually the class teacher in the first instance.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
 - The executive headteacher or another member of leadership staff will be assigned the case and interview all parties involved beyond that of the class teacher if necessary.
 - 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 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 the child protection and safeguarding policy.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection and safeguarding policy, will be implemented.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Kirklees children's services or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in-line with this policy, our online safety policy and the federation behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

- When responding to cyberbullying concerns, the federation will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary.
 - 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 the school behaviour policy, online safety policy and mobile phone policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene federation behavioural policies.
 - Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may

have in the public domain.

Supporting Pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing immediate pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, 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 any further concerns.
 - 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 Kirklees children's services or support through the Children and Young People's Mental Health Service (CYPMHS).

- *Pupils 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:
 - official warnings
 - internal exclusions
 - removal of privileges (including online access when encountering cyberbullying concerns)
 - in extreme or repeated cases, suspensions 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 Kirklees children's services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults

- Our federation takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, 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 executive headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
 - 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 in accordance with the schools' behaviour policy.
 - 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 executive headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the federation'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 federation 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.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
 - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
 - 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 federation 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-based and discriminatory bullying.
 - Actively create "safe spaces" for vulnerable children and young people.
 - Celebrate success and achievements to promote and build a positive federation 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 federation policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when 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 federation community will:
 - Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the federation'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 parliament, 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 self-esteem.

11) Involvement of Pupils

- *We will:*
 - Involve pupils in decision making, to ensure that they understand the federation's approach and are clear about the part they play in preventing bullying.
 - Regularly canvas pupils' 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 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:*
 - Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, 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 federation 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 federation's action planning.
- The executive headteacher will be informed of bullying concerns, as appropriate.
- The named governor for behaviour will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14) Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 1: anti-bullying posters

Hinchliffe Mill Junior & Infant School Anti-Bullying Charter



In our school we have decided that bullying is:

Repeated - it keeps on happening over a long time

Deliberate - causes hurt to another person on purpose

Bullying goes against our school value of being

Respectful and Responsible

An act of bullying could be:

Verbal - saying unkind things

Physical - kicking, pushing, hitting, etc

Emotional - not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone

Online/Cyber - posting on social media, sharing photos, sending nasty messages

Bullying is NOT:

A 'heat of the moment' incident

A fall-out

A disagreement or difference of opinion

An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school. If you still need help, find Mr Bond or Mrs Holgate.

Holme Junior & Infant School

Anti-Bullying Charter



In our school we have decided that bullying is:

Repeated - it keeps on happening over a long time

Deliberate - causes hurt to another person on purpose

Bullying goes against our school value of being

Respectful

An act of bullying could be:

Verbal - saying unkind things

Physical - kicking, pushing, hitting, etc

Emotional - not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone

Online/Cyber - posting on social media, sharing photos, sending nasty messages

Bullying is NOT:

A 'heat of the moment' incident

A fall-out

A disagreement or difference of opinion

An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school. If you still need help, find Mr Bond or Mrs Sharma.