



SAFA
BRITISH
SCHOOL

Unlocking the potential of every child.

Individuality. Community. Excellence.

ANTI-BULLYING POLICY

Secondary School

Academic Year 2026-2027

Reviewed by	Jon Pennock - Head of Secondary
Approved by	Brian Horwell - Principal
Current review	August 2026
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Document control

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Policy owner	Head of Secondary
Reviewed by	Jon Pennock - Head of Secondary
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1. Purpose and scope

Safa British School is committed to providing a safe, caring and inclusive environment in which every student feels valued, respected and able to learn. Bullying in any form is unacceptable and will not be tolerated.

This policy sets out how the Secondary School prevents, identifies, reports and responds to bullying. It applies to conduct on the school site, during school activities and trips, and to off-site or online conduct where there is a clear connection to the school community or a student's safety and wellbeing.

A single serious incident may not meet the definition of bullying, but it may still constitute a behaviour or safeguarding concern and will be addressed under the appropriate school policy. Safeguarding concerns always take priority over this procedure.

1.1 Policy principles

- Every report will be taken seriously, listened to carefully and handled sensitively.
- Responses will be timely, fair, proportionate and focused on safety, accountability and learning.
- Students who report concerns will be protected from retaliation wherever possible.
- Information will be shared only with those who need it to safeguard students, investigate concerns or provide support.
- Reasonable adjustments will be made so that students with additional needs can report concerns and participate fully in the process.

2. Understanding bullying

2.1 Definition

Bullying is behaviour by an individual or group that is usually repeated over time, intentionally causes physical or emotional harm, and often involves an imbalance of power. The imbalance may be physical, social, psychological, digital or linked to status, popularity, age or vulnerability.

2.2 Forms of bullying

- Physical - hitting, kicking, pushing, damaging belongings, intimidation or other physical aggression.
- Verbal - name-calling, insults, threats, humiliation, discriminatory language or repeated unkind comments.
- Relational or emotional - exclusion, spreading rumours, manipulation, coercion or actions intended to damage relationships, reputation or confidence.
- Cyberbullying - harmful messages, posts, images, recordings, impersonation, exclusion or harassment through phones, computers, games, social media or other digital services.
- Prejudice-based or discriminatory bullying - behaviour connected to identity, background, disability, race, nationality, religion or belief, sex, sexual orientation, gender identity or another personal characteristic.



2. Understanding bullying - continued

2.3 Relational conflict and bullying

Relational conflict is a disagreement or dispute between peers that does not involve repeated intentional harm or an imbalance of power. It may often be addressed through supported conversation, mediation or conflict-resolution strategies. Bullying requires a more structured response because it involves repeated or sustained harm and a power imbalance.

Staff should consider the following features when assessing a concern:

1. Intentional - the behaviour is deliberate or knowingly harmful.
2. Hurtful - the behaviour causes physical, emotional or social harm.
3. Repeated - the behaviour happens more than once or is part of a pattern.
4. Power imbalance - one person or group has greater physical, social, psychological or digital power.

2.4 Banter and harmful language

Banter can be part of ordinary social interaction, but it is not a defence for language or behaviour that is threatening, abusive, discriminatory, humiliating or unwanted. The impact on the person affected and on others who hear or see the behaviour must be considered, not only the intention of the speaker.

- Language that is threatening, violent, abusive or discriminatory is unacceptable, regardless of context.
- A person's use of a word about themselves does not make it acceptable for someone else to use that word.
- A student may laugh or appear to join in because they feel uncomfortable, embarrassed or afraid to object.
- Third parties may also be harmed or offended even when they are not directly involved.
- When the context is unclear, staff should ask calm, open questions and avoid making assumptions.

2.5 Roles in bullying situations

- Student displaying bullying behaviour - initiates, organises or actively participates in the harmful behaviour.
- Target - the student who experiences the bullying behaviour.
- Bystander - witnesses the behaviour and may reinforce it by joining in, laughing, sharing content or remaining silent.
- Upstander - takes safe action by challenging the behaviour, supporting the target or seeking help from an adult.

3. Aims and preventative measures

3.1 Aims

- Enable students to learn in a supportive environment without fear of bullying.
- Promote kindness, respect, inclusion and positive relationships.
- Ensure students understand their rights, responsibilities and routes for seeking help.



- Build confidence so students report concerns about themselves or others.
- Ensure staff understand their duty of care and remain alert to signs of bullying.
- Maintain clear systems for recording, investigating, responding to and reviewing incidents.

3.2 Whole-school prevention

Safa British School will:

1. Promote a positive culture of mutual respect, kindness and inclusion through school values, assemblies, form time and everyday practice.
2. Teach students about bullying, healthy relationships, online behaviour, the impact of harmful language and safe ways to seek help through the curriculum, ACHIEVES, Elements of Wellbeing and targeted activities.
3. Encourage students to become upstanders and to report concerns safely.
4. Provide staff training so that responses are consistent, trauma-aware and sensitive to individual needs.
5. Identify higher-risk locations, times and online contexts, and adjust supervision or preventative work where needed.
6. Use student, parent and staff feedback, incident records and wellbeing information to identify patterns and improve practice.

4. Reporting a concern

Students, staff, parents and carers are encouraged to report suspected bullying as soon as possible. A student does not need to prove that bullying has occurred before asking for help. Anonymous information will be considered, although it may limit the school's ability to investigate fully.

4.1 How students can report

- Speak to a trusted adult in school, such as a teacher, teaching assistant, form tutor, Head of Year, Head of Key Stage, counsellor or member of the pastoral team.
- Submit a concern through Komodo or another approved school reporting system.
- Tell a parent or carer, who can contact the school.
- Ask a friend to accompany them or to report a concern if they are worried about someone else.

4.2 How parents and carers can report

- Contact the student's form tutor or Head of Year and provide relevant dates, locations, names and supporting information where available.
- Avoid confronting another student or family directly; the school will coordinate the response.
- Report urgent safety or safeguarding concerns immediately rather than waiting for routine communication.

4.3 What staff must do

- Listen without judgement, reassure the student and explain what will happen next.
- Do not promise absolute confidentiality; explain that information will be shared only with appropriate staff.



- Record the concern accurately on CPOMS using the appropriate category and notify the relevant pastoral or safeguarding lead.
- Escalate any immediate danger, serious harm, sexual harassment, discrimination, self-harm concern or suspected abuse to the Designated Safeguarding Lead without delay.

5. Roles and responsibilities

5.1 Principal and Head of Secondary

- Set the strategic direction for the school's anti-bullying approach and ensure this policy is implemented and reviewed.
- Ensure staff receive appropriate training and understand reporting and escalation routes.
- Ensure serious or persistent incidents are investigated and that appropriate action is taken.
- Report significant themes, risks and improvement actions through the school's governance arrangements.

5.2 Senior Leadership Team, Heads of Key Stage and Heads of Year

- Manage the policy and related systems on a day-to-day basis.
- Coordinate investigations, safety plans, support, parent communication and follow-up.
- Ensure accurate record-keeping and keep relevant senior leaders informed.
- Review patterns and determine where additional supervision, training or intervention is required.
- Ensure that responses support both the student affected and the student whose behaviour is being addressed.

5.3 Teachers, specialist staff and form tutors

- Know and follow the school's reporting and response procedures.
- Liaise with the Head of Year about incidents involving students they teach or support.
- Implement agreed strategies, monitor students and report further concerns promptly.
- Teach and reinforce anti-bullying messages through assemblies, form time, ACHIEVES, Elements of Wellbeing and the wider curriculum.
- Create opportunities for respectful discussion about inclusion, fairness and safe intervention.

5.4 All staff and volunteers

- Remain observant, approachable and alert to changes in behaviour, attendance, friendship groups or wellbeing.
- Challenge harmful behaviour calmly and consistently, and never ignore suspected bullying.
- Record and report concerns that occur on site, online, during transport, on trips or at other school activities.
- Be particularly vigilant in locations and at times where supervision risks are higher.
- Protect confidentiality and avoid discussing incidents with people who do not need to know.



6. Responding to incidents

6.1 Immediate response

- Ensure immediate safety and separate students where necessary.
- Listen calmly, acknowledge the report and reassure the student that it will be acted upon.
- Preserve relevant information without asking students to circulate harmful messages, images or recordings.
- Inform the appropriate Head of Year, Head of Key Stage, Assistant Headteacher, counsellor or safeguarding lead.
- Record the concern promptly and factually on CPOMS.

6.2 Investigation

The investigating member of staff will gather information from the student who reported the concern, the student whose behaviour is being investigated and relevant witnesses. Students will normally be spoken to separately. Records will distinguish fact, direct account, professional observation and opinion.

- The investigation will consider frequency, intention, impact, power imbalance, context, vulnerability, online evidence and any previous concerns.
- The school will avoid labelling a student as a 'bully' before the facts have been established.
- Parents or carers will normally be informed at an appropriate stage unless doing so could increase a safeguarding risk or prejudice an external investigation.
- Relevant teaching staff may be informed of monitoring or support arrangements on a need-to-know basis.

6.3 Indicative timescales

Timescales are indicative and may be adjusted according to seriousness, availability of evidence, safeguarding needs, school closure periods or involvement of external agencies. Immediate safety action will never be delayed.

As soon as possible, normally within 24 hours	Acknowledge the report, assess immediate risk, record the concern and put urgent safety measures in place.
Normally within 2 school days	Begin information gathering, speak to relevant parties and review previous records.
Normally within 5 school days	Complete the investigation where circumstances allow, reach findings and agree appropriate actions.
Promptly after the outcome	Communicate relevant outcomes, implement support and consequences, and set follow-up arrangements.
Within 1-2 weeks and thereafter as needed	Check wellbeing, monitor recurrence, review effectiveness and adjust the plan.

6.4 Support and safety planning

Support may include:



- a named trusted adult and regular check-ins;
- changes to seating, routes, break-time arrangements or supervision;
- counselling, pastoral support or peer support;
- reasonable adjustments for communication, disability or additional needs;
- online safety advice, blocking and reporting support;
- restorative work only when it is safe, appropriate and agreed; and
- support for the student displaying harmful behaviour to understand triggers, impact and safer choices.

6.5 Safeguarding and external referral

Where a report indicates significant harm, abuse, exploitation, sexual harassment, harmful sexual behaviour, threats, criminal conduct or an immediate risk to safety, staff must follow the Safeguarding and Child Protection Policy and refer the matter to the Designated Safeguarding Lead. External agencies will be involved where required.

Staff must not intentionally view, copy, print, save or circulate nude or semi-nude images. Any such report must be referred immediately to the Designated Safeguarding Lead and handled under the school's safeguarding procedures.

6.6 Records and communication

- Records must be factual, dated, appropriately categorised and stored securely on CPOMS.
- The investigation lead will record findings, decisions, support, consequences and review dates.
- Parents and carers will receive relevant information while the privacy of other students is protected.
- Students will be told who they can speak to if they remain worried or if the behaviour happens again.

7. Sanctions and supportive responses

7.1 Principles

When bullying is substantiated, the school will apply consequences in line with the Behaviour for Learning Policy. The response will be proportionate to the nature, seriousness, impact, frequency and context of the behaviour, while also considering age, additional needs, previous incidents and safeguarding factors. Both students will receive appropriate support; restorative work may be used where it is safe and suitable.

- Consistency - expectations are applied fairly and transparently.
- Proportionality - the response reflects the seriousness and impact of the behaviour.
- Education - action helps the student understand harm and make safer choices.

7.2 Possible actions

1. A formal verbal warning and a clear explanation of why the behaviour is unacceptable.
2. A reflective or educational task focused on impact, empathy, respectful behaviour or online safety.
3. An apology or restorative conversation, where appropriate, safe and not imposed on the student affected.



4. A lunchtime or after-school detention.
5. Loss of privileges, including participation in selected activities, trips or events.
6. A behaviour report card, behaviour agreement or targeted monitoring plan.
7. Parent or carer meetings and an agreed improvement plan.
8. Internal suspension or temporary removal from normal classes.
9. External suspension for serious or persistent behaviour.
10. Permanent exclusion, withdrawal of place or an equivalent measure in exceptional cases, subject to school policy and applicable regulatory requirements.

Consequences do not replace support. The pastoral team will consider the needs of all students involved and will monitor whether the actions taken have reduced risk and prevented recurrence.

8. Curriculum and community partnership

8.1 Curriculum and wider school life

Anti-bullying education is reinforced through:

- ACHIEVES and Elements of Wellbeing;
- assemblies and form-time discussions;
- School Council and student leadership;
- age-appropriate learning about relationships, inclusion, digital citizenship and online safety;
- targeted lessons, campaigns and external speakers; and
- daily modelling of respectful language and behaviour by staff and students.

8.2 Parents and carers

Parents and carers are expected to:

- be familiar with and support this policy;
- report concerns promptly and work constructively with the school;
- listen calmly to their child and avoid blaming or dismissing their experience;
- support agreed safety, behaviour and follow-up plans; and
- promote respectful online and offline behaviour at home.

8.3 Students

Students are expected to:

- treat others, their work and their belongings with respect;
- use respectful language and make safe choices online and offline;
- report bullying affecting themselves or someone else;



- avoid sharing harmful messages, images, rumours or recordings; and
- engage honestly with support, investigation and restorative or educational work.

9. Monitoring and review

The Senior Leadership Team will monitor the effectiveness of this policy and the school's wider anti-bullying approach. Reviews will consider incident patterns, locations, groups affected, recurrence, student wellbeing, parent feedback, staff confidence and the impact of preventative work.

- CPOMS records will be reviewed to identify trends and repeated concerns.
- Student, parent and staff feedback will be gathered through appropriate school channels.
- Staff training and student education will be updated when patterns or new risks are identified.
- Leaders will review whether support and consequences are being applied consistently and effectively.
- The policy will be reviewed annually, or sooner following significant guidance, regulatory or operational change.

9.1 Related SBS policies

- Behaviour for Learning Policy;
- Safeguarding and Child Protection Policy;
- Online Safety and Acceptable Use policies;
- Inclusion Policy;
- Complaints Policy; and
- Student Code of Conduct and relevant wellbeing procedures.

9.2 Official guidance

This policy has been quality-checked against the current guidance available for the 2026-2027 academic year. The latest published version of each source should always be consulted.

- [Department for Education - Preventing and tackling bullying](#)
- [Department for Education - Keeping children safe in education](#)
- [UK Council for Internet Safety - Sharing nudes and semi-nudes](#)
- [Equality Act 2010](#)
- [Anti-Bullying Alliance - Tools and information](#)

Appendix 1: Student action plan guidance

Where required, the pastoral lead will complete the school's Student Action Plan - Bullying form with the student and, where appropriate, their parent or carer. The plan should record the concern, trusted adults, immediate safety steps, assigned actions and the review date. It must be practical, reviewed until risk has reduced, and stored securely with the relevant pastoral or safeguarding record.

