



# BABINGTON

## HOUSE SCHOOL

### **Anti-Bullying Policy Whole School Policy (Including EYFS)**

| Date of Policy | Review Date                                                        | Reviewed By | Approved By            |
|----------------|--------------------------------------------------------------------|-------------|------------------------|
| May 2026       | May 2027<br>(or earlier if required by<br>legislation or guidance) | E Channon   | SLT and<br>Headteacher |

Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Babington House School.  
All systems, processes and policies operate with the best interests of the child at their heart.

This policy supports compliance with the Education (Independent School Standards) Regulations 2014, particularly Part 3 Welfare, Health and Safety of Pupils and Part 8 Quality of Leadership and Management.

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| <b>IN THE CASE OF ANY SAFEGUARDING CONCERNS PLEASE CONTACT:</b> |
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| Elizabeth Channon <a href="mailto:echannon@babingtonhouse.com">echannon@babingtonhouse.com</a> ext 255 Designated Safeguarding Lead |
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| Kate Edwards <a href="mailto:kedwards@babingtonhouse.com">kedwards@babingtonhouse.com</a> ext 237 Deputy Deputy designated Safeguarding Lead |
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| Jane Hawkins <a href="mailto:jhawkins@babingtonhouse.com">jhawkins@babingtonhouse.com</a> ext 228 Deputy designated Safeguarding Lead |
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| Gemma Bailey <a href="mailto:gbailey@babingtonhouse.com">gbailey@babingtonhouse.com</a> ext257 Deputy designated Safeguarding Lead |
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| David Laird <a href="mailto:dlaird@babingtonhouse.com">dlaird@babingtonhouse.com</a> ext 223 Deputy designated Safeguarding Lead |
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| <b>RELATED POLICIES:</b> |
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| Behaviour Policy |
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| Safeguarding Policy |
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|                                         |
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| Anti-Cyber Bullying and E-Safety Policy |
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| <b>RELATED LEGISLATION / GUIDANCE</b> |
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|                                             |
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| PREVENTING BULLYING (DFE UPDATED JULY 2026) |
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| <a href="https://www.gov.uk/government/publications/preventing-bullying">https://www.gov.uk/government/publications/preventing-bullying</a> |
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|---------------------------------------------------------------------------------------------------------------|
| Advice for parents and carers on cyberbullying (DfE)<br>Preventing Bullying Guidance (DfE, updated July 2026) |
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| KEEPING CHILDREN SAFE IN EDUCATION 2026<br><a href="#">Keeping children safe in education 2026: September 2026</a> |
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| <a href="#">WORKING TOGETHER TO SAFEGUARD CHILDREN 2026</a><br><a href="#">Working together to safeguard children - GOV.UK</a> |
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| <a href="#">PREVENT DUTY GUIDANCE</a> |
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**IF YOU HAVE CONCERNS ABOUT THE WELFARE OR SAFETY OF A PUPIL, PLEASE REFER IMMEDIATELY TO THE SAFEGUARDING POLICY AND FOLLOW THE PROCEDURES LISTED.**

## FOR CHILD ON CHILD ABUSE AND ALLEGATIONS – PLEASE REFER TO THE SAFEGUARDING POLICY

Should a bullying incident provide you with a ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ this should be treated as a child protection concern and the school’s safeguarding/child protection procedures should be followed.

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#### 1. Aims and Objectives

Babington House aims to ensure that bullying is prevented so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Staff working with children should maintain an attitude of ‘it could happen here’ where bullying is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

The school recognises that bullying may constitute **child-on-child abuse** and will be addressed in line with the school’s Safeguarding Policy and *Keeping Children Safe in Education (KCSIE)*. Bullying will never be dismissed as banter, part of growing up, or peer conflict.

The school recognises prejudice-based bullying, including racist, religious, sexist, homophobic, biphobic, transphobic and disability-related bullying. Such incidents are recorded and monitored separately where appropriate.

Record

The aim of the Babington House School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including Governors, teaching and non-teaching staff, pupils and parents should understand what bullying is and be familiar with the school's policy on anti-bullying and anti-cyber bullying. This policy is communicated clearly to parents, pupils, and staff by our website and implemented in practice by raising awareness and training. An environment of good behaviour and respect

is created, with helpful examples set by staff and older pupils – the success which is celebrated throughout the school.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated. Everyone in the community (pupils, parents and staff) has a responsibility to report any incident of bullying that comes to their attention (including when they find themselves as bystanders), and these reports will always be taken seriously. Only when all issues of bullying are addressed will our pupils be able to fully benefit from the opportunities available at the school.

The school operates appropriate filtering and monitoring systems in accordance with Keeping Children Safe in Education. Online bullying concerns are reviewed alongside safeguarding and online safety records to identify emerging risks.

**The school will not tolerate bullying, harassment or victimisation related to any protected characteristic under the Equality Act 2010 and will take all allegations seriously.**

## 2. Definition

All incidents of bullying will be taken seriously and addressed promptly. Bullying does not need to meet the threshold of significant harm to require intervention.

Where there is a concern that a child is at risk of harm, the matter will be managed in accordance with the school's Safeguarding Policy and *Keeping Children Safe in Education (KCSIE)*.

Bullying (including cyberbullying, prejudice-based and discriminatory bullying) may be defined as any deliberate behaviour that intentionally hurts another pupil or group, physically or emotionally and is often motivated by prejudice against people's protected characteristics which are: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation. Children may also be a victim of bullying due to special educational needs or disability, or because a child is adopted or in care – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email); where it is difficult for those being bullied to defend themselves.

Bullying behaviour may constitute child-on-child abuse. This includes, but is not limited to, physical abuse, emotional abuse, sexual harassment, and online abuse. This policy is informed by the Equality Act 2010, which places a duty on schools to prevent discrimination, harassment and victimisation.

Bullying can be behaviour that is repeated over time or a single serious event. Examples of unacceptable behaviour include:

- Physical (including sexual) assault.
  - Verbal abuse, name calling, teasing, or making offensive remarks.
  - Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, videos, and e-mail. The school uses SENSO as a safeguarding, filtering, and monitoring system. This prevents/monitors access to inappropriate websites, filtering email and general use of inappropriate language, etc. SENSO is a safe web filter designed specifically for schools. The school recognises that cyberbullying can take place both within and outside school, and will be treated with equal seriousness.
  - Indirect emotional tormenting by excluding from social groups or spreading malicious rumours.
  - Complicity, that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, anti-bisexual and prejudice against transgender or LGBTQ+ pupils. Comments that are sexist, sexual or which focus on special educational needs, disabilities or other physical attributes (such as hair colour or body shape).
  - Children with SEND are more vulnerable to bullying (including prejudiced based bullying) than non-SEND children and are especially liable to bullying and intimidation. (*See "Safeguarding disabled children 2009"*). These children may not demonstrate any outward signs. Pupils with SEND may face communication barriers and difficulties in managing or reporting bullying.
- Bullying can be repeated behaviour or a single significant incident that causes physical or emotional harm.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

The seriousness of bullying, both physical and emotional cannot be emphasised enough as being a cause of psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern for children and young people themselves. Bullying makes the lives of its victims misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying impacts its victims' attendance and attainment at school, marginalises those groups who may be targets for bullies and can have a life-long negative impact on some young people's lives. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to

'get away with it' can be detrimental to them as well as to their victims. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault and threatening behaviour.

### 3. What to look for

Pupils who are being bullied may show changes in behaviour, such as:

- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school
- being shy and nervous
- feigning illness
- taking unusual absences or clinging to adults
- demonstrating changes in work patterns
- lacking concentration
- truanting from school.

All members of the community must be alert to the signs of bullying and act promptly and firmly against it, in accordance with School policy. Surveys have shown that in most bullying incidents, most people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to act.

Staff should remain vigilant, particularly for vulnerable groups, including pupils with SEND, LGBTQ+ pupils, and those with social or communication difficulties

### 4. Procedures to follow

If staff have a responsibility to report concerns about bullying. The Designated Safeguarding Lead (DSL) has overall responsibility for ensuring appropriate action is taken and for overseeing patterns and trends.

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

***If you are the victim of bullying, including cyber-bullying and bullying outside of school:***

- If you feel able to; confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.

- Share your feelings with someone else.
- If possible, talk to a member of Staff, one of your Form Tutors, Key stage lead, Designated Safeguarding Leads or the Head of Seniors or Head of Preparatory. If you would rather not go straight to a member of staff, talk to your friends; talk to Senior pupils in your House, a Buddy or one of the Prefects; the School Counsellor: Kirsty Collings or any trusted adult or one of the pupils appointed as listening ears. They may well be able to advise on an appropriate course of action or will be able to involve other people who can. There are also people outside the school who would be willing to help.
- If you feel unable to speak to a member of staff, you can also report your concern through the student concerns portal on the student intranet. This allows an opportunity for you to remain anonymous and choose whether you would like to be spoken to directly or not.

**Childline: 0800 1111**

#### **5. Anti-Bullying Strategy**

- Babington House has a commitment to training staff, so that the principles of the school's Anti-Bullying Policy are understood; legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available.
- Where appropriate, the school will invest in specialised skills to understand the needs of their pupils and: including those with SEN or disabilities and LGBTQ+ pupils.
- The school builds resilience in its pupils to protect themselves and their peers against bullying through education, assemblies, PSHE, projects, drama, stories, and literature.
- The school implements disciplinary sanctions which reflect the seriousness of an incident which conveys a deterrent effect.
- The school communicates its policies to parents, pupils, and staff, and finds opportunities to celebrate successful outcomes through feedback to parents and students.
- The school involves parents through questionnaires to make sure that the policies and procedures are understood.

All bullying incidents are recorded on CPOMS and retained in accordance with the school's Data Protection and Record Retention Policies.

#### ***If you, a pupil, witness bullying behaviour***

- Support the victim by offering your friendship and making it clear that in your opinion what is happening to them is wrong.

- Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confronting the bully yourself.
- Accompany the victim to a trusted adult or suggest that you see their Form Tutor on their behalf.
- If you feel unable to speak to a member of staff, you can also report your concern through the student concerns portal on the student intranet. This allows an opportunity for you to remain anonymous and choose whether you would like to be spoken to directly or not

***If you, a member of Staff, witness an incident of bullying or it is reported to you***

- Reassure and support the pupils involved.
- Advise them that you are required to pass details on to the relevant member of staff. (One of their Class/Form Tutors or the Heads of Department).
- Listen to the victim's voice carefully and record their disclosures on CPOMS.
- Inform an appropriate member of staff as soon as possible. The Head of Seniors and Head of Preparatory will monitor the centrally incidents of bullying must be recorded on CPOMS as soon as possible. Serious incidents must be flagged to the DSL immediately.

These incidents are analysed further by the SLT to identify trends and ensure any additional, necessary measures are put in place to further support pupils and minimise the risk of the behaviour being repeated. This analysis may also lead to further CPD where appropriate.

Staff must not ignore reports of bullying and must not promise confidentiality. All concerns should be recorded promptly and accurately.

***If you are a parent and want to report an incidence of bullying:***

Parents who believe their child may be experiencing bullying should contact their child's Form Tutor in the first instance. Concerns may also be referred directly to the Head of Preparatory, Head of Seniors or the Designated Safeguarding Lead.

All reports will be taken seriously and investigated promptly.

***What will happen***

- The victim will be interviewed by one of their Form Tutors, on their own, and asked to provide an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss their

own reactions and behaviour towards the bully. The victim is given support and advice, and counselling is suggested if deemed appropriate.

- The victim's wishes, views and feelings will always be considered.
- Once the Form Tutor is clear that a bullying offence has been committed, the accused and any others involved will be interviewed individually and asked to provide an immediate account of events. The process for dealing with bullying will be explained clearly to them.
- Details of the incident will be recorded on all the pupils' CPOMS files to enable patterns to be identified and to evaluate the effectiveness of the approach adopted. The staff will decide on an appropriate course of action. In the first instance one of the Form Tutors will interview the pupil or pupils whose behaviour has caused distress
- It will be made clear why the behaviour was inappropriate and unacceptable. Support and counseling will be offered. A suitable punishment will also be given after consultation with the Head of Seniors/Head of Prep/Headteacher.
- The following disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect may be applied in accordance with the school behaviour policy:
  - The Head of Seniors/Head of Prep will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them into School to discuss the matter. Their support for the school's actions should be enlisted if possible.
  - The school will provide targeted support for both the victim and the perpetrator. This may include pastoral support plans, restorative approaches (where appropriate), counselling, and ongoing monitoring.
- **Lunchtime detention**
- **After school detention**
- **Internal suspension** (For one or 2 days)
- **Exclusion/Suspension** - may be necessary in cases of severe and persistent bullying at the Head Teachers' discretion (see the School's Discipline and Behaviour Policy and Exclusion Procedures documents).

The school recognises that the perpetrator of bullying may have underlying needs that require addressing through specific intervention or support mechanisms.

It is the policy of the school to attempt to resolve such bullying internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

In serious cases it may be necessary to make a report to the Police or Children and Families Hub (Children's social care). Please follow the Safeguarding Policy for child-on-child abuse in these instances.

The school will raise awareness of this to the staff through training so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; and take action to reduce the risk of bullying at the times and places where it is most likely to occur. Where appropriate, the school will invest in specialised skills to understand the needs of our pupils, including those with special educational needs, or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) pupils.

The key points from this policy will be discussed with pupils during Tutor led Form sessions. Anti-bullying will feature as a discussion point for the School Parliament. It will also be revisited using educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. physical education. Opportunities will also be sought to allow parents to contribute to the school's actions to prevent bullying.

Follow-up monitoring will normally take place within one to two school weeks and thereafter as required to ensure the behaviour has ceased.

The record of bullying offences will be reviewed by the Form Tutors and Head of Seniors or Head of Preparatory to watch for patterns and check that the policy is effective.

### **ANTI CYBER-BULLYING**

Cyberbullying is addressed within this policy and in further detail in the school's E-Safety Policy.

The school recognises that online abuse may include harassment, threats, sharing of images, and exclusion, and will respond to such incidents in line with safeguarding procedures.

The school operates appropriate filtering and monitoring systems in accordance with Keeping Children Safe in Education. Online bullying concerns are reviewed alongside safeguarding and online safety records to identify emerging risks.

### **Anti- Bullying strategy:**

The school adopts a proactive approach to preventing bullying, including:

- Regular staff training (including safeguarding and recognising child-on-child abuse)
- Curriculum-based education (PSHE, RSE, online safety)
- Supervision of areas identified as higher risk
- Promotion of a positive behaviour culture

- Pupil voice and feedback mechanisms

The Senior Leadership Team (SLT) will review bullying data regularly to identify patterns and inform preventative strategies.

The Headteacher and DSL will provide the Governing Body with anonymised data regarding bullying incidents, trends, actions taken and effectiveness of preventative measures at least annually.

This policy will be reviewed at least annually.

## EYFS

Children in the Early Years Foundation Stage are supported to develop positive relationships, kindness, respect and emotional literacy through age-appropriate modelling, discussion and intervention.

Bullying behaviour is rare in EYFS due to children's developmental stage; however, unkind, repetitive or targeted behaviour will always be taken seriously and addressed promptly.

Staff work closely with parents to support children in developing positive social interactions. Any safeguarding concerns arising from peer interaction will be referred to the Designated Safeguarding Lead and managed in accordance with the school's Safeguarding Policy and EYFS requirements.

Staff recognise that behaviour in EYFS is often linked to developmental stage rather than intentional bullying. However, repeated, targeted or deliberately hurtful behaviour will be addressed promptly and appropriately. Staff will support children in developing empathy, kindness, emotional regulation and positive social interactions.

## References

### **Babington House refers to the following documents:**

- Keeping Children Safe in Education (latest version 2026)
- Preventing and tackling bullying (DfE, latest guidance)
- Equality Act 2010

Further information is available from:

- NSPCC <https://www.nspcc.org.uk/>
- Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk/>
- Childline <https://www.childline.org.uk/>
- Kidscape [Help With Bullying | Bullying Advice | Coram Kidscape](#)