



Philips
High School

Success Together Aspire Respect

Policy on Anti Bullying

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Part of the

Oak



Learning Partnership

Philips High School Anti-Bullying Policy

(Reviewed and updated in line with DfE guidance and statutory duties, September 2025)

1. Executive Summary

Philips High School is committed to ensuring that all members of our diverse school community are educated in an environment free from harassment, intimidation, aggression, discrimination, and derogatory language. We recognise the challenges faced by our students, many of whom have complex personal histories, are in receipt of the pupil premium grant, and speak multiple home languages.

This policy sets out:

- A clear definition of bullying, aligned with the Department for Education's *Preventing and Tackling Bullying* guidance (2017).
- The school's commitment to prevention, early intervention, and effective response.
- The roles and responsibilities of students, staff, leaders, governors, parents, and carers.
- Our legal duties under the Education and Inspections Act 2006, the Equality Act 2010, and statutory Keeping Children Safe in Education (KCSIE) 2024 guidance.

We expect all members of the school community to take a proactive stance against bullying, creating a safe and respectful culture that enables every student to feel safe, thrive, and achieve.

2. Related Policies

This policy should be read in conjunction with:

- Behaviour & Relationships Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Online Safety and Acceptable Use Policy
- Relationships, Sex and Health Education (RSHE) Policy



3. Our Commitment

Governors, staff, and parents believe that all students have the right to be safe, thrive, and aspire to be the best version of themselves. Our school vision is to:

“Foster a sense of pride and community and provide an opportunity for all to excel.”

This policy is underpinned by our values of Success, Together, Aspire and Respect.

In line with the Public Sector Equality Duty (Equality Act 2010), Philips High School ensures that students are protected from harassment and discrimination based on:

- Age
- Disability (including SEND)
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

4. Definition of Bullying

The Department for Education (2017) defines bullying as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against other groups.”

Philips High School adopts this definition. We also note:

- Bullying is not a one-off falling out or an isolated incident of unkind behaviour, though such behaviour will still be addressed.
- Bullying typically involves an imbalance of power and has the potential to cause long-lasting harm.



5. Forms of Bullying

Bullying may include, but is not limited to:

- **Physical** – pushing, hitting, biting, kicking, pinching, theft.
- **Verbal** – name calling, insults, threats, teasing, sarcasm, spreading rumours.
- **Emotional** – humiliation, exclusion, intimidation, coercion, manipulation.
- **Sexual / Sexualised** – unwanted physical contact, sexist comments, sexual harassment, online sexual bullying.
- **Cyber** – abuse via text, email, gaming, or social media (including image-based abuse).
- **Racist or Faith-related** – abuse linked to race, culture, ethnicity, religion or belief.
- **Homophobic, BI phobic and Transphobic (HBT)** – abuse linked to sexual orientation or gender identity.
- **Disability / SEND-related** – mocking or excluding students based on learning needs, disabilities, or differences.

6. Identifying Bullying

In line with NSPCC guidance, there is no single sign of bullying, but indicators may include:

- Avoidance of school or travel
- Lost or damaged belongings
- Unexplained injuries
- Withdrawal or loss of confidence
- Declining progress or attendance
- Aggressive or disruptive behaviour
- Signs of anxiety, eating or sleeping problems

Staff, students, and parents are encouraged to adopt a **“It could happen here”** approach and report any concerns immediately.



7. Preventing Bullying

Philips High School takes a whole-school approach to prevention, aligned with the DfE's guidance on behaviour and discipline and RSHE statutory requirements. Prevention strategies include:

- A comprehensive Personal Development curriculum (including Character lessons, Drop Down Days, Anti-Bullying Week, assemblies, and tutor time activities).
- Active involvement of the anti-bullying mentor campaigns.
- Staff training in behaviour management, safeguarding, and recognising signs of bullying (including cyberbullying and sexual harassment, as per KCSIE 2025).
- Strong pastoral systems, including Heads of Year, The Base staff, Child-on-Child Working Party, SENCO and safeguarding leads.
- Integration and equality work with external agencies (e.g. Enterprising Youth, local authority, EAL support, and refugee/asylum networks).
- Promotion of online safety, in line with the Education Act 2011 and DfE guidance on cyberbullying.
- Encouraging students to act as anti-bullying mentors and support networks for peers.



8. Roles and Responsibilities

Headteacher

- Has a statutory duty (Education and Inspections Act 2006) to ensure procedures to prevent bullying/harassment are in place.
- Ensures policy is implemented, monitored, and reported to governors.
- Ensure a system of recording bullying is in place.
- Ensure that the procedures are brought to the attention of all staff, parents and students.
- Ensure that no forms of discrimination are tolerated.

Assistant Headteacher for Behaviour and Designated Safeguard Leads

- Manages day-to-day implementation and monitoring of this policy.
- Monitors the bullying log (CPOMS) and ensures accurate records are kept.
- Leads surveys, staff training, and awareness campaigns.

All Staff

- To monitor early signs of distress in students – deterioration of work, reduced attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be passed on to the relevant pastoral year leader.
- Refer to Pastoral Leads to investigate thorough following the Seven Steps to Anti-Bullying Protocol
- Model respectful behaviour.
- Intervene promptly and sensitively.
- Report and record concerns immediately to pastoral leads and/or SLT/DSL and place on the school recording system CPOMS.

Students

- Talk to an adult you can trust.
- Write down what has happened and how you feel – be 100% truthful.
- Report bullying (to staff, parents, or mentors).
- Stand against bullying and support peers, do not be a bystander.
- Respect others and celebrate differences of beliefs and opinions.
- Do not try to deal with bullying on your own.
- Use the Sharp System to report issues, worries, concerns.

Parents and Carers

- Report concerns to school promptly.
- Support their child and cooperate with investigations.
- Avoid retaliatory action and encourage respectful solutions.



9. Reporting, Recording and Responding

- All concerns are recorded on CPOMS and investigated.
- Parents are contacted of a reported incident and must be updated during and post investigations.
- Investigations follow the "Seven Steps to Bullying Allegations Protocol".
- Outcomes may include sanctions, restorative practice, and support for both victim and perpetrator.
- Serious incidents may be escalated under child protection procedures (Children Act 1989).
- Records are reviewed regularly by Heads of Year.

10. Sanctions and Support (may include but are not limited to)

- Sanctions applied in line with the Behaviour and Relationships Policy.
- Use of restorative approaches and reflection tasks.
- Communication via a letter for bullying issues and potential bullying issues.
- Access to counselling, mentoring, and The Base support for students affected.
- Anti-bullying contracts where appropriate.
- Follow-up reviews to ensure bullying has ceased.

11. Monitoring and Review

- Bullying logs are reviewed termly by SLT, DSLs and/or governors.
- All logs are regularly checked to ensure that there is no repetition of bullying.
- Annual evaluation of this policy involves consultation with students and staff.
- The policy is reviewed annually (or earlier in response to emerging issues or updated government guidance).

12. Complaints

If a parent or carer is dissatisfied with the school's response, they may escalate under the school's Complaints Policy.

13. Equal Opportunities Statement

Philips High School upholds the Equality Act 2010 and ensures that no student involved in any incident of bullying is disadvantaged on grounds of gender, race, disability, sexual orientation, religion, or other protected characteristic.

September 2025



Philips High School – Student Anti-Bullying Policy

Our Promise

At Philips High, everyone has the right to feel safe, respected and happy. Bullying of any kind is not tolerated. We are a caring and respectful community – our values of Respect, Responsibility and Aspiration guide us every day.

What is Bullying?

Bullying is:

- When someone repeatedly hurts, upsets or frightens another person on purpose.
- It can be physical, verbal, emotional, online (cyber), racist, homophobic / transphobic, or related to SEND or differences.

Bullying is **NOT**:

- A one-off fall out with friends.
- Accidents or mistakes, but these behaviours can still be hurtful, so we will help with them too.

What Should You Do?

Tell someone straight away – even if you're not sure it's bullying.

- Speak to a teacher, Head of Year, Safe Space staff, or any adult in school you trust.
- You can also talk to anti-bullying mentors.
- Tell your parent or carer so they can support you.

Remember: **If you don't report it, we can't help stop it.**

What Will the School Do?

- Listen carefully to everyone involved.
- Act quickly to make sure you are safe.
- Work with you and your parents/carers to stop the bullying.
- Provide support for both those who have been bullied and those who need help changing their behaviour.

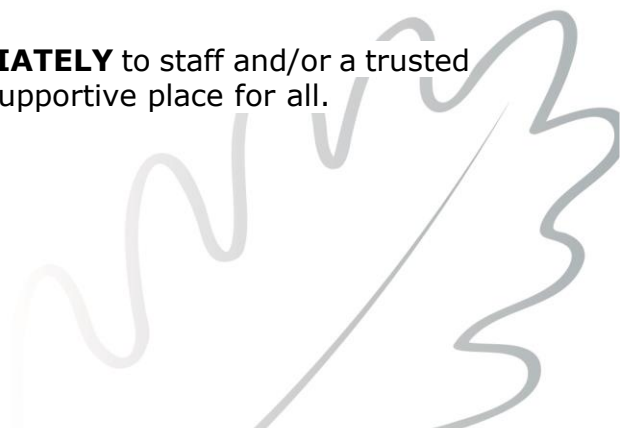
How We Prevent Bullying

- Personal Development lessons and special events like Anti-Bullying Week.
- Assemblies, Aspire Days and form activities to promote respect and kindness.
- A culture of **"It could happen here"** – everyone looks out for each other.
- Regular check in for previous victims and perpetrators.

Remember

- Bullying is never acceptable.
- You are not alone.
- Speaking up helps you and helps others.

If you see or experience bullying – **REPORT IT IMMEDIATELY** to staff and/or a trusted adult. Together, we can make Philips High a safe and supportive place for all.



PHS – Seven Steps to Bullying Protocol

This protocol explains how staff respond to any report of bullying to ensure a consistent, fair and supportive approach for all students and families.

1. Listen and Reassure

1. Speak with the student to understand what happened and how they feel.
 2. Assign to the Year Group Pastoral Lead.
 3. Reassure them they did the right thing.
 4. Inform their parent/carer.
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2. Investigate and Record

1. Speak individually to all involved.
 2. Gather brief written statements from students/witnesses.
 3. Identify key details (who, what, when, where).
 4. Decide if it meets the definition of bullying or needs a warning.
 5. Record findings on CPOMS and notify all parents/carers.
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3. Decide Outcome and Sanctions

1. Discuss findings with AHT link and agree next steps in line with the Behaviour & Relationships Policy.
 2. Apply fair, proportionate sanctions for confirmed bullying or involvement by association.
 3. Notify parents/carers by telephone followed with a bullying or warning letter.
 4. Headteacher to be informed.
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4. Discuss Impact and Responsibility

1. Meet students to help them recognise the effect of their behaviour.
 2. Focus on impact and improvement, not blame.
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5. Agree Positive Actions

1. Ask how they can make things better for the victim.
 2. Record and support agreed constructive actions.
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6. Implement and Monitor

1. Allow time for actions to be carried out.
 2. HoY/staff member monitors progress and holds short follow-ups.
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7. Review and Support

1. Arrange restorative meetings if appropriate.
 2. Keep parents updated and check in regularly.
 3. Review fortnightly until resolved, then close on CPOMS but continue monitoring.
 4. Escalate or refer if concerns persist.
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Principle: Address behaviour firmly, restore relationships positively, and ensure every student feels safe.