Anti-bullying Policy

Policy title:	Anti-bullying Policy
Function:	This statement sets out the school's position and processes in relation to issues of bullying, including the responsibilities of staff, pupils and parents.
Status:	Approved
Statutory guidance:	Department for Education: Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies (2017) Department for Education: Cyberbullying: Advice for Headteachers and School Staff (2014) Department for Education: Supporting Children and Young People Who Are Bullied: Advice for Schools (2014) Department of Health: No Health Without Mental Health (2011) Keeping Children Safe in Education (DfE, 2026) Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE) Behaviour in Schools – Advice for Headteachers and School Staff (DfE, 2024) Childnet: Cyberbullying – Understand, Prevent and Respond Education and Inspections Act 2006 Equality Act 2010 Children Act 1989 Children Act 2004
Audience:	Students, Parents, Senior Leadership team, Trustees, Local Authority, General public
Ownership:	Trust Board, Headteacher & Deputy Headteacher
Last reviewed:	26 September 2026
Reviewed by:	J Baker
Next reviewed:	Annually

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Aims and objectives

At The Blue Coat School Liverpool, every student belongs, is valued, and is empowered to thrive. Guided by Non Sibi Sed Omnibus — not for oneself but for all — we honour our story with honesty while forging a modern, inclusive future.

We celebrate individuality and champion diversity, inspiring students to flourish in their own way with confidence, curiosity, resilience, and kindness.

Our vision is to ignite ambition and nurture integrity and compassion, preparing young people to shape a fairer, brighter world — in Liverpool and beyond.

1. This policy sets out The Blue Coat School's commitment to providing an environment that enables equal access and engagement for all students, staff, parents and visitors in line with The Equality Act (2010) and Department for Education Guidance on The Equality Act 2010.

2. This policy provides guidance so that the School provides a positive experience for everybody it engages with regardless of:

- social, ethnic, cultural or spiritual background
- physical, emotional or learning need

4. This policy supports the School's commitment to positively model everybody's responsibility to promote and support accessibility.

Roles and responsibilities

5. The Board of Trustees will ensure that this policy meets current statutory requirements and that it is reviewed every year.

6. The Headteacher will ensure that:

- this policy is reviewed and updated in line with legislation, statutory guidance and advice
- The Blue Coat School adheres to and achieves the principles of accessibility set out by this policy
- all employees are well guided about their responsibility to ensure everybody in the School community has equal access to all aspects of School
- the Accessibility action plan included in this policy is informed by consultation and that it is regularly and rigorously reviewed.

7. The Deputy Headteacher (curriculum, teaching, learning and assessment) will ensure that:

- Heads of department are well guided about strategies to support accessibility throughout the curriculum
- Heads of department carefully consider the outcomes of all groups of students during subject self-review.

8. The Deputy Headteacher (personal development, behaviour and welfare) will ensure that:

- the School collects and records good quality information about students' needs

- all staff have good access to information about students' needs
- Head of Year carefully consider the outcomes of all groups of students during pastoral self-review.
- All staff are trained in Equality issues with reference to the Equality Act 2010, including understanding disability issues.

9. The Staff and School Operations Manager will ensure that:

- the School building provides adequate access to members of the School community
- Support staff teams understand and act on their responsibilities to promote accessibility for members of the School community that they engage with in their respective areas.
- The school collects and records good quality information about staff needs.

10. All employees of the School will have due regard for the principles and aims of this policy. Staff will ensure that they:

- understand their responsibilities as set out by this policy
- are alert to any potential inequality of access
- take action to address inequality of access where possible
- report inequality of access to their line manager where necessary
- engage with consultations about promoting good accessibility effectively

Procedures and practices

General principles

11. The Blue Coat School is committed to ensuring that all students, staff and visitors enjoy equal access to all aspects of School regardless of impairment, disability or special educational need in support of a culture of inclusion, support and awareness.

12. The School will be guided by The Equality Act (2010) in ensuring that no student, staff or visitor is treated less favourably than any other, and that where possible, reasonable adjustments are made to provide equal access to the curriculum, school site or information that the school shares.

13. The School is committed to taking positive action in the spirit of The Equality Act (2010) with regard to any form of accessibility.

14. The Blue Coat School also recognises its responsibility to adapt its approaches in line with changing accessibility needs.

Antibullying Strategy

This school is a place where every person has the right to be themselves and to feel included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Aims and purposes of the policy

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect, inclusion and equality, and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that society will expect of our students when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to the tackling of bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

(Related policies include the school's Behaviour, SEND & Safeguarding Policies)

Definition of bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

1. The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone. Pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - using derogatory or offensive language or threatening someone. Name calling, sarcasm, spreading rumours, teasing, belittling, misogynistic comments.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc, sexual harassment, sexist language
- Intimate relationship / teenage relationship abuse – abusive, controlling, coercive, threatening or violent behaviour between children or young people who are, or have been, in an intimate relationship. This may include physical, emotional, sexual or online abuse, coercive or controlling behaviour, harassment, threats, monitoring or restricting a partner's communications or friendships, and the misuse of technology or intimate images.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, online abuse, image-based abuse. Self-generated intimate images and/or videos, including those generated using AI, such as deepfakes.
- Indirect - Can include the exploitation of individuals.

Abuse within intimate relationships between children is a form of child-on-child abuse. Where such behaviour raises a safeguarding concern, staff must report it immediately to the DSL or a Deputy DSL and follow the school's Child Protection and Safeguarding Policy.

2. Bullying behaviours are characterised by the following attributes:

- The behaviour is intentional
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- The behaviour causes physical or emotional harm for the individual or group who is targeted
- The behaviour is repeated

3. Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or Belief
- Culture
- Social Class or Socio-economic Background
- Gender (sexist bullying)
- Sexual Orientation (homophobic or biphobic bullying)
- Trans Identity, including Non-binary Identity (transphobic bullying)
- Special Educational Needs (SEN), OR Disability
- Appearance
- Related to home or another personal situation
- Related to another vulnerable group of people

4. **Bullying may constitute child-on-child abuse.** The school recognises that child-on-child abuse can occur inside or outside school and online, and all staff will maintain an attitude that 'it could happen here'.

Reporting bullying

Students who are being bullied: if a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school by:

- Reporting it to school, via a form tutor, Head of Year, Safeguarding Lead or any other member of staff
- Reporting it to parents or carers
- Calling ChildLine (under 18) to speak with someone in confidence on 0800 1111
- Over 18's - Samaritans 116 123
- Parents/Carers – Family Lives 0808 800 2222

Roles and Responsibilities

Staff: all school staff, both teaching and support staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent

bullying. Where bullying behaviour raises a safeguarding concern, including child-on-child abuse, sexual harassment or violence, harmful sexual behaviour, exploitation, discriminatory abuse or significant online harm, staff must report the concern immediately to the DSL or a Deputy DSL and follow the Child Protection and Safeguarding Policy and KCSIE 2026.

Leadership: the Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. A designated member of the Senior Leadership Team is responsible for overseeing the school's anti-bullying strategy

Parents & Carers: parents and carers should look out for potential signs of bullying such as signs of distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or the relevant Head of Year.

Students: students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. We proactively promote on an 'Active Bystander' culture in school.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on Bromcom and report it to the relevant Head of Year
- Designated school staff will monitor the information shared and recorded on Bromcom, analysing and evaluating the results.
- SLT will produce termly reports summarising the information, which will be reported to the school's Trust Board.

Support will be offered to those who are the victims of bullying, which may include:

- Support from their form tutor
- Support from their Head of Year
- Sessions with the Student Support Team
- The use of restorative justice

Staff will pro-actively respond to the perpetrator, who may require support and mentoring from their form tutor or Head of Year, or through the use of restorative justice

Staff will liaise with parents of both the victim and the perpetrator

Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school

School initiatives to prevent and tackle bullying

We use a range of proactive measures to prevent and tackle bullying including:

- Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.

- Our Personal Development curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Year group assemblies help raise students' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month.
- The school values of equality, inclusion and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- The restorative justice process provide support to victims of bullying and those who show bullying behaviour.
- Students are continually involved in contributing to school-wide anti-bullying initiatives through the school council, student leadership opportunities and the Safeguarding survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

Training

The Deputy Headteacher is responsible for ensuring that all school staff, both teaching and support staff receive regular training on all aspects of bullying.

Monitoring and reviewing

The Deputy Headteacher is responsible for reporting to the Trust Board on how the policy is being enforced and upheld, via the termly report. The Trustees are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring, such as learning walks and focus groups with students.

The policy is reviewed every 12 months.

Annex 1 - Supporting Organisations and Guidance

General

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- 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
- The Diana Award: www.diana-award.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk

- Mencap: www.mencap.org.uk

Racism and Hate

- 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
- Show Racism the Red Card: www.srtrc.org/educational