

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	CXB	July 2026	July 2028

Our Promise

At John Mason School, we are committed to fostering a safe, inclusive and respectful environment where every student is valued and supported. We believe that respect for oneself and others is fundamental to creating a positive school culture in which students can thrive academically, socially and emotionally.

We are determined to empower students to stand against bullying, support one another and contribute to a compassionate and resilient community. All concerns relating to bullying, harmful behaviour or unkindness will be taken seriously and responded to fairly, consistently and proportionately.

This policy operates in line with statutory safeguarding guidance, including the Department for Education's *Keeping Children Safe in Education (KCSIE)* and should be read alongside the school's Behaviour for Learning Policy, Child Protection and Safeguarding Policy, Online Safety Policy, Equality Policy and Acceptable Use Agreements.

Our approach aims to:

- promote kindness, inclusion and respect;
- support early intervention and effective pastoral care;
- ensure concerns are investigated appropriately;
- identify patterns of harmful behaviour;
- provide appropriate support for all students involved.

What is Bullying?

At John Mason School, we define bullying as behaviour that intentionally hurts, intimidates or undermines another person and involves repeated behaviour alongside a power imbalance.

The Anti-Bullying Alliance defines bullying as:

"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."

Bullying may include:

- name-calling;
- intimidation or threats;
- spreading rumours;
- deliberate exclusion;
- physical aggression;
- online harassment.

Bullying can be linked to protected characteristics including race, religion, disability, sexuality, gender identity or appearance. The school recognises that prejudice-based bullying can have a particularly harmful impact and will always be treated seriously.

Prejudice-based incidents, including those related to protected characteristics, are recorded and monitored separately to ensure compliance with the Equality Act 2010 and to enable the school to identify trends, respond appropriately and evaluate the effectiveness of preventative measures.

John Mason School recognises that some students may be more vulnerable to bullying or harmful behaviour and may require additional support. Pupils with Special Educational Needs and Disabilities (SEND) or additional needs may be at increased risk of bullying and may require tailored support, monitoring and intervention.

We also recognise that not all incidents between students are bullying. Some situations may involve conflict, friendship difficulties or unkind behaviour which still require support and intervention from staff. Serious one-off incidents will still be treated as significant behaviour or safeguarding concerns.

Types of Bullying

Bullying can take many forms, including:

- **Emotional:** excluding others, intimidation or humiliation.
- **Physical:** pushing, hitting, unwanted touching or damaging belongings.
- **Verbal:** name-calling, teasing, threats or spreading rumours.
- **Prejudice-based:** racist, sexist, homophobic, biphobic, transphobic or disability-related bullying.
- **Cyberbullying:** bullying through social media, messaging, gaming platforms or other online spaces, including misuse of images, videos or AI-generated content such as deepfakes.

The school may respond to online behaviour occurring outside school where it impacts students' wellbeing, safety or experience in school.

Reporting and Responding

At John Mason School, all concerns relating to bullying or harmful behaviour are taken seriously and recorded on CPOMS.

Students are encouraged to report concerns about themselves or others to any trusted adult, via email or through the school's Report It App.

Staff will respond promptly, fairly and proportionately. This may include:

- gathering information from those involved;
- speaking to witnesses where appropriate;
- recording concerns accurately;
- involving parents/carers where necessary;
- providing pastoral or safeguarding support;
- applying sanctions in line with the Behaviour for Learning Policy.

Records are reviewed by safeguarding and pastoral leaders to identify patterns, monitor outcomes and ensure that appropriate interventions are implemented. The Designated Safeguarding Lead (DSL) maintains oversight of bullying concerns that may present safeguarding risks.

The school uses a consistent approach to recording and responding to concerns so that patterns of behaviour can be identified and appropriate support provided. Responses may include restorative approaches, educational interventions and sanctions where appropriate.

Sanctions will be applied proportionately and in line with the Behaviour for Learning Policy. Depending on the severity, frequency and impact of the behaviour, responses may include restorative interventions alongside appropriate disciplinary measures.

Some incidents of bullying may constitute a safeguarding concern. Behaviour involving sexual harassment, sexual violence, harmful sexual behaviour, hate incidents, discriminatory abuse, coercion, exploitation, online abuse or behaviour presenting a risk of significant harm will be treated as a safeguarding concern and responded to in accordance with the Child Protection and Safeguarding Policy. Where behaviour meets the threshold for child-on-child abuse, appropriate safeguarding procedures will be followed and referrals made to external agencies where required.

Where appropriate, concerns may continue to be reviewed and monitored to ensure issues are resolved effectively and students feel safe and supported.

Roles and Responsibilities

Staff

All staff are responsible for promoting a culture of respect and ensuring students feel safe and supported. Staff will:

- listen to concerns seriously and without judgement;
- respond promptly and appropriately;
- record incidents consistently on CPOMS;
- support students sensitively;
- promote positive relationships and inclusive behaviour.

All staff receive induction and ongoing training on recognising, reporting and responding to bullying as part of the school's safeguarding procedures. Staff will also engage in regular safeguarding and anti-bullying training to ensure they remain informed of current guidance and best practice.

Students

Students are expected to:

- treat others with kindness and respect;
- report concerns or incidents of bullying;
- support a culture where bullying is challenged and inclusion is valued.

Reporting concerns is an important act of courage and responsibility that helps create a safer school community.

Parents and Carers

Parents and carers are encouraged to:

- promote respectful behaviour at home;
- raise concerns promptly with the school;
- work in partnership with the school to support positive outcomes;
- monitor children's online communication and social media use appropriately.

Prevention and Support

The school is committed to preventing bullying through:

- the personal development curriculum;
- assemblies and awareness events;
- pastoral support systems;
- student leadership opportunities;
- Anti-Bullying Ambassadors;
- annual OxWell Student Wellbeing Survey participation;
- student feedback systems and pupil voice activities;
- staff training and safeguarding procedures.

Heads of Year, safeguarding staff and senior leaders will work together to identify trends, support vulnerable students and respond proactively to emerging concerns.

Student voice is an important part of the school's anti-bullying strategy. Feedback gathered through the OxWell Student Wellbeing Survey, pupil voice activities and student leadership opportunities helps inform prevention work and school improvement priorities.

Support will be provided to students affected by bullying or harmful behaviour. Interventions may include:

- restorative conversations;
- mentoring or pastoral support;
- safeguarding intervention;
- parental meetings;
- referrals to external agencies where appropriate.

The school's approach is focused on both accountability and education, ensuring students are supported to reflect, learn and improve their behaviour.

Monitoring and Review

This policy will be monitored by senior leaders, the Designated Safeguarding Lead, Anti-Bullying Ambassadors and governors as part of the school's safeguarding and behaviour assurance processes.

Bullying and behaviour data will be reviewed regularly to:

- identify patterns and trends;
- inform prevention and education work;
- evaluate the effectiveness of interventions;
- strengthen the school's safeguarding culture.

CPOMS records will be reviewed regularly by safeguarding and pastoral leaders to identify emerging trends, repeat concerns and vulnerable students requiring additional support.

Prejudice-based incidents will be reviewed separately as part of the school's monitoring processes to support compliance with equality duties and inform preventative work.

The governing body will receive regular safeguarding and Behaviour for Learning updates, including information relating to bullying incidents, emerging trends, actions taken and the effectiveness of preventative measures.

Our shared goal remains a happy, safe and supportive environment for every child.

ANTI-BULLYING: RESPONSE FLOW CHART

John Mason School



1. CONCERN RAISED

A student, parent/carer or staff member reports a concern about bullying or harmful behaviour.
Reports can be made to any trusted adult, via email or through the Report It App.



2. ACKNOWLEDGE AND RECORD

Staff member listens, takes the concern seriously and reassures the student.
The concern is recorded accurately on the school safeguarding system (CPOMS) on the same day.
If there is an immediate risk of harm, safeguarding procedures are followed straight away.



3. INVESTIGATE

Appropriate staff gather information, which may include:

- speaking to the student(s) involved
- speaking to witnesses
- reviewing any available evidence

The investigation is fair, proportionate and carried out as soon as possible.



4A. RESOLVE AND SUPPORT

If the incident is isolated or lower level and can be resolved through restorative approaches and support.

- Restorative conversation(s)
- Pastoral support
- Agreed actions and future support

Recorded on CPOMS and monitored.



4B. INTERVENE AND SUPPORT

If the incident is more serious or repeated.

- Targeted intervention
- Pastoral / safeguarding support
- Parental contact
- Sanctions in line with the Behaviour for Learning Policy

Recorded on CPOMS and monitored.



4C. SAFEGUARDING RESPONSE

If there are concerns that a student is at risk of significant harm.

- Safeguarding procedures followed
- Referral to Designated Safeguarding Lead (DSL)
- External agencies involved if necessary

Recorded on CPOMS and monitored.



5. REVIEW AND MONITOR

Staff continue to review and monitor the situation to ensure:

- the issue has been resolved
- students feel safe and supported
- any further action is taken if needed

Patterns or trends are identified and addressed.



6. OUTCOME AND LEARNING

The school provides ongoing support for all students involved.
We reflect, learn and take action to prevent future bullying and unkind behaviour.
All incidents inform our safeguarding, pastoral and prevention work.



Our Goal: A happy, safe and supportive environment for every child.

KEY PRINCIPLES



We listen
All concerns are taken seriously.



We investigate
Fairly, promptly and appropriately.



We record
Accurately and consistently on CPOMS.



We support
Everyone involved.



We respond
Proportionately and effectively.

**EVERY STUDENT.
EVERY VOICE.
EVERY TIME.**