

Anti-Bullying Policy

To be reviewed by:	Head Deputy Head Pastoral
Date of Policy:	September 2026
Review Frequency:	Annually
Review Date:	September 2027

Definition of Bullying

This policy applies to all pupils at Peponi House. At its core, Peponi House offers forward-looking preparation for success and happiness in a rapidly changing world.

The school defines bullying as behaviour that is behaviour by an individual or group, repeated over time, that intentionally hurts another individual physically or emotionally and involves a real or perceived imbalance of power.

It takes many forms and can include:

i. physical assault
ii. Teasing
iii. exclusion
iv. making threats
v. name calling
vi. cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

It is everyone's responsibility to prevent bullying from happening.

This Anti-Bullying Policy defines bullying and lays down guidelines to be followed. We consider this policy to be central to our ethos of inclusion at Peponi House and therefore we take very seriously its implementation. The anti-bullying policy should also be read alongside the school's behaviour policy.

Peponi House School is a diverse and caring community where respect is a right of all individuals and individual and collective responsibilities are paramount. In this context bullying will not be tolerated. We aim to prevent bullying in any form and to have a consistent approach so that incidents of bullying are dealt with quickly and effectively. We will ensure that all members of the school community are aware of this policy. This will be a key factor in the PSHE scheme. All the children will see, read and understand the bullying policy at Peponi House. They will understand the school's zero tolerance approach to bullying and how incidents will be dealt with.

We aim:

i. To foster an atmosphere of tolerance and mutual respect within the school community, fulfilling our aims as a school of many nations, a family of one.
ii. To provide a safe and caring environment in which each pupil is afforded the opportunity to maximise their potential in all facets of school life. This includes ensuring our supervision is thorough and the children are looked after.
iii. To create on the part of staff and pupils an awareness of bullying and an understanding of its causes and consequences.
iv. To promote a moral climate in which bullying is socially unacceptable and in which both victim and witness/witnesses are at liberty to report any incident either directly, or via a third party. We also drive the message of kindness and being kind.

PREVENTION AND AWARENESS

Bullying is a whole school issue and as such the subject arises in a variety of curriculum areas as well as the consultation and sharing of the school's behaviour policy with pupils, parents and staff.

Bullying is formally addressed in PSHE classes where the nature of bullying is explored and an attempt is made to develop self-protective strategies and appropriate responses.

The school's pastoral system under the guidance of the Head, DHP, SLT and the Form Teachers provides counselling and support.

At all appropriate opportunities, the message that bullying is unacceptable is reinforced and pupils are encouraged to foster positive attitudes and conduct. Form Time, PSHE, school assemblies and House Meetings all play an important role in prevention and raising awareness.

In their dealings with pupils, staff must aim to build good rapport and trust and seek to create an open atmosphere in order to facilitate communication.

Formal and informal communication between staff and parents has a vital role to play in prevention and should be positively promoted. Pupils are encouraged to talk without delay to prefects, staff and parents regarding any incidents involving bullying.

Action by teachers to prevent bullying:

vii. Be vigilant.
viii. Be particularly vigilant at break times when the children are rushing and running about. Be aware of which children are together and how they are interacting with one another. DO NOT BE A PASSIVE BYSTANDER- BE AN UPSTANDER.
ix. When taking or observing a game make sure that each child is involved as much as possible. No child should feel that they are a failure at or excluded from a game.
x. If any child approaches a member of staff and says that they are being bullied, the teacher must:
xi. Listen to the child.
xii. Report the matter immediately, in writing on the school's MIS, to the DHP.
xiii. Adhere to the school's supervision policy. Be punctual for every class, duty or activity. It is well known that a lack of punctuality allows the children to be unsupervised and therefore the potential for bullying is greatly increased.

Other actions the School will take to improve awareness of bullying in the School:

xiv. Promoting a listening culture throughout the school where pupils are aware who they can speak to about any concerns they have including bullying. Across the school community all pupils are encouraged to 'make some noise' and speak up.
xv. The Assembly programme raises awareness of what is bullying, the schools approach and how to speak up.
xvi. At least once a year, children will be asked to complete an anonymous bullying survey which will be analysed by the SLT and the findings taken as part of a yearly review.
xvii. A review of our physical spaces with children in PSHE to ensure that there are no areas that pupils feel that bullying might be an issue.
xviii. The school will produce an Anti-Bullying Charter, to be signed by all pupils and displayed in form rooms.
xix. Form teachers will go through this document with their form, so that all children are aware of the duties and responsibilities. In addition, topics that relate to bullying will be covered as part of the PSHE curriculum.
xx. Wellbeing Ambassadors who report to the school counsellor who are trained to notice when there may be incidents of unkindness or bullying.
xxi. Training provided to staff, parents and pupils including as part of the school's mental health strategy.

DEALING WITH INCIDENTS OF BULLYING

The victim of bullying is reassured that the matter will be taken seriously and they are given guidance to help them cope. Appropriate counselling and sanctions are applied to the bully and their behaviour is monitored. All bullying, discriminatory incidents and child-on-child abuse concerns will be recorded on the school's safeguarding/behaviour recording system and reviewed by the DHP/DSL to identify patterns, trends and vulnerable groups.
Serious incidents of bullying are reported to parents/guardians. Sanctions will follow sanctions detailed in the school's behaviour policy.

SUPPORTING THE VICTIM

xxii. In all situations, the victim's welfare must be of paramount importance.
xxiii. Reassure the victim that the matter will be taken seriously and will be dealt with.
xxiv. Meet with the victim as soon as possible. Take a written record of what has happened.
xxv. Meet with witnesses whenever possible.
xxvi. Support the victim in helping to develop strategies if the incident should recur.
xxvii. Agree with the victim the action to be taken e.g. interview the bully etc.
xxviii. If deemed necessary, report the action taken to the parents of the victim, and to all other interested parties within school.
xxix. Refer to the Head for further action if deemed necessary.

SUPPORTING THE BULLY

xxx. Meet with the bully as soon as possible. Take a written record of what has happened, which must be recorded on the school's MIS.
xxxi. Stress that it is the behaviour and not the person that is unacceptable.
xxxii. Suggest acceptable forms of behaviour and highlight any good form that the pupil has already demonstrated.
xxxiii. Responsibility for any harm/hurt/damage must be accepted by the bully and where appropriate recompense made.
xxxiv. Decide on action and sanctions to be taken.
xxxv. Inform the bully that their behaviour will be closely monitored.
xxxvi. Parents will be asked to come in to discuss the incidents of bullying and what the school and they can do to support their child.
xxxvii. Refer if necessary to more senior members of staff and ultimately the DHP and the Head.

CHILD-ON-CHILD ABUSE

See also the section on child-on-child abuse in the Child Protection and Safeguarding Policy

At Peponi House we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

DfE guidance, **Keeping Children Safe in Education (2026)** says that:

"All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it."

Also, "It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for

example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.”

The DfE guidance also states the importance of minimising the risks of child-on-child abuse through early intervention before behaviours escalate. In most instances, the conduct of children towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns.

These allegations are most likely to include physical abuse, harmful sexual behaviour (HSB), emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older children and their behaviour towards younger children or those who are vulnerable.

Prevention

As a school we will minimise the risk of allegations against other children by:

xxxviii. Providing a developmentally appropriate PSHE syllabus which develops children’s understanding of acceptable behaviour and keeping themselves safe
xxxix. Having systems in place for any children to raise concerns with staff, knowing that they will be listened to, believed and valued
xl. Delivering targeted work on assertiveness and keeping safe those children identified as being at risk
xli. Developing robust risk assessments and providing targeted work for children identified as being a potential risk to other children.

Allegations against other children which are safeguarding issues

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

xlii. Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
xliii. Is of a serious nature, possibly including a criminal offence
xliv. Raises risk factors for other children in the school
xlv. Indicates that other children may have been affected by this child
xlvi. Indicates that young people outside the school may be affected by this child

Then the allegation should be treated as a safeguarding issue.

Procedure

If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed and will take the appropriate action, as detailed in the Child Protection and Safeguarding Policy

GUIDANCE FOR PUPILS, PARENTS AND STAFF

TYPES OF BULLYING

Physical
This includes pushing, shoving, kicking and punching – it may also take the form of severe physical assault.

Verbal
Here the voice is used as a weapon. It may be in the form of persistent name calling directed at the same individual which humiliates hurts or insults. This bullying is often directed at the victim because of physical appearance, accent or distinct voice characteristics and academic ability of both low and high achievers. Name calling may also take the form of suggestive remarks about a pupil's sexual orientation or comments about a pupil's racial origins. Persistent teasing and malicious gossip may be included under this heading.

Intimidation
This is based on the use of very aggressive body language and tone of voice where the victim may be pressurised to do something that s/he does not want to. The bully's facial expression or 'look' can convey aggression and/or dislike. Threats are consistently used to undermine the victim's confidence.

Exclusion
This practice is usually initiated by the bully. The victim is purposely isolated, excluded or ignored by some or all of the class group. It may be compounded by circulating notes, whispering insults which can be overheard by the victim or writing derogatory remarks on whiteboards, desks or in public places.

Extortion
Money and other possessions may be demanded and the victim threatened if s/he does not comply promptly. The victim may be coerced into stealing property for the bully. Such tactics may be employed solely to incriminate the victim.

Damage to property
The bully may focus attention on the victim's property. As a result, clothing, school books or other personal property may be damaged, stolen, or hidden.

Online bullying
Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone. Cyber bullying can include a wide range of unacceptable behaviours, including harassment, threats and insults and, like face-to-face bullying, cyber bullying is designed to cause distress and harm. Cyber bullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, cyber bullying does differ in several significant ways to other kinds of bullying, e.g. the invasion of home/personal space, and the difficulty in controlling electronically circulated messages. Online abuse can happen through gaming platforms, livestreaming, group chats, anonymous messaging apps and sharing or manipulating images without consent. KCSIE 2026 references AI-generated intimate imagery as online abuse.

As with any form of bullying at Peponi House School it is unacceptable and will not be tolerated. If the school becomes aware of any such incident we will report immediately to the parents of the children involved. As part of the computing curriculum all the children are made very aware of the school's policy and the dangers of using the internet. These are done in class with the Head of Computing and also covered in PSHE sessions.

EFFECTS OF BULLYING

Although victims often remain silent, changes of mood and behaviour can be indicative of their suffering. Victims of bullying feel helpless and overwhelmed by the power that the bully exercises. This leads to insecurity, increased fear, loss of confidence and consequent lowering of self-esteem. Thus, the victim becomes more vulnerable. Vigilance with regards to any behavioural changes is important as early intervention is crucial.

IDENTIFYING BULLYING

A pupil who is being bullied may display some of the following signs and symptoms:

xlvii. Anxiety about travelling to and from school;
xlviii. A pattern of physical illness e.g. headaches;
xlix. Changes in temperament and/or behaviour;
l. Signs of anxiety or distress – difficulty in sleeping, not eating, crying etc.;
li. Possessions and/or clothing damaged or missing;
lii. Unexplained bruising or cuts;
liii. Deterioration in educational performance or loss of enthusiasm and interest in school;
liv. Reluctance and/or refusal to say what is troubling him/her.

Individually, these signs and symptoms do not necessarily mean that a pupil is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation is needed in order to determine what is affecting the pupil.

REASONS FOR BULLYING

The reasons for bullying behaviour are complex and varied. Some common reasons are:

lv. Aggressive behaviour is acceptable;
lvi. To gain status in front of peers;
lvii. To gain attention from significant adults;
lviii. Boredom;
lix. Extortion;
lx. To compensate for failure;
lxi. Bullying behaviour can be symptomatic of a victim of child abuse/neglect.

Child Involvement

If you are being bullied:

lxii. Be firm and clear - look the bully in the eye and tell them to stop.
lxiii. Move away from the situation as quickly as possible.
lxiv. Tell a teacher what has happened immediately.
lxv. Tell your family.
lxvi. If you are scared to tell a teacher, take a friend with you.
lxvii. Keep on speaking up until someone listens.
lxviii. Do not blame yourself for what has happened.
lxix. Remember, you must never be bullied at Peponi House.

If you are talking about bullying with a teacher, try and be clear about:

lxx. What has happened to you?
lxxi. How often has it happened?
lxxii. Who was involved?
lxxiii. Who saw what was happening?
lxxiv. Where did it happen?
lxxv. What have you done about it already?

Remember that prejudice-based bullying behaviour includes:

lxxvi. Name calling and teasing.

lxxvii. Physical violence.
lxxviii. Threats.
lxxix. Isolating you from a group or activity.
lxxx. Unpleasant or abusive e-mails or text messages.
lxxxi. Abuse related to a person's gender or sexual orientation.
lxxxii. Abuse related to a person's physical or mental disability.
lxxxiii. Abuse related to a person's race.
lxxxiv. Faith-based bullying
lxxxv. Misogynistic/misandry behaviour
lxxxvi. Bullying linked to protected characteristics

KCSIE 2026 specifically identifies discriminatory behaviour and prejudice-based harm as safeguarding concerns.

Teacher Involvement

lxxxvii. Always listen to a child who says that they are being bullied.
lxxxviii. Report the matter immediately, in writing, to the Deputy Head Pastoral.
lxxxix. The Deputy Head Pastoral (or in his absence, another member of the SLT) must see the child involved as soon as possible, but certainly on the same day that the first complaint is made.
xc. If the bullying is proven the perpetrator should be seen by the Head and the Deputy Head Pastoral and the parents of both parties involved, as soon as possible.
xci. All the children involved must be given help and support in working in a positive and helpful community. The bully, in being severely reprimanded, must understand that it is the desire of the School that they should behave in an appropriate way.

Remember that children sometimes bully others because:

xcii. They do not know that it is wrong.
xciii. They are copying older brother or sisters or other people in their family whom they admire.
xciv. They have not learnt other, better ways of mixing with their school friends.
xcv. Their friends encourage them to bully.
xcvi. They are going through a difficult time and are acting out aggressive feelings.
xcvii. The child who has been bullied will then report at regular times to gain moral support and to monitor that all bullying has stopped. A memorandum will also be given out to staff should it be deemed necessary by the SLT. Form teachers will be informed via email with all updates.

Parental involvement

xcviii. Should a parent feel anxious about the happiness and well-being of their child they should:

xcix. Notify the form teacher immediately and arrange an appointment to discuss the situation with the form teacher or any other member of staff.

c. Encourage their own child to talk to someone they trust in the school.

ci. Reassure their own child that talking through the problem and working with the School will improve the situation.

cii. Parents are asked to make contact with their child's form teacher at the earliest possible stage as this is so much better for both the victim and the aggressor, thus often preventing a more serious situation from developing. If the situation does not improve after a discussion with the form teacher, the DHP should be notified in writing as soon as possible.