

Brentwood Ursuline Convent High School



Pupil Relations (Bullying) Policy

Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School on: 22nd October 2025

Signature:

Effective date of the policy: 22nd October 2025

Review date of policy: October 2028 or earlier as and when required

This policy is written in the light of the school mission statement.

Aims

The policy is written in light of the school's mission statement:

To create a Christian environment where each student can grow in personality, relationships, knowledge, and skills, ultimately enabling them to realize their full potential.

The main objective of the school's Pupil Relationships (Bullying) Policy is to develop and sustain the Christian environment of the school, ensuring that positive behaviours and interactions within the community are the standard and all students can use their God-given talents and develop their own selves during their time in school, being free from bullying.

This policy sits alongside the school's **Behaviour and Discipline Policy**, as bullying is one of the examples of serious misbehaviour outlined there.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying usually involves an imbalance of power and control in the relationship, perhaps deriving from age difference, physical power or social influence and status. The school recognises that bullying can occur in many different forms and may include the following, although this list is not exhaustive:

- Physical- hitting, slapping, kicking, pushing/shoving people around, spitting; or taking, damaging or hiding possessions;
- Verbal- name-calling, taunting, teasing, insulting or demanding money;
- Exclusionary behaviour- intimidating, isolating or excluding a person from a group;
- Indirect unkindness- spreading rumours or writing unkind notes, phone texts or emails;
- Cyber bullying- using the internet, mobile telephones, social networking sites or any other form of electronic communication to deliberately upset someone;
- Sexual - talking to or touching someone in a sexually inappropriate way (this type of bullying is also outlined in **Appendix E of the Child Protection and Safeguarding Policy**);
- Sexist – negative comments related to a person's gender or gender identity or reassignment;
- Racist- negative comments regarding someone's ethnicity, religion or culture;
- Related to a person's sexual orientation (homophobic), or perceived sexual orientation;
- Related to a person's home circumstances;
- Related to a person's disability, special educational needs, learning difficulties, health, appearance;
- Related to damaging someone else's property or belongings deliberately;
- Related to coercing someone to do something they do not want to do (including blackmail).

Bullying has no place in our school and we believe that everyone should be treated with dignity and respect. Bullying behaviour is always unacceptable and will not be tolerated because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour;
- it interferes with a pupil's right to enjoy their learning and time in school;
- it is contrary to our Christian environment and our school mission statement.

Investigating bullying

When considering cases of bullying, it may be necessary to conduct an investigation. This will be conducted by relevant staff and will follow the principles outlined in **Considering breaches of the Behaviour and Discipline Policy**, Appendix 4 of the Behaviour and Discipline policy.

Serious matters relating to law breaking will be reported to the police. Examples could include: violence against others; sexual violence; criminal damage; alcohol/drug use and other serious matters relating to law breaking. The school will co-operate fully with police investigations.

When investigations are ongoing, students must be compliant with staff requests, cooperate and hand over items when requested to do so, and aid staff in any searches conducted.

When investigating bullying concerns, staff will ensure that the following procedures are adhered to:

- ensure that bullies and targets of bullying are interviewed separately;
- obtain witness information;
- keep a written record of the incident, investigations and outcomes;
- evaluate whether the incident constitutes bullying or whether it falls under an isolated incident of everyday disagreement, a friendship issue or arises from a misunderstanding between parties;
- fill in the Bullying Incident Form once a case of bullying has been identified and addressed and upload the form onto CPOMS, informing relevant pastoral staff;
- issue an appropriate sanction for the bullying, as outlined in the Behaviour and Discipline policy;
- ensure that action is taken to prevent further incidents.

Support to the target of bullying

Targets of bullying will be monitored closely by the pastoral team after an incident has been dealt with and offered pastoral support. The student's form tutor will monitor matters and teachers will be alerted so they can be vigilant. It is vital that the student tells someone if the bullying continues.

The school may arrange for the target(s) of bullying to see the School Mentor, a counsellor from Open Door, a Sixth Form Mentor or the School Nurse for further support and advice. In the most serious cases, it may be necessary for the school to refer to external agencies, such as CAMHS, Social Services or Police. Parents will be informed of any support arranged for their child and any referrals to relevant agencies.

The bully/bullies will also be monitored closely by the pastoral team to ensure that repeated incidents do not occur. Training and support for school staff in dealing with bullying will be offered as necessary to ensure that all staff feel confident in challenging and addressing bullying in school.

Working with parents

Parents and teachers should be encouraged to work collaboratively and positively to enable students to achieve solutions to bullying problems. Parents and carers should inform the school if they have concerns about their child being bullied or being a bully at school.

The school will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers;
- ensure that all parents/carers know who to contact if they are worried about bullying;
- ensure all parents/carers know where to access independent advice about bullying;
- ensure that parents work with the school to model positive behaviour for pupils, both on and offline.

Confidentiality is important, so the school will not enter discussions with parents about students other than their child, or discuss sanctions other than those imposed on their child. It is expected that students and parents will also respect this principle of confidentiality.

The school community recognise that parents are the first educators of their children and parents/carers have the principal responsibility to protect their child from online harm outside school by monitoring the child's use of electronic devices and also their social media use. The school also ask that parents be mindful of security settings on children's devices and attentive to the minimum age for users on particular social media platforms; this information is available on the NSPCC website here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>.

The school has set out clear rules and expectations on students' use of social media; these are available in Appendix 3 of the Behaviour and Discipline policy. These rules underline the need to be polite and respectful, as well as report any concerns to the pastoral teams within school.

Education and prevention

Measures are taken throughout each year to educate students about bullying and school policy. These measures include:

- Personal, Social and Health Education (PSHE) lessons across Key Stage 3 and 4 (see **Appendix 2: PSHE Bullying Overview**);
- Anti-bullying messages given in form time and occasionally assemblies across Key Stages 3, 4 and 5;
- Anti-bullying posters/messages placed around the school;
- Communications with parents/carers.

Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the school. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes towards others;
- to feel able to share problems with staff;
- to turn to a person they trust if they have a problem;
- not to feel guilty about airing concerns or complaints;
- not to facilitate bullying by inaction.

Data Management

The prompt and accurate recording of bullying incidents is considered particularly important to the effectiveness of the school's discipline policy and include the following measures:

- All staff are acutely aware of the need for timeliness, accuracy and detail when reporting and recording bullying incidents;
- The school maintains accurate records of all bullying incidents and actions taken;
- The school records and reports details of searches, student restraint and incidents of a bullying or racist nature in accordance with its statutory duties;
- The school uses CPOMS, an electronic system, to record bullying incidents to enable detailed analysis of trends or patterns amongst key groups of students.

Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of making decisions on and applying sanctions.

Signposting for support

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying:

The Anti-Bullying Alliance (ABA): (<https://anti-bullyingalliance.org.uk/>) Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The NSPCC: (<https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/>) The UK's leading children's charity, working to stop child abuse and neglect for over 140 years. They provide key advice on the topic of bullying.

The Diana Award: (<https://diana-award.org.uk/>) Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: (<https://www.kidscape.org.uk/>) Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Childnet International: (<https://www.childnet.com/parents-and-carers/>) Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Internet Matters: (<https://www.internetmatters.org/>) Provides help to keep children safe in the digital world.

Think U Know: (<https://www.ceopeducation.co.uk/>) Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and professionals.

Physical aggression	<input type="checkbox"/>	Name calling or teasing	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	Damaging or taking possessions	<input type="checkbox"/>
Cyberbullying	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Verbal threats	<input type="checkbox"/>	Other (define) _____	

Details of actions agreed with everyone involved – including parents and carers where appropriate

Target's Parent/Carers:

Aggressor's Parents/Carers:

School Staff:

Restorative Justice/Anti-Bullying Project

Outcome of Restorative Justice Meeting

Approaches which encourage reflection on the meaning and impact of what was said/done are likely to be more effective. Examples of phrases which can help to address bullying could include:

- What happened?
- What were your thoughts at the time; were you aware that your behaviour would be considered as bullying, and could hurt someone?
- What have been your thoughts since; have you considered that this behaviour?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now; do you need more information about bullying and how it affects people?

Signature of staff member completing this form:

Date:

Bullying Incident Checklist

Completed Checklist to be Included with Completed Incident Form

	Yes/No	Date
Has the aggressor completed Restorative Justice/Anti-Bullying Project?		
Is a review with students necessary?		
If so, give the date for a review.		
Have target's parents/carers been notified?		
Have aggressor's parents/carers been notified?		
Has action been agreed with target?		
Has action been agreed with aggressor?		
Witness statements attached?		
Have sanctions been entered on SIMS?		
Has the documentation been logged on CPOMS?		
Have BUCHS Anti-Bullying Policy procedures been followed?		
Appendices included? Give number.		

Name/s of Target/s:

Year Group:

Signature:

Name/s of Aggressor/s:

Year Group:

Signature:

Date of Incident:

Appendix 2- Overview of Bullying topics in the PSHE curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>L1 What is PSHE? L2 Transition from primary school L3 Friendship L4 Study habits L5 Learning styles L6 Being part of a group Assessment: Transition from primary school</p>	<p>L1&2 Balanced diet L3 Mental health L4 Screen time-age limits online L5 Enterprise skills L6 Developing enterprise skills Assessment: How to be physically and mentally healthy</p>	<p>L1 Bullying L2&3 Cyberbullying L4 Racism L5 Identity L6 Introduction to work Extra lesson- Stereotypes in the workplace Assessment: Bullying</p>	<p>L1 Alcohol L2 cigarettes-vaping L3 Energy drinks L4 Puberty L5 Menstruation L6 Puberty & emotions Assessment: Smoking and cigarettes: making healthy choices</p>	<p>L1 FGM & Breast ironing (parent consultation-delivered in Science) L2 Self esteem L3 Friends L4 Family L5 Who am I? L6 Emotions Assessment: ways to boost self esteem</p>	<p>L1&2 Personal hygiene including Dental Health & Vaccinations L3 Introduction to Donation L4 Saving & budgeting L4&5 Influences on spending</p>
Year 8	<p>L1 Safety L2&3 First Aid including defibrillators L4 Personal safety L5&6 Drugs Assessment: Illegal drugs and their effects</p>	<p>L1 Alcohol L2 Peer influence & alcohol L3 Option choices L4 Discrimination L5 British values L6 Stereotypes Assessment: Rights and responsibilities</p>	<p>L1 Human rights L2 Balancing human rights L3&4 Racism including Antisemitism L5 Digital resilience L6 Sexting Assessment: Racism</p>	<p>L1,2&3 Mental health L4 Body image L5 Managing loss L6 Copying with change Assessment: Promoting emotional wellbeing</p>	<p>Staff consultation prior to delivery of this material L1&2 Pregnancy facts and contraception includes miscarriage L3&3 HIV & AIDs L5&6 STIs Assessment: Contraception quiz</p>	<p>L1,2&3 Financial risk L4 Consumer rights L5&6 Consumer choice</p>
Year 9	<p>L1 Transition to GCSE L2 Resilience L3 Study skills L4 Work life balance L5 Sleep L6 Success at GCSE Assessment: Transition to GCSE</p>	<p>L1&2 Healthy eating L3 Body image L4 Harmful coping strategies (eating disorders) L5 Strengths for employment L6 Ageism Assessment: Making healthy decisions</p>	<p>L1 Conflict at home L2 Domestic abuse L3 Toxic friends L4 Responsibility in the family L5 Roles on the family-different family types L6 Diversity-LGTQ+/religion/gender Assessment: Managing conflict with friends and family</p>	<p>L1&2 Drugs L3&4 Alcohol L5&6 Managing risk Assessment: Managing risks of drugs and alcohol</p>	<p>L1&2 Exploitation-coercive manipulation L3&4 British values-law/democracy L5&6 Human rights Assessment: Exploitation</p>	<p>L1,2&3 Enterprise project L4,5&6 Caring for the environment</p>
Year 10	<p>L1&2 Peer pressure L3 Unsafe social groups L4 Risks and consequences (gangs) L5 Getting out (gangs) L6 Mental health stigma Assessment: Risks of unsafe social groups</p>	<p>L1 Mental health L2 Depression & anxiety L3 Economic wellbeing L4 Debt L5 Gambling L6 Help with gambling Assessment: Understanding debt</p>	<p>L1 Risks of alcohol L2 Alcohol & the media L3&4 Risks of drugs L5&6 Role models Assessment: Drugs and alcohol, managing risk and making healthy choices</p>	<p>L1 Family life L2 Parenting L3 Relationship breakdown L4 Relationships L5 Moving on L6 The future Assessment: Relationships</p>	<p>L1&2 Knife crime L3&4 Extremism L5&6 Exploring Prevent Assessment: Group presentation on extremism</p>	<p>Staff consultation prior to delivery of this material L1 Online Safety including report online information L2 Marriage/forced marriage/honour-base 3&4 Skills for employment L5&6 Rights in the workplace</p>
Year 11	<p>L1 Setting targets L2 Career paths L3&4 Applying at 16 L5 Writing a CV L6 Interviews Assessment: Post 16 pathways</p>	<p>L1 Online relationships L2 Helping a friend L3 Contraception and decisions around pregnancy includes miscarriage, adoption, abortion and support. Staff consultation L4 Lifestyle-screening-information on menopause 5&6 Diet, lifestyle & consequences Assessment: Keeping healthy/PSHE takeover</p>	<p>L1 Self esteem L2 Security & fraud L3 Credit scoring L4 Saving L5&6 Life skills Assessment: security, fraud & credit scoring</p>	<p>L1 Learning styles L2 Revision plan L3&4 Revision techniques L5 Exam stress L6 Resilience Assessment: Exam prep'</p>	<p>L1 Relaxation L2 Communication L3 Coping with loss L4 Exam preparation L5 Plans for summer L6 Revision recap</p>	

N.B. The sections marked above in orange represent the focus on bullying in the PSHE curriculum.