



a revolutionary response to school

## Anti-Bullying Policy

### To be read in conjunction with:

- [DfE - Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies \(July 2017\)](#)
- [DfE - Cyberbullying: Advice for headteachers and school staff \(2014\)](#)
- Positive Relationship Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy
- The Special Educational Needs and Disability (SEND) Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy (RSE) Policy
- Bring Our Own Device Policy
- Mobile Phone Policy
- DfE - Keeping Children Safe in Education (KCSIE)
- Equality Act 2010

### Rationale

According to the Anti Bullying Alliance bullying is defined 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 of any kind is unacceptable. The proprietor and staff recognise that bullying of any kind is harmful and causes fear, distress and underachievement. In the worst cases bullying can lead to illness, suicidal thoughts or loss of life. Bullying damages, the victim and has a negative impact on the lives of those that witness it. Bullying can damage an individual, a social group, the class or the culture of the school.

The Education Act 2002, Education and Inspections Act and the Equalities Act 2006 all make reference to the school's legal responsibility to prevent and tackle bullying. The prevention of all forms of bullying is an important aspect of safeguarding children. A bullying incident should be treated as a child protection concern when there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm. The school has a behaviour management policy, and it follows anti-discrimination law, staff must act to prevent discrimination, harassment and victimisation.

### Scope

This policy applies to the proprietor, staff and pupils.

### Aims

- to safeguard all pupils and staff

- to encourage co-operation, care for others, tolerance, respect and harmony
- to ensure that all pupils can learn in a safe, caring, friendly and supportive environment.
- to ensure that pupils understand the harm that bullying, in person or online, can do
- to ensure that pupils understand that bullying in any form is unacceptable in school or in their daily lives
- to ensure that pupils know they will be listened to
- to ensure that all pupils understand their responsibility to report any incidents of bullying
- to ensure that any incidents of bullying are dealt with promptly and effectively
- to ensure that pupils understand the protected characteristics and their responsibilities in this area:

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting, taking possessions, hazing, initiation ceremonies
Physical	Pushing, kicking, hitting, punching or any other use or threat of violence,
Racist	Racial taunts, graffiti, gestures, violence, intolerance
Religious	Religious taunts, inappropriate comments, anti-Semitism, abuse
Gender	Harassing behaviour based on gender roles or stereotypes
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	because of or focusing on issues of sexuality, including lesbian, gay, bisexual and transgender
Related to special need and disability	Because of or focusing on a child's special needs or disability
Verbal	Name calling, including homophobic, racist or religious comments, sarcasm, spreading rumours, teasing
Cyber	The misuse of email, social media, mobile threats by text messaging or calls, the uploading of inappropriate images, sending nudes/semi nudes, inappropriate or unauthorised capture of images

For additional clarification the school considers banter as the harmless exchange of social interaction between friends which involves teasing or mocking one another, either on a one-to-one basis or more commonly on a friendship group basis.

It is not considered banter when:

1. **You would be upset if someone said it to you.**
2. **It's hurtful.**
3. **You're not friends.**
4. **Someone's asked you to stop.**
5. **The target isn't laughing.**
6. **It focuses on someone's insecurities.**

Pupils will also be taught to understand the different roles involved in bullying for example the assistant, the reinforcer, ring leader, target, defender and bystander and how others can be complicit in tolerating bullying.

All stakeholders should realise that bullying can be the early stage of more complex and dangerous abuse, the Designated Safeguarding Lead (DSL) will be notified about incidents of bullying and all incidents will be recorded on CPOMS. This will be evaluated by the proprietor on a termly basis so that issues or concerns are identified or eradicated. If pupils engage in persistent bullying and they do not respond to the school's strategies to improve their behaviour, they may be subject to short term or permanent exclusion.

Bullying takes place because:

- the perpetrator lacks confidence.
- their actions make them feel powerful or allow them to do as they please
- they are insecure or want to fit in with a group
- they fear other's differences.
- they are jealous.
- they are unhappy.
- they are copying something they have seen or something that has been done to them.

Staff must be vigilant and deal with bullying promptly. All staff must read the anti-bullying policy and are trained to deal with bullying during safeguarding training, and yearly peer on peer bullying courses. Staff must understand the impact of bullying. All forms of bullying cause psychological, emotional and physical stress. Each child's response to bullying is unique, however, some signs that might indicate a bullying issue are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplained injuries
- lost or destroyed clothing, books, electronics or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, skipping meals or binge eating, coming home hungry because they have not eaten lunch
- difficulty sleeping or nightmares.
- declining grades, loss of interest in schoolwork or not wanting to go to school.
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, self-harming or suicidal thoughts.

All staff must be aware of their roles and responsibilities and how everyone can play a part in preventing bullying, including online, when they find themselves a bystander. They must be aware of the procedures for reporting and tackling bullying. They must commit to creating a school culture where bullying has no place or opportunity to thrive. The proprietor will ensure strategies to prevent bullying are in place, these will include:

- the consistent promotion of the school's behaviour management policy
- consultation with students on drawing up a pupil code of conduct – known as School Agreements, and strategies to promote positive behaviour and prevent bullying
- initiatives such as anti-bullying week (<https://www.bullying.co.uk/anti-bullying-week/>)
- peer mentors
- training for all staff on anti-bullying policy and strategy

- rigorous supervision of pupils
- identification of pupils who may be at risk of bullying or being bullied
- information for parents about the steps to take if they suspect their child is being bullied
- clear mobile phone policy (Acceptable Use Agreement for Pupils in place)
- the celebration of the protected characteristics and differences between people
- students acting as anti-bullying ambassadors.
- filtering of all online communication (Impero), teaching pupils how to use digital technologies safely
- PSHE curriculum
- effective recording systems – CPOMs with BULLYING as a tag.
- work with multi-agency teams where appropriate.
- contact with parents.
- challenging inappropriate language or comments
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Staff and pupils should be aware that not all hurtful incidents are bullying, being bumped, not being invited to a party, arguments, an isolated hurtful or aggressive comment or falling out with friends are not necessarily bullying incidents but staff should investigate the circumstances of the incident and ensure that it is not of a bullying nature.

Staff should be sensitive to the age and ability/disabilities of pupils when investigating incidents. Young children may not always show empathy towards others and pupils with special educational needs and /or disabilities (SEND) may not always recognise the impact of their actions on others. Staff should be aware that pupils identified as SEND may be vulnerable to bullying so special arrangements or support and/or extra supervision may be required in some situations.

## **Bullying in the workplace**

Where the victim and perpetrator are adults, bullying constitutes criminal behaviour, stalking or harassment. If there is an incident where an adult is bullying a child a report will be made to the DSL and it will be treated as a safeguarding incident. These incidents are taken very seriously. The Headteacher will deal with this and formal action will be taken where necessary. Incidents may be escalated to the proprietor and this could result in disciplinary action or the involvement of the police and children's services.

## **Cyber Bullying**

Cyber bullying is taken very seriously, and pupils are made aware that cyber bullying in or outside of school is unacceptable. Pupils are taught how to use digital technology safely and they are encouraged to report any incidents to staff- see E-safety Policy.

## **Strategies to combat bullying**

Pupils have the opportunity to discuss and implement school policies. Through discussion they are helped to understand that rules exist to protect the school community. Pupils will draw up a code of conduct which will inform their behaviour in and outside school.

The wider curriculum including personal, social, health and economic education (PSHEE), social, moral, spiritual and cultural (SMSC), history, English and science lessons will provide pupils with an understanding of and respect for the differences between people and avoid prejudice-based language.

Assemblies, drama, literature, participation in anti-bullying activities and acting as peer mentors will deepen pupils' understanding. Staff will refer to the Anti-Bullying Alliance toolkit for resources.

## **Reporting, recording, sanctions and monitoring procedures.**

We are a listening school, anyone who thinks they are being bullied or suspects that bullying is going on must tell staff. The school will record any reported incidents, including those that take place outside school time. Pupils can talk to any member of staff who will record the information on CPOMS, notifying the Headteacher. Incidents are usually dealt with by staff, however, serious incidents including those involving racist, homophobic or sexual abuse will be immediately escalated to the designated safeguarding lead (DSL) and/or Headteacher.

If bullying is observed, suspected or reported;

### **Stage 1**

- If this is the first incident carried out by the alleged perpetrator, the incident will be dealt with immediately by the member of staff who has been approached or who observed the incident
- the victim and/or member of staff will record what happened.
- the staff member will investigate the incident and resolve it in-line with the behaviour policy using a restorative approach.
- the perpetrator will be helped to understand the impact of his/her actions.
- the staff member will discuss the matter with the parents of the victim and perpetrator(s)
- Class teachers will be asked to monitor the situation.
- An entry made on CPOMS to include the nature of the incident and subsequent action taken.

### **Stage 2**

- if the bullying is of a serious nature, is repeated, if the school feels that victims or perpetrators are at risk or if it involves racist, homophobic, sexual or any other discriminatory behaviour it will be dealt with by the DSL/Headteacher who may escalate the matter to the proprietor
- the victim, perpetrator and witnesses, if any, will be interviewed and the outcome will be recorded
- in bullying incidents of a sexual nature both the victim and perpetrator will be considered to be at risk
- the school will notify the police or children's services when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm
- if a safeguarding incident has taken place the DSL/Headteacher will inform the local authority (LA) safeguarding team and the police if necessary, the incident will then be investigated by external agencies
- parents will be informed by the Headteacher.

- Mobile devices can be confiscated if believed to be linked to bullying but school staff **are not** to view any images on mobile phones or laptops, the phone will be handed over to the police or LA Safeguarding team.
- Serious incidents may result in temporary or permanent exclusion, the involvement of external agencies or prosecution.

### Monitoring and Evaluation

- Incident forms will be evaluated each half term and any patterns of behaviour or failure to respond to sanctions will be identified, the school will seek to constantly improve its practice
- The policy will be reviewed annually or when there are changes in guidance or legislation.
- Racist incidents will be reported to the local authority.

### Pastoral care

During and after the process pastoral care is available for perpetrator and victim through one to one or group counselling.

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Document Review			
Version	Amendment	By	Date
1.0	Initial release	H Peacock	January 2020
1.1	Minor formatting changes	D Hearn	15/06/2020
1.2	Reference to the Equality Act 2010, record keeping and evaluating of anti-bullying arrangements, guidance on the use of technology, staff training	Danni Hayes	12/05/2021
1.3	<ul style="list-style-type: none"> <li>• References amended to reflect: Relationships and Sex Education Policy (RSE) Policy</li> <li>• Bring Our Own Device Policy</li> <li>• Mobile Phone Policy</li> <li>• Positive Relations Policy</li> <li>• Sexting replaced with nude/semi nude</li> <li>• Backdrop replaced with CPOMS</li> <li>• Acceptable Use Agreement by Pupils now included</li> </ul>	Richard Keightley	13.03.23

	<ul style="list-style-type: none"> <li>• Headteacher added a step before reporting to proprietor</li> </ul>		
<b>1.4</b>	<ul style="list-style-type: none"> <li>• Annual review and updates referring to Anti-Bullying Alliance training completed December 2023.</li> </ul>	Becci Gooding	11/01/2024

## Appendix 1

Incident Form
Date:
Name of pupil:
Name of witness(s):
Incident:
Impact: (injuries, damage)
Action Taken:
Outcome:
Name of member of staff:
Proprietor's Comment:
Date: