



Anti-Bullying

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among students.

We have a duty of care to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

Definition of bullying:

- bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- bullying is deliberately hurtful;



- bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours;
- this includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and
- bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

We believe by creating a safe, secure and caring school environment we will encourage all students to report any incident of bullying to a member of the school personnel.

Diversity and Inclusion:

We recognise that bullying is closely related to how we respect and celebrate the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference;
- increasing diversity within our staff, volunteers, children and young people;
- welcoming new students to our school.

We believe it is our moral and legal duty to protect transgender students and school personnel from all forms of transphobic bullying and to educate all students about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.



Aims and Objectives

- to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- to look out for all signs of bullying and to take the appropriate action to stop it.
- to develop a school environment that is both safe and secure for all students.
- to have in place established systems that will deal with incidents of bullying.
- to develop confident children who will notify staff of any incident of bullying.
- to inform everyone connected with the school of the school's anti-bullying policy.
- to ensure compliance with all relevant legislation connected to this policy.
- to work with other schools and the local authority to share good practice in order to improve this policy.

Preventing Bullying

The whole school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse);
- recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required;
- openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others;
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- actively create "safe spaces" for vulnerable children and young people;
- celebrate success and achievements to promote and build a positive school ethos

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will not condone any bullying and has:



- appointed a member of staff to be responsible for promoting positive student behaviour;
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy

The nominated governor is: Sarah Powell

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among students.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with students, parents, school personnel and governors on the grounds of protected characteristics;



- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
 - ☐ the number of recorded incidents in an academic year;
 - ☐ the types of bullying that occur in an academic year;
 - ☐ how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- annually report to the Governing Body on the success and development of this policy.

Role of the Deputy Headteacher and Operational Leaders (Assistant Headteachers – Primary and Secondary, Safeguarding Manager, and Head of Therapies)

The Deputy Headteacher will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour. o Take appropriate, proportionate and reasonable act
- ensure school personnel report and record incidents of bullying;
- ensure records of all incidents of bullying are:
 - ☐ recorded on CPOMS;
 - ☐ kept in a central log in order to build up a picture of concerns of individual students and in identifying patterns of behavior;
 - ☐ are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;
 - ☐ used to effectively track students through school;
- ensure that all students understand that bullying is wrong;
- make sure that our response to incidents of bullying takes into account:
 - ☐ the needs of the student being bullied
 - ☐ the needs of the student displaying bullying behavior
 - ☐ the needs of any bystanders
 - ☐ the needs of our school as a whole



- work with students to determine those parts of the school where they do not feel safe;
- discuss with the school council:
 - ☐ A definition for bullying.
 - ☐ Are students aware of this policy?
 - ☐ How can bullying be effectively dealt with?
 - ☐ How good are school personnel in dealing with incidents of bullying?
 - ☐ How good are school personnel in identifying the symptoms of bullying amongst students?
- ensure counselling and support mechanisms are in place to help those who have been bullied;
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying;
- work closely with external agencies to support students who experience bullying;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- annually report to the Governing Body on the success of this policy.

Role of Class Teams

Class Teams will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all students know what to do if they are bullied;
- encourage students to report any incidents of bullying to any member of the school personnel;
- support any student who has been bullied;
- inform families of any incident of bullying and how it has been dealt with;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as Zones of Regulation and Restorative Practice;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- record all incidents of bullying on CPOMS, clearly stating:



- ☐ what happened
- ☐ who was involved
- ☐ whether it included any discriminatory behaviour such as racism or homophobia
- ☐ what actions have been taken by staff
- ☐ what support has been offered to the victim and perpetrator
- ☐ how families were informed and what their perception is
- ☐ what additional actions need to be taken such as further curriculum work addressing bullying
- ☐ whether further support is required

Role of Students

Students must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- follow these instructions if they are bullied:

Report what happened to you to one of the school staff by telling them:

- what has happened to you
 - how you feel
 - if you have been bullied before
 - who bullied you
 - where the incident happened
 - when it happened
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- treat others, their work and equipment with respect;
 - talk to others without shouting and use language which is neither abusive nor offensive;
 - support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
 - liaise with the school council;
 - take part in questionnaires and surveys.

Role of Families

Families must:

- be aware of and support this policy;
- be involved in agreeing a definition for bullying with students, school personnel and the Governing Body;



- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training for School Personnel

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - ☐ What is bullying?
 - ☐ How to identify, prevent and manage bullying.
 - ☐ Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
 - ☐ Recognising bullying.
 - ☐ Anti-bullying strategies.
 - ☐ How to deal with a bullying incident.
 - ☐ Counselling the bullied and the bullies.
 - ☐ Anti-bullying week.
 - ☐ Tackling Homophobia
 - ☐ Building students resilience to bullying.
 - ☐ Working and co-operating with parents and carers
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body



Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Useful Links and Supporting Organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

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 BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk • Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis



DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

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

LGBT

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect Nobody: www.gov.uk/government/publications/disrespect-nobodycampaign-posters