

ANTI-BULLYING POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.”
Ephesians 4:29

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Spring Term 2025

Next Review Date: Spring Term 2027

Reviewed By: Mrs A Wilson

APPROVED BY THE HEADTEACHER – Spring Term 2025

ANTI-BULLYING POLICY

RATIONALE

As a Church of England School, Balshaw's believes that each person is made in the image of God, which implies that we should respect the dignity and uniqueness of the individual. We believe all students have the right to learn in an environment in which they feel safe, happy, supported and free from any form of bullying. This is to ensure that each individual is given maximum opportunity to achieve academic excellence and to be free from harm to use the talents God gave us to the full.

Bullying has no place anywhere in our school community, and this applies to the relationships between adults and adults and between adults and students as it does between the students themselves. Thus, school staff also have a right not to be bullied by parents or other staff. We believe we all have a responsibility to treat others as we would like to be treated ourselves. We expect the behaviour of students, teaching staff, support staff and parents to reflect this.

VALUES AND PRINCIPLES

We accept that all children have the right to be educated in a caring, friendly, secure environment. We believe that this policy upholds those beliefs. There are also a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

-provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents
-gives headteachers the ability to discipline students for poor behaviour even when the student is not on school premises or under the lawful control of school staff.

Therefore:

- bullying behaviour of any kind is unacceptable and will not be tolerated.
- reports of bullying behaviour of any kind will be recorded, taken seriously and dealt with promptly and effectively, using relevant school procedures.
- anyone who knows that bullying is happening/has happened is expected to tell a member of staff. We are a telling/listening school and children will be listened to and know it is "OK to tell". We also follow the county whistleblowing policy.
- staff have a key role in modelling positive relationships.
- we recognise that a safe and happy time in school is essential for overall school improvement in terms of general behaviour, attendance levels and thus of raising

achievement.

- the school has a key role in preparing young people for their adult lives in society. Thus, the promotion of equality and diversity is important for both now and for the future.
- we aim to promote open and honest reporting of bullying so that students have confidence to talk to staff or other adults. Bullying is any behaviour by an individual or group either physically or emotionally. Whether there is intention to hurt may be debatable, but where a person perceives that to be the case, then the matter should always be investigated by staff as it is affecting that person's wellbeing.

AIMS AND OBJECTIVES OF THE POLICY

At Balshaw's, we aim to create a climate in which all people are considered equal, worthy of respect and esteem. We believe that every individual is a unique and valuable creation made in the image of God.

- All members of the school community, but particularly the adults, have a responsibility in actively maintaining a culture where there is respect for others and good behaviour and where bullying/Online Bullying is not tolerated. In this, the school always aims to work in partnership with parents.
- As a school, we take all bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All adults in school will respond promptly and firmly where any bullying is identified and will link into wider school systems to ensure that appropriate further action is taken to support those being bullied and to ensure that perpetrators are held to account for their actions.
- Anti-bullying messages will be one feature of the programme for assemblies, both by house and by year group. The message will also continue to be integrated into the design of the student homework planners. The use of the CEOPS package with tutor groups particularly features issues of Online Bullying and of safeguarding. A range of activities will be organised for anti-bullying week each year.
- A preventative approach will be used as far as possible. Thus, planned anti-bullying work is built into the curriculum, for example in PSHE. The discussion and countering of prejudice-led behaviour is, for instance, part of the study of the Holocaust in History and in RE. All subject areas will be alert to curriculum opportunities to challenge bullying and prejudice-led behaviour and stereotypical views. The contribution of all students will be valued and students will be supported in developing their social and emotional

skills.

DEFINITION OF BULLYING BEHAVIOUR (including racist, sexist, trans, Online, gender, Child on child and homophobic, special educational needs and disability)

Balshaw's have agreed to adopt the following definition in line with current Government guidance. Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally.

Bullying falls into two main categories:

- Emotionally harmful behaviour such as verbal taunting, spreading hurtful rumours and excluding people from groups, or Online Bullying via technology.
- Physically harmful behaviour such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- it is repetitive, wilful or persistent
- it is intentionally harmful, carried out by an individual or group
- there is an imbalance of power, leaving the person who is bullied feeling defenceless

It is also important to acknowledge that bullying behaviour can and does occur anywhere - in schools, within the home and the community.

It is not bullying when:

- there is no intention or harm, i.e. behaviour is thoughtless or accidental
- there is a one-off fight/argument between students
- there is a good reason why others cannot be included in a group activity
- a student is called a name which they are happy with, e.g. a nickname

The perception of bullying is also taken very seriously. Balshaw's anti-bullying policy covers all types of bullying, including bullying relating to:

- Bullying may take various forms, including: a. Physical: Kicking. Hitting. Pushing. Intimidating behaviour or interference with personal property
- Verbal/Psychological: Threats. Taunts. Shunning/ostracism. Name calling. Verbal abuse. Spreading of rumours.
- Homophobic Bullying – Name calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language.

- Racist Bullying - race, religion or culture - racial taunts, racial graffiti, gestures, Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Special educational needs or disabilities - abuse of anyone who is vulnerable – children with physical disabilities, those on the Autism Spectrum, or those with educational needs. Also, any bullying of children who are carers and children who have suffered a death in the family. It can include name calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties, appearance or health conditions
- sexual orientation - homophobic – any hostile or offensive actions against lesbians, gay males, bisexual or transgender dysphoria or those perceived to be lesbian, gay, bisexual, trans or questioning their sexuality
- Sexist or sexual bullying - unwanted physical contact or abusive comments, sexual taunts, gestures or graffiti
- Gifted and Talented Bullying – Name calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.
- Online bullying - students/staff via technology – internet/computers/mobile phones/other electronic devices, abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phone.
- Faith based bullying – Negative stereotyping, name calling or ridiculing based on religion
- Child on child abuse - Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others. Allegations of child on child abuse will be taken as seriously as allegations of abuse perpetrated by an adult.
- Bullying of school staff, whether by students, parents/carers or other staff

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

HOMOPHOBIC BULLYING

Homophobia is a dislike or fear of someone who is lesbian, gay transsexual or bisexual (LGBTQ). At its most benign it involves passive resentment of LGBTQ men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. Challenging and responding to homophobia will also help address concerns regarding gender-based bullying, and stereotypical images of masculinity and femininity.

Homophobic bullying is often present in an environment that fails to challenge and respond to homophobia. It can take the form of rumourmongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect

young people who identify as LGBTQ. In schools, homophobic bullying can directly affect any young person whose life choices, interests or needs do not conform to accepted gender norms, as well as adult members of the school community who are LGBTQ, and anyone who may have friends or relatives who are LGBT. This can, in turn, affect the whole school community by giving out the message that bullying is tolerated, and that the school environment is unsafe. The school ethos influences every aspect of school life, and can be a key determinant in the success of work to challenge homophobia.

Managing religious sensitivities: contrasting views on homosexuality between (and within) different religious faiths are often seen as an obstacle to addressing homophobia in schools. However, at Balshaw's we consider that most religions and faiths are based on fairness and justice. The key issue to address is not so much the range of religious beliefs about sexuality, but rather the need to challenge discrimination and promote the respect and equality of all young people, regardless of their sexuality.

As like any other form of bullying at Balshaw's Homophobic abuse and harassment is not acceptable behaviour and will not be tolerated.

ONLINE BULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Online Bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle Online Bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Online Bullying takes different forms – threats and intimidation, harassment or "Online-stalking" (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images and videos and the manipulation/use of another student's ICT area. Online Bullying is completely unacceptable and will be followed up by the school as serious misbehaviour in line with our anti-bullying policy and behaviour for learning policy.

The procedures for dealing with Online Bullying are similar to those we use for anti-bullying. Tackling Online Bullying can often be more challenging as, on many occasions, it can take place outside of school (although not always) and the evidence can be difficult to gather.

We rely on parents monitoring their children's use of technologies, e.g. the internet and mobile phones, with particular regard to social networking sites, to assist in school.

At Balshaw's, we are totally committed to preventing all forms of bullying, and all instances of bullying will be investigated quickly, thoroughly and appropriately. We are fully aware bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communication could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another with intent to cause distress or anxiety or to

send an electronic communication which conveys a message which is indecent or grossly incentive or a threat or information which is false or known or believed to be false by the sender. If school feel that an offence may have been committed by a student in this way, the Headteacher will seek guidance from the police as to the next course of action.

Examples of discrimination, harassment and victimisation

- Race or religion, belief or culture
- Offensive mimicry; taunts or jokes; wearing of provocative badges or insignia; racist graffiti; making fun of customs, accent or dress; refusal to co-operate or work with others of a different race, religion or culture
- Homophobic Focusing on gay, lesbian or transgender sexual orientation
- Sexist
- Sexual
- Comments denigrating one gender
- Uninvited touching, sexual innuendo or propositions, pornographic images or graffiti, comments about emerging puberty or appearance
- Disability/ special educational need
- Offensive comments; taunts or jokes
- Pregnancy Maternity Discrimination which contravenes legal requirements
- Age Offensive language; discrimination in relation to job opportunities
- Girls frequently experience friendship issues in the early years of secondary school. These can be very distressing, but they are not usually classified as bullying. However, girls will be supported in handling such issues, for example by resolving conflict through open discussion in the presence of a trusted member of staff.

Different roles within bullying incidents

1. Ringleader

The person who directs bullying activity through their social power

2. Assistants

They actively join in the bullying, sometimes because they are afraid of the ringleader

3. Reinforcers

They give positive feedback to the bully, perhaps by smiling or laughing

4. Outsiders / bystanders

They stay back and remain silent and therefore appear to support the bullying.

5. Defenders

They try to intervene to stop the bullying and comfort students who experience it. In school

It is not possible for students to access social networking sites in school as a result of the Lancashire Firewall. At Balshaw's, all students agree to the acceptable use policy. All parents and students must agree to sign the acceptable use policy before students are allowed access to information and communication technology in school.

The Network Manager monitors words which are typed in or images viewed on a student's PC. Where inappropriate words or images are found, the software screen shots the student's PC screen and this is forwarded by the Network Manager to Heads of House, the Deputy Headteacher (Pastoral) and the Headteacher. These screenshots may be sent home to parents for information as necessary. Students may, as a result, have their right to ICT access restricted, withdrawn or monitored indefinitely. This is at discretion of the Headteacher.

The transmission of some images/information can be a criminal offence and will be dealt with as such by the school. Any pornographic images will be handed over to the police straight away.

Bullying outside school premises

The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town or village centre, on a school trip or any extra-curricular activity. This intervention by school is not unlimited and we rely on parents to monitor their child's online life and ensure they have a healthy relationship with technology. Parents also have a legal duty to ensure their child is safe when in their care or out of school hours. All serious matters should be reported directly to the Police. School's interventions do not extend to incidents that happen out of school at night, weekends or in holidays when children are in the care of their parents.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Parents/Students

If a parent or child becomes aware of bullying or inappropriate use of the internet or mobile devices, then they should try and record any instance through the use of the screenshot/print screen, i.e. taking a digital image of the screen they can view. They should then save it or print it and report it to the Police and bring a copy of it into school if appropriate.

This could be used by the school in line with our anti-bullying policy or the police/other agencies should it be deemed necessary as evidence.

See section 1:30 and 1:32 of the DFEE July 2000 Sex and Relationship Education Guidance

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- has low self-esteem
- is more anxious/insecure
- begins to have behavioural problems at school
- has poor attendance
- is frightened of walking to or from school

- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill/feigns illness
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating/excessive eating
- is frightened to say what's wrong
- is increasingly secretive regarding internet and mobile phone use

TO WHOM THIS POLICY APPLIES

This anti-bullying policy applies to all adults, and young people who are members of the school community. The policy aims to address bullying child to child, adult to child, child to adult, and adult to adult. The policy applies to any bullying behaviour in school, and the provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience, etc.) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of students when they are not on school premises and not under the control or supervision of a member of staff.

This policy applies at all times.

RESPONDING TO BULLYING BEHAVIOUR

Procedures for reporting bullying for staff, students and parents

- If students are concerned about bullying all allegations of bullying incidents should be reported to a member of staff.
- If parents are concerned about bullying, they should contact their child's Head of House, the Deputy Headteacher (Pastoral) or the Headteacher.
- If staff are concerned about incidents of bullying of a child, they should report to the Head of House, the Deputy Headteacher (Pastoral) or the Headteacher.
- If staff are concerned about an incident of bullying involving another member of staff, they should speak to the Headteacher.
- Incidents will be thoroughly investigated and all details recorded quickly and accurately.

Procedures for investigating incidents of bullying

A member of SLT, the Deputy Headteacher (Pastoral), is the designated member of staff with overall responsibility for investigating incidents of bullying.

- Students will normally in the first instance identify a member of staff with whom they can talk to about an incident of bullying.
- Form tutors and the Heads of House will encourage the student to fully co-operate.
- Students who have allegedly bullied another student will be interviewed individually by his/her Head of House.
- Students can make a written record if they wish.
- Close supervision will take place by the Head of House during the investigative period.
- Heads of House will liaise with the Deputy Headteacher (Pastoral) and keep her well informed of all suspected incidents. The Deputy Headteacher will directly inform the Headteacher of all allegations of bullying.
- Parents will be informed.

In serious cases, parents will be informed and will be asked to attend a meeting to discuss the problem with the Headteacher, Deputy Headteacher (Pastoral) and the child's Head of House.

If necessary and/or appropriate, outside agencies and the police will be consulted to offer support and guidance.

Procedures for recording bullying

- All suspected incidents of bullying will be recorded by the Head of House on a bullying incident sheet and copied for all files of all students involved in any way.
- Procedure – dates, times, teacher involved must be reported on bullying incident forms to be logged and placed in pastoral files.
- Any reported incident – see child, contact parent, log.
- A copy of all incidents will be given to the Deputy Headteacher (Pastoral) in order to keep an overview of such incidents. The Deputy Headteacher will keep a record of all such incidents on an electronic file.
- The Head of House, in consultation with the Headteacher and Deputy Headteacher, will co-ordinate actions on bullying incidents and agree appropriate follow-up.
- All incidents of bullying regardless of nature will be recorded on CPOMS

Procedures for dealing with complaints

The school endeavours to bring all incidents of bullying to a satisfactory conclusion. However, if a parent/carer feels that school has not they can contact the Headteacher in the first instance to discuss the matter. If, after this, they still feel there are concerns and parents feel that the school's response is not adequate, the Headteacher will give details of the appropriate complaints procedure and parents can contact the Chair of Governors.

Support for children and young people, parents and carers and staff during and immediately after a bullying incident.

- Staff will talk to all the children involved in the incident and then offer support. This support could include meetings with the School Student Support Officer, Chaplain, Head of House, other students or the peer mentoring scheme.
- Identify responsible students to offer in class support to bullied child.
- Actively encourage parents to keep school informed. This message is featured at the new intake evenings and subsequent new intake interviews with Heads of House.
- Keep parents informed at all stages.
- Regularly consult with teachers, form tutors, Heads of House and SLT.
- Involve the police where the bullying behaviour is of a particularly serious nature.

Sanctions that may be applied for bullying

Our aim is for students, parents/carers and school to operate in a culture of mutual respect, hence often the issue can be resolved at the stage of parental involvement.

However, further sanctions that may be used are:

- parental/student interviews
- Head of House detentions
- inclusion
- isolation internally with Head of House
- removal of the bully from the group or class
- removal of the bully from a school bus
- removal of internet access or other appropriate punishment
- police contact
- restorative justice
- withholding participation in any school activity (e.g. trip, residential or sports event) which is not an essential part of the curriculum
- suspension (fixed term)
- Governors' Behaviour Sub-Committee
- exclusion(permanent)

The strongest sanction, suspension, may be necessary in cases of severe and persistent bullying.

INTERVENTION STRATEGIES

Balshaw's employs a range on intervention strategies after the disclosure of any bullying situation/incident. These interventions include:

- use of School Student Support and Welfare Officer
- use of Pastoral Support Officer to complete one to one sessions with bully/bullies on appropriate behaviour
- discussions in PSHE lessons/drama/role play
- restorative approaches/staff mediation between perpetrator and victim within a safe environment
- use of assemblies/PSHE/anti-bullying week to reinforce the message of anti-bullying/discuss aspects of bullying
- use of outside agencies as appropriate

PREVENTATIVE MEASURES - Overall

At Balshaw's we believe we employ a whole range of strategies to help promote positive behaviour, good relationships and safe environment for all students.

Within the school environment, there are a range of measures aimed at preventing bullying:

- Providing an open and secure environment in which students feel comfortable sharing issues related to bullying as part of the telling/listening school.
- Offering students the opportunity on a daily basis to seek out members of peer support.
- Creating easy methods for students to talk to form tutors and Heads of House or any other adult they feel comfortable sharing bullying-related incidents with.
- Offering students counselling from the School Student Support and Welfare Officer or the School Chaplain
- Participation in the Safer Travel Scheme whereby bus prefects are appointed to help monitor and maintain safety on school buses.
- The identification of bus prefects and in partnership with the Safer Travel Unit, we aim to have a positive impact on students' wellbeing and behaviour.
- Raising the profile and understanding of bullying-related issues in assemblies, house assemblies, PSHE (and other lessons as appropriate).
- Dealing with bullying issues efficiently, sensitively and quickly.
- Quickly imposing appropriate sanctions for perpetrators as necessary.
- In particular, the needs of SEN/disabled and vulnerable children will be assessed.
- Prefects on duty at the beginning of and end of the day.
- Staff completing a duty before school and break time on a rota basis. The rotas are published at the beginning of each academic year.
- Heads of House and the SLT being on duty at the school gates at the end of the school day.
- Heads of House and other identified staff completing a lunchtime duty in and around school and supervising all students.
- Heads of House and SLT advising staff of any problem areas which duty staff will closely supervise.
- At breaktime and lunchtime in the school restaurants, teaching staff and Headteacher

supervise students.

- Social networking sites, e.g. Facebook, Twitter, Instagram, KIK, Snapchat are an increasing problem and PSHE lessons warn against visiting these sites. School reserves the right to copy or download information of this nature regarding potential bullying.
- Facebook issues relating to staff and Lancashire County Guidance

PREVENTATIVE MEASURES WITHIN THE CURRICULUM

Across the curriculum, Balshaw's aims to:

- raise awareness of bullying behaviour, examples of bullying and the effect of bullying on a person's social, emotional health and wellbeing.
- raise awareness of how a student can combat bullying.
- identify and promote positive role models.
- encourage positive student//staff relationships.
- develop personal and social skills.
- students are taught about e-safety and Online Bullying in ICT lessons, PSHE lessons and via assemblies. Students should report bullying texts or incidents on the Internet to a member of staff.

Throughout a variety of curriculum areas the above issues are explored/discussed.

- PSHE, house and year assemblies, tutor time, anti-bullying week activities, anti-bullying surveys, displays around school, student code of conduct, race equality code, student councils, healthy schools initiative, drama, English and RE and the appointment of two anti-bullying ambassadors each year.

See Appendix 1

PREVENTATIVE MEASURES WITHIN THE PASTORAL FRAMEWORK

A variety of measures are identified and employed by pastoral staff to ensure students' health, social and emotional wellbeing.

- Discuss with Y6 students and parents at new intake evenings about any sensitive issues/friendship groups relevant to their child during the transition from KS2 to KS3.
- Heads of House and Pastoral Staff liaise closely with primary schools to aid transition.
- Thorough and well-planned induction programme for parents and the students.

- Identification of appropriate adults whom students can approach if there are difficulties/concerns. In the first instance, this would normally be the student's form tutor.
- Use of a variety of staff in school to support students who feel at risk/vulnerable – form tutor, Head of House, SEND Co-ordinator, School Support Officer, School Chaplain, Pastoral Support Worker, Pastoral Manager
- Create a strong ethos of anti-bullying and an understanding that Balshaw's has a zero tolerance approach to bullying behaviour of any kind.
- Follow up all incidents of bullying and communicate to students the sanctions that will be applied to any incidents of a bullying nature.
- Identify any potential "isolated" areas in school and ensure appropriate staff presence at breaks/lunchtimes.

IMPLEMENTATION OF THE POLICY

- It is the responsibility of the Headteacher to ensure that the anti-bullying policy is implemented correctly in school and all staff follow the procedures set out in it.
- The anti-bullying policy will be reviewed every two years.
- The Deputy Headteacher (Pastoral) will co-ordinate all incidents of a bullying nature and ensure thorough record keeping.
- Heads of House/form tutors will keep the Deputy Headteacher (Pastoral) informed of any incidents brought to them by students.
- All staff have a responsibility to ensure any disclosures of bullying by any student are passed on to the appropriate staff.
- All new staff will receive anti-bullying training.
- All staff will have regular anti-bullying training as part of Balshaw's CPD.

MONITORING OF THE ANTI-BULLYING PROCESS

- The Deputy Headteacher (Pastoral) will record all incidents of bullying/and monitor actions taken and their effectiveness.
- The Deputy Headteacher (Pastoral) will ensure pastoral staff are keeping well-detailed accounts of bullying incidents and that reporting procedures are being consistently applied.
- At certain times in each school year, the School Council will discuss anti-bullying strategies, preventative measures and reporting of anti-bullying incidents. Details from such meetings will be fed back to SLT and Heads of House and discussed as appropriate.

EVALUATING THE POLICY

As a school, Balshaw's will strive to review the anti-bullying policy in line with good practice annually by the Governing Body. The Governing Body and Headteacher will review reported incidents and any relevant comments from students, staff, parents and governors.

The outcomes of such reviews will be considered by all staff and appropriate amendments made to measures in school where necessary. The Pastoral Team and SLT will discuss the anti-bullying policy strategy sanctions regularly at appropriate points throughout the school year. The School Council will be involved in the reviewing of the policy throughout the year.

This policy is fundamentally important to the health and wellbeing of all students and adults within Balshaw's community. All members of the school community have a responsibility for implementing the anti-bullying policy. How we treat others and conduct ourselves in, out and around school reflects upon all of us and the values we aim to uphold as a Christian school.

ADVICE AND SUPPORT FOR PARENTS AND STUDENTS

Department for Education resources:

- *Behaviour and Discipline in Schools Guidance*
- *Make Them Go Away* - (A video resource about bullying involving young children with disabilities)
- *Let's Fight it Together* - (A video resource about Online Bullying)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by the 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.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying has developed the Onlinementors peer support programme for young people affected by Online Bullying.

Kidscape: Charity established to prevent bullying and promote child protection, which provides 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.

Restorative Justice Council: Includes best-practice guidance for practitioners.

Online Bullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT (Lesbian, Gay, Bisexual, Transexual):

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Anti-Bullying Alliance (ABA)

www.anti-bullyingalliance.org.uk

Tel: 020 7843 1901

Parentline Plus

www.parentlineplus.org.uk

Tel: 0808 800 2222

Childline

www.childline.org.uk

Tel: 0800 1111

Working party	Spring 1994
Second draft	March 1994
Third draft	December 1994
Reviewed	February 1995
Governors accepted	March 1995
Reviewed	March 1999
Updated	June 2002
Reviewed	March 2004
Updated	February 2006
Revised	February 2008
Revised	March 2009
Re-written *	September 2010
Updated	October 2011
Updated	October 2012
Updated **	February 2013
Ratified	June 2013
Reviewed:	December 2013
Reviewed:	September 2014
Updated	September 2017
Updated	December 2018
Updated	April 2019
Updated	April 2021

Updated
Updated

January 2023
September 2025

* with guidance from Christine Hlland, Lancashire Anti Bullying Adviser and in consultation with Governors, Staff, Parents, Students, School Council and Peer Mentors

** with guidance from Anti Bullying Policy and Practice by Barbara Farbon, Lancashire County Council PSHEE and Anti Bullying Adviser
school\policies\anti-bullying

References

DfEE (2000) **Sex and relationship education guidance**. London: Department for Education and Employment.

DfES (2002) **Bullying: don't suffer in silence**. London: Department for Education and Skills. www.dfes.gov.uk/bullying

DfES (2004) **Every child matters: next steps**. London: Department for Education and Skills. www.dfes.gov.uk/everychildmatters/pdfs/

DfES (2012/13) **Preventing and Tackling Bullying EveryChildMattersNextSteps.pdf**

NHSS – Stand Up for Us – Challenging Homophobia in School

Appendix 1 – Anti Bullying Work completed in lessons and assemblies across the Curriculum/Key Stages

<u>Subject</u>	<u>Work Done</u>	<u>Year Group</u>
PSHE	Specific lessons using official anti-bullying week resources Online Bullying and sexting Poster competition On-line safety including grooming Lessons on self-esteem and self image	All Year groups All All Year groups All Year groups All Year groups
DRAMA	Verbal Bullying Anti Bullying Bullying	Year 7 Year 8 Years 10/11
MUSIC	Anti Bullying using rap music Anti Bullying through song writing topics Anti Bullying through song analysis	Year 8 Year 9 Years 7, 8 & 9
ICT	E Safety – Online Bullying Safer Internet Day - February	All Years All Years
ASSEMBLIES	Anti Bullying Week - November	All Years

WHOLE SCHOOL	House assemblies on Online Bullying, sexting and relationships Child on child Abuse How to stay safe	All Years
STUDENT MONTHLY SAFEGUARDING UPDATES	Sent monthly for Tutors or HOH to deliver to students on various topics eg: e-safety, staying safe online at Christmas, mobile phone safe use, Child on child abuse, bullying and anti bullying	All Years

Appendix 2

All Staff should be aware of and work hard to challenge the following stereotypical language with regard to:

1. **Homophobia:**

Do you challenge the use of words relating to homosexuality when they are used in derogatory ways?

e.g. —that's well gay..., stop being so gay etc

other examples: Lesbo, Lezzar, dyke, poof, poofter, queer, tranny

2. **Mental health stereotypes:**

Do you challenge words/phrases describing stereotypical views of mental illness?

e.g. —he's a psycho!!

other examples: nutter, loony, nut job, mental case

3. **Derogatory terms for disabilities:**

Have you heard students using this sort of language to describe each other?

e.g. —what a spaz..., He/She is a retard

other examples: spacker, mong, retard

4. The use of religions/religious terms in a derogatory sense and blasphemy – using God's or Christ's name as a swearword:

e.g. —You're so tight you must be Jewish!||

other examples: Using religious stereotypes to describe others

5. Criticising people's heritage or nationality:

e.g. that's Irish...

other examples – Pikey, Kraut, Frog, Spick, Chink, Paki, Gypo

6. Racism of any sort

e.g. – he's a Paki.,

other examples: nigger, rag head, nig-nog, wog

The consequences of these words can be really harmful to a young person. What a person says can really damage and isolate some people even if it is not meant to be offensive to anyone.

Tolerance and equality should be encouraged at all times, and stereotypes and inequality challenged.

Any student using language of this nature in any situation should be referred to their Head of House and Deputy Headteacher (Pastoral) informed. Appropriate sanctions will be used based on each individual case.

APPENDIX 3 - GUIDANCE FOR PARENTS

GUIDANCE FOR PARENTS Look for Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"

- asks for money or starts stealing money (to pay bully) • has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating / excessive eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is nervous & jumpy when an Online message is received
- increasingly secretive regarding internet and mobile phone use Be interested and involved

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc. Speak to the school If you think your child may be a victim of bullying behaviour, inform the School IMMEDIATELY.

Your complaint will be taken seriously and appropriate action will be taken.

Do not fight back- It is important that you advise your child not to fight back. It can make matters worse. Do not use social media to inform others of the incident

Support them - Support your son/daughter and explain that there is nothing wrong with them and that it is not their fault.