ANTI-BULLYING POLICY

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Links to	Behaviour and Relationship Policy 2022 Child Protection Policy Keeping Children Safe in Education 2023

Version	Section	Amendments	Date	Authors
V2		Recording on CPOMs revised – guided by appendices Removal of reference to PSOs and a specific year group responsibility Head of Year responsibilities revised	Oct 18	D Banks
V3		Procedures and appendices updated to reflect changes Updated language where appropriate Child-on-child abuse references added	Nov 22	H Tyrrell
V4		Updated reference to Indecent Images of Children and inclusion of DSL Final review timeline shortened from 6 to 4 weeks	Jan 24	S Lofthouse

Contents

1. Statement of Intent

- We aim to provide quality education, meeting the learning needs of all students in a secure, ordered and supportive environment.
- We aim to be a school in which all students can learn and grow with confidence, free from the fear of harm, harassment and intimidation, and where they are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- We aim to promote a culture where diversity is affirmed, and individual differences are respected.
- We aim to ensure that all members of our community fully understand that bullying is taken seriously and is not acceptable in any form.
- We aim to review our practices regularly, updating parents of any changes made to our anti-bullying policies or procedures, and signposting them to any resources they may feel useful.

2. Scope

This policy applies to all students at the school. It applies whether they are on the way to or from school, whether they are at school or elsewhere on a school visit or other sanctioned activity. It also applies to students out of school if the bullying originated in school.

3. Definition of Bullying

i. Bullying is deliberate, repeated (i.e. happening on more than one occasion) behaviour by an individual or a group intended to hurt, humiliate or intimidate.

ii. The Department of Education guidelines refer to bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

iii. "Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating."

iv. The various types of bullying are:

Verbal bullying involving name-calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so-called 'cyber bullying'); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice-based behaviour.

Physical bullying – consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where the intention is to create fear or to intimidate.

Indirect bullying – involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them form their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyber-bullying - Cyber bullying will be dealt with following our anti bullying policy and procedures, and within the guidelines of the Department of Education, which states:

"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-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 Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence or contains an indecent image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline." In all such cases questions should only be asked by the DSL who must be immediately made aware of any such materials.

The Prevent Agenda - The government defines extremist views as "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

The school has a duty of care to work with students identified as holding extremist views, which may be done within school, or through referral to outside agencies in exceptional cases.

Sexual violence and sexual harassment - This can include upskirting.

Initiation/hazing type violence and rituals - Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Equally, abuse issues can be gender specific and it is important to consider the forms abuse may take and the subsequent actions required.

4. Expectations and Responsibilities

i. General
Students, teachers, parents, carers and members of the wider school community can expect:
- that students will be safe at school, free from fear of harm, harassment and intimidation.
- to know what is expected of them and others in relation to the school's anti-bullying policy and procedures.
- to be involved in review of the school's anti-bullying policy and procedures
- that all students will be provided with appropriate support if bullying occurs

Students, teachers, parents, carers and members of the wider school community have a responsibility to:
- promote positive relationships that respect and accept individual differences
- and diversity within the school community
- contribute to any review of the school's anti-bullying policy and procedures and support them through words and actions
- actively work together to resolve incidents of bullying behaviour if they occur

ii. Expectations and Responsibilities – Senior Leadership Team
The Senior Leadership Team of the school has a responsibility to:
- provide a policy which is reviewed regularly, according to the Governors' policy review schedule
- ensure that the policy is implemented through pastoral link meetings and that procedures are in place to meet at least Department for Education guidelines for Preventing and Tackling Bullying, last reviewed in July 2017
- strive to enhance the quality of safeguarding work in relation to bullying
- Consider referrals to multi-agencies where appropriate
- Refer to police and social care in cases of child on child abuse, sexual harassment and assault.

iii. Expectations and Responsibilities – All adults working in the school
- All adults working in the school have a responsibility to deal with any incident of bullying, in accordance with the school's policy and procedures.
- Be a positive role model for students, and model appropriate behaviour and language.
- Respect and support all students in all aspects of their learning.

iv. Expectations and Responsibilities – Students
Students can expect to:
- know that their concerns will be responded to by school staff
- be provided with appropriate support
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, discrimination, bullying and harassment.

Students have a responsibility to:
- behave in line with the school's behaviour and relationship policy, respecting individual
- difference and diversity
- respond to incidents of bullying according to the school's anti-bullying procedures.

v. Expectations and Responsibilities – Parents and Carers
Parents and carers can expect to:
be provided with the school's anti-bullying policy and procedures at the start of each academic year or whenever it is updated, whichever is soonest.
be consulted formally at least once a year through, for example, surveys at parents' evenings, about their child's safety and wellbeing.

4. Expectations and Responsibilities

vi. Expectations and Responsibilities – Parents and Carers
Parents and carers have a responsibility to:
- be aware of and support the school's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour
- support the school's actions in dealing with proven cases of bullying
- work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the school's anti-bullying procedures

vii. Expectations and Responsibilities – Governors
Governors can expect to:
- Be provided with a twice-yearly report on reported incidents of bullying and the outcomes of these.

Governors have a responsibility to:
- ensure that the Anti-bullying policy is in place, implemented and reviewed annually.

5. Working with Parents/Carers
Parents/cares are informed about our anti-bullying strategy via the school's website. Our procedures for dealing with allegations of bullying place a high priority on contacting and involving parents/carers at the earliest possible opportunity.

6. Working with the Police
The school is committed to working actively with the police as part of our anti-bullying strategy, as needed.

7. Anti-bullying procedures – see appendix 1
These procedures are recommended in the Department for Education's guidelines of Preventing and Tackling Bullying, updated in July 2017.

i. Safeguarding Procedures and Policies
The school has an up to date written policy on keeping children and young people safe from bullying, which will be shared with parents and carers annually, available on the school website and, upon request, in print.

ii. Location
- The school deploys staff effectively to ensure all areas of school are supervised and monitored throughout the day, before and after school. This is regularly reviewed by the Senior Leadership Team, led by the Headteacher.
- Students are made aware of the use of CCTV cameras around school.
- Procedures are in place to ensure that children and young people needing to leave school early are signed out of school by a parent or carer.
- The school will make provision for any vulnerable student to spend lunchtimes inside with supervision if required.

iii. Knowledge and Understanding
- All members of teaching and support staff undertake annual child protection and safeguarding training.
- Key staff employed by the school will undertake training in anti-bullying strategies, and all staff will read the policies and procedures.
- Anti-bullying messages are delivered in assemblies, tutor times and Personal Development lessons regularly.

iv. Provision of identified adults
- The Headteacher is the named person responsible for every child's safety in the event of any bullying related concerns, but on a practical day to day level this responsibility is delegated to Heads of Year in the first instance.

4. Expectations and Responsibilities

v. Communication
- All reported incidents of alleged bullying will be recorded and then investigated by the wider pastoral team. This will involve taking statements from all parties, staff and witnesses as appropriate.
- The Bullying Report sheet will be used to record all information related to the investigation and ensure staff are working to clearly defined timelines.
- Communication with parents and carers is an important part of the investigation process and the Bullying Report sheet clearly indicates when in the process this communication is to take place.
- If the case is proven, the Head of Year will take action and contact parents of both victim and offender, informing them of the results of the investigation. The Head of Year may delegate this to a Behaviour Manager or Pupil Support Officer. In line with school practice, details of any consequence will not be shared with the parents of the victim, but they will be informed that the appropriate sanction has been carried out in line with the school's anti bullying policy and procedures. The action will be recorded, and copies of all paperwork will be filed within the pastoral administration team.
- Records of meetings, telephone calls and any other meeting notes will be kept on the school's systems.
- All parents/carers of any students involved in allegations of bullying will be contacted regularly to update:
  - at the start of the investigation
  - once the investigation has been completed
  - after the final review – which will take place approximately 4 weeks after the initial investigation has been completed if the allegation of bullying has been proven

vi. Action
- When the case of bullying has been proved, the Head of Year, Behaviour Managers or Pupil Support Officers will speak with the perpetrator. In some cases, a member of the Senior Leadership may also be present. In either case this will be to hold the offender to account for their actions, ensure they face up to the harm they have caused and help them understand what they did wrong and learn from it. Restorative practices and mediation will be applied as appropriate with a member of staff present. This will be agreed with both parties and where necessary an acceptable behaviour contract put in place.
- The perpetrator will have a logical consequence in line with the Behaviour and Relationship Policy. This will depend upon the severity of the incident and the context in terms of the offender's previous behaviour. **This may include loss of social time for a given length of time, after school detentions, and, in extreme or persistent cases, behaviour panel and fixed term suspensions.**
- As the Department for Education guidelines also state, "It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves."
- Any support given to the perpetrator will be in addition to the sanction.

10 After Care:
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes, the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. Regular reviews will take place to support all parties.

Appendix 1 Anti - Bullying Procedure:

Stage	Details
Concerns raised by staff or student	Entry on Bromcom Entry via student online reporting Automated alerts to HOY and SFS team to begin investigation
Investigation	Statements taken from alleged victim(s) and alleged perpetrator(s) Notify all parents/carers of investigation Key information on how to behave shared with all students involved Information pooled and reviewed by HOY with AHT
Action	Logical consequences may include: parental meetings, restorative conversations, social time report and restrictions, detentions, external agency involvement, and suspension Agreed timescales for ongoing monitoring and evaluation with student Ensure victim understands steps taken with perpetrator Ensure parents/carers are kept informed
Follow Up	Head of Year to review: meet with all students involved Assess if actions have stopped the bullying Repeat steps above if not resolved, increasing the logical consequences Review the process with students: do we need to refine approaches?

References used:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Keeping Children Safe in Education 2023