



**ST. PETER'S CATHOLIC HIGH SCHOOL**

# Anti-Bullying Policy

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**Signed:**

**Chair of Governors**

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## **Values**

St. Peter's Catholic High School's mission is to be a learning and serving community enriched through friendship and Christian faith.

St Peter's Catholic High School is committed to ensuring that all our pupils can learn in a supportive, safe and caring environment without fear of being bullied. Bullying is not tolerated at St. Peter's.

If bullying does occur, all pupils should inform their Form Tutor, Head of Year or Deputy Head of Year and should know that incidents will be dealt with promptly and effectively.

Incidences of bullying are rare at St. Peter's Catholic High School, however all staff should continue to strive to eradicate all forms of bullying. All members of the school community should be confident that if bullying does occur, school will deal with it quickly and effectively. Steps will be taken to help victims feel safe again.

## **Aims**

The school aims:

- to ensure that the whole school community is clear about the Anti-Bullying stance the school takes
- to make our school a safe, secure, caring, inclusive happy environment where each individual can thrive without fear of being bullied
- to ensure that every member of our school community feels valued and respected
- to promote a school climate where bullying and violence are not tolerated and cannot flourish
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all our pupils
- to develop an anti-bullying culture in our school community where it is not acceptable to be a bystander to bullying
- to help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Equality and diversity policy
- Behaviour policy
- ICT policy (internet safety)
- Safeguarding and child protection policy
- Relationship and Sex Education Policy
- SEND Policy
- Complaints procedure

## 2. Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

### 3. Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic & biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory

words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

## 4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Analysing any bullying data to establish patterns and reviewing this policy. Ensuring that pupils are taught how to keep themselves and others safe, including online, in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

Mr Santus is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents (on CPOMs), including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Heads of year are responsible for:

- Corresponding and meeting with parents where necessary.

- Providing a point of contact for pupils and parents, when bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's heads of year of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## **5. Statutory implications**

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the

HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

## **6. Prevention**

It is much better to prevent bullying before it occurs rather than to have to deal with it after it has happened. St. Peter's will use a wide range of strategies to try to prevent bullying.

The school clearly communicates a whole-school commitment to addressing bullying which is regularly promoted across the whole school - through assemblies when pupils will be informed of the school's zero-tolerance approach to all forms of bullying and prejudice-related incidents and the actions that will be taken to prevent bullying taking place

Form Tutors have a crucial role in developing links with the home and will encourage parents to contact the school if they have any suspicions of bullying. Form teachers will be available to allow pupils to discuss any bullying, whether they are victims or have witnessed an incident.

All reported or investigated instances of bullying will be investigated by a member of staff.

Bullying will be discussed as part of the assemblies, registration and curriculum.

All types of bullying will be discussed as part of Curriculum for Life (C4L), in line with the Relationship and Sex and Education (RSHE) Policy. This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.



- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Stereotypical views will be challenged and pupils encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality, ability or disability.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Opportunities to extend friendship groups and interactive skills are provided through participation in extra-curricular events, trips and group work in the classroom

A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone. A teacher will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **7. Signs of bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Signs of bullying can be extremely variable and will very much depend on the individual. Staff should be aware of and vigilant to these possible signs and should investigate if a child:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display

a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

## **8. Staff principles**

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## **9. Child-on-child abuse**

The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.

- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Sexual violence refers to the three following offences:

- Rape
- Assault by Penetration
- Sexual Assault

The school’s Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and C4L lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in C4L lessons, computing lessons and group sessions (drama production etc). Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ, whether they are or not, can be just as vulnerable to abuse as LGBTQ children.

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

## **10. Cyberbullying**

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages

- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying.

All members of staff will receive training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, 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. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

## 11. Procedures

Minor incidents are reported to the victim's form teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the head of year of the incident and outcome.

### Managing disclosures

Disclosures can come in from a number of different sources including from the pupil, pupil's friend(s), parent, member of staff or a member of the public (if the bullying occurs outside the school grounds). If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it. The pupil may have worried over their problem for some time and will want it to be dealt with sensitively, quickly and effectively.

Staff should take all disclosures seriously, even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that children have a very different perception of what may or may not be serious. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the head of year or DSL.

The DSL and SENCO will be informed of any allegations of abuse against pupils with SEND. They will record the incident and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

## **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are spoken with and provide statements
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss with other pupils

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## **12. Sanctions**

Sanctions/support will be used as necessary. The seriousness of the incident and whether or not bullying is persistent or an isolated occurrence will determine which stage of the Behaviour Policy is applied to the perpetrator

If the head of year is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The head of year informs the pupil of the type of sanction to be used in this instance (detentions, isolation, exclusion, etc.) and future sanctions if the bullying continues.

If possible, the head of year will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking with their form tutor or head of year, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The head of year informally monitors the pupils involved.

### **13. Support**

The Form Tutor, HOY and DHOY will monitor the situation very closely following a bullying incident. All staff will be informed and asked to be particularly vigilant for a period of time following the incident

Following the initial complaint of bullying, the form tutor holds informal discussion, to check whether the bullying has stopped.

The head of year meets with the victim to check whether the bullying has stopped – these will continue to take place until the head of year and victim are confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in school if bullying is repeated.

The school, particularly the Head of year, will work with the victim to build resilience.

The school realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

### **14. Follow-up support**

The progress of both the bully and the victim are monitored by their form tutors.

One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate



Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

## **15. Bullying outside of school**

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The head teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

## **16. Record keeping**

The HOY & DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled

## **17. Monitoring and review**

The SLT will lead on the implementation of the policy. The DSL will act as the link person with the local authority

This policy is reviewed every two years by the headteacher and the DSL.

The scheduled review date for this policy is May 2025

## APPENDIX 1

### *Bullying Don't Suffer in Silence - Information for parents and families*

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere.

Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others.

Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied.

Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- calmly talk to your child about it
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's class teacher or form tutor
- explain to the teacher the problems your child is experiencing

## Talking to teachers about bullying

- try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school - let them know if things improve as well as if problems continue

## If you think your concerns are not being addressed:

- check the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with the Head of Year or Deputy Head of Year
- make an appointment to meet the head teacher, keeping a record of the meeting
- if this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- contact the Parentline Plus helpline for support and information at any of these stages
- in the last resort, write to the Secretary of State for Education and Employment

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

This information sheet was prepared by the Department for Education and Employment and has been adapted with their permission. Their full antibullying pack can be found at [www.DfES.gov.uk/bullying/index.shtml](http://www.DfES.gov.uk/bullying/index.shtml)

## APPENDIX 2

### *Bullying - Don't Suffer in Silence Information for Pupils*

If you are being bullied

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- if your school has a peer support service, use it
- don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

**ChildLine, Freephone 0800 1111,  
or write, Freepost 1111, London N1 0BR.**

**The phone call or letter is free. It is a confidential helpline.**

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## **APPENDIX 3**

### *WHAT TO DO IF A PUPIL TELLS YOU THEY ARE BEING BULLIED*

#### **DO:**

- listen, allowing them to tell the story in their own words
- do not dismiss the experience as part of growing up
- take the incident seriously
- take action as soon as possible, deciding whether this needs to be in private or public and listening to the bully's version of events
- do not react emotionally, remain calm and reassure the pupil that they are not being weak or foolish
- offer concrete advice, help and support
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- punish the bully if necessary using an appropriate sanction
- inform people as necessary as identified in the Anti-Bullying Policy

#### **DON'T:**

- be over protective and/ allow the victim to help him/herself
- assume that the bully is thoroughly bad
- keep the whole incident secret because you have dealt with it
- try to hide the incident from the parents of the victim or the bully.

## APPENDIX 4

*Organisations that can offer support.*

The DCSF does not necessarily endorse all the views expressed by these organisations.

**11 Million (Office of the Children's Commissioner)** Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account. Telephone: 0844 8009113

**Act Against Bullying** A national charity which highlights new forms of bullying, particularly bullying through social exclusion. Telephone: 0845 230 2560

**Actionwork** A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying. Telephone: 01934 815163

**Advisory Centre for Education** Advice line for parents on all procedural matters concerning schools. Telephone: 0808 800 5793

**Anti-Bullying Alliance (ABA)** Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. Telephone: 020 7843 1901

**Beatbullying: CyberMentors** This is a unique programme to tackle cyberbullying. CyberMentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.

**Bully Free Zone** Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals. Telephone: 01204 454958

**Bullying Online** Provides an email advice service for children and young people, as well as online help and information for schools and pupils.

**ChildLine** Offers a free 24-hour helpline and counselling service for children in distress or danger. Telephone: 0800 1111

**Children: Homes, Advice and Teaching Ltd (C:HAT)C:HAT**

seeks to provide a complete support package for young people and the significant adults who are involved in their lives through consultancy, behaviour management and children's homes. Telephone: 0116 259 3008

**Children's Legal Centre** Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children. Telephone: 0800 7832187



**Diana Princess of Wales Memorial Award for Young People** The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations. Telephone: 0845 3372987

**Educational Action Challenging Homophobia (EACH)** Established to challenge homophobia in education. Telephone: 0808 1000143

**Education for All** Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies. Telephone: 020 7593 1851

**Equality and Human Rights Commission** The Equality and Human Rights Commission is a statutory body established under the Equality Act 2006, which took over the responsibilities of Commission for Racial Equality, Disability Rights Commission and Equal Opportunities Commission. It is the independent advocate for equality and human rights in Britain. It enforces equality legislation on age, disability, gender, race, religion or belief, sexual orientation or transgender status, and encourage compliance with the Human Rights Act and international treaties. It also gives advice and guidance to businesses, the voluntary and public sectors, and to individuals.

**Goldsmiths College** The Psychology department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.

**Kidscape** Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages. Telephone: 020 7730 3300

**LeapConfronting Conflict** Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives. Telephone: 020 7272 5630.

**Mencap** Mencap fights for equal rights for people with learning disabilities, and their families and carers, and provides housing and employment support. Telephone: 020 7454 0454

**Miss Dorothy.com** Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds. Telephone: 0870 759 3388

**National Autistic Society** Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs. Telephone: 0845 0704004

**National Children's Bureau** Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, it provides information on policy, research and best practice. Telephone: 020 7843 6000

**National Healthy Schools Programme** A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme coordinator.

**National Society of Prevention of Cruelty to Children (NSPCC)** NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes. Telephone: 020 7825 2500

**Ofsted** Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

**Parentline Plus** Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child. Telephone: 0808 800 2222

**School's Out!** Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues. Telephone: 01273 298299

**Stonewall** A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. Telephone: 020 7593 1850 or the free information line: 08000 50 20 20.

**Teachers TV** A section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

**UK Observatory for the Promotion of Non-Violence** A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people. Telephone: 01483 684552

**Victim Support** Staff and volunteers offer free and confidential information and support for victims of crime. It operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying. Telephone: 0845 3030900

**Youth Justice Board for England and Wales** Executive, non-departmental public body working to develop and improve the youth justice system, and to prevent offending by children and young people up to the age of 17. Telephone: 020 7271 3031