



Anti-Bullying Policy

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1. Key Contacts within the School

Role	Contact Name	Contact Details
Designated Safeguarding Lead	Ms J Smethurst	01702 904633
Deputy Safeguarding Lead	Mr E Muca Mrs R Wyatt Miss N Ayres Miss S Dutton	01702 904633
Nominated Governor for Safeguarding & Child Protection	L Stefani	
Designated Lead for Looked After Children	Lauren Stephens	lstephens@suttonhouse.org.uk
Emergency Out of Hours Contact for Staff	Ms J Smethurst	jsmethurst@suttonhouse.org.uk

2. Key Contacts within the Local Authority

Service	Contact Name	Contact Details
C-SPOC (Single Point of Contact)	Hub	01702 215007 c-spoc@southend.gov.uk
Local Authority Safeguarding & Child Protection Coordinator	Alison Francis	10702 534539 alisonfrancis@southend.gov.uk
LADO (Local Authority Designated Officer)	Sharon Langston	01702 534591 LADO@southend.gov.uk

3. Aims & Objectives

Bullying is unacceptable and will not be tolerated at Sutton House academy. Any member of the Sutton House academy community, student, employee or volunteer, has the right to learn and work without fear of being bullied. Through this Policy, Sutton House aims to prevent bullying from occurring. Its objectives are to ensure that all members of the school community:

- Prevent bullying by creating an orderly climate of respect within an inclusive community environment
- Are educated in order to prevent bullying
- Feel safe from bullying
- To recognise bullying behaviour
- Understand and support the school's stance against bullying
- Know how to report incidents of bullying
- Know who to report incidents of bullying to
- Contribute to informing and, where possible, evaluating the Policy

4. Legal Requirements & DFE Guidance

4.1 The Education & Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's behaviour policy which are communicated to all students, school staff and parents.

4.2 The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, 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.

Maintained schools and Academies are required to comply with the PSED. In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to students with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

4.3 Safeguarding Children & Young People – Children Act 2004

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident will be addressed as a child protection concern under the Children Act 2004. Where this is the case, the school staff will discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

External support may be given to students whether or not it is deemed a child protection concern. The school may 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.

4.4 Preventing & Tackling Bullying – DFE Guidance July 2017

This Policy draws on the most recent guidance from the DfE July 2017 Prevent and Tackling Bullying.

4.5 Criminal Law

Although 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 communications – 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. If school staff feel that an offence may have been committed, they may seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

4.6 Bullying Which Occurs Outside the School Premises

School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include 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.

Where bullying outside school is reported to school staff, it may be investigated and acted on. The Headteacher will 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 will always be informed.

While school staff members have the power to discipline students for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

4.7 Keeping Children Safe in Education September 2023

The Anti-bullying policy has drawn upon and refers to 'Keeping Children Safe' as outlined in the DfE guidance 2023. The guidance clearly states that anti-bullying is an integral part of safeguarding and child protection. The school in its Safeguarding Policy, as well as all other policies designed to keep children safe including anti-bullying, makes reference to these guidelines.

5. Definition of Bullying

5.1 What is Bullying?

Bullying is 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, cyber-bullying 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.

Bullying may involve an imbalance of power between the perpetrator and the victim. This imbalance may be physical, intellectual or psychological (knowing what upsets someone).

Although it may be unintentional, it is also bullying if someone feels hurt because of things said about, or actions related to, their **ethnic, cultural or economic background, religious faith, gender, sexuality (homophobic/transphobic), disability, special educational need, appearance or issues in their family – (PROTECTED CHARACTERISTICS)**

‘For the purpose of use within school, we define bullying in simple term as Physical, emotional or verbal abuse that is persistent, intended and unjustified, and which causes distress or injury to the victim.’

Bullying is complex:

- it can have a history
- it can be ongoing
- it might be by an individual or by involve a group
- the bully himself/herself might in turn be bullied or have been bullied
- it can be done in different way
- it can be done to different degrees

Good information, and a flexible response is therefore required.

Bullying includes:

- Name-calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person’s belongings
- Threats and extortion
- Physical violence and intimidation
- Using body language inappropriately e.g., giving “dirty” looks
- Deliberately invading someone’s personal space
- Producing offensive graffiti or writing unkind notes about someone
- Cyber bullying, i.e., inappropriate text messaging, emailing and use of social network sites e.g., Facebook, WhatsApp, Snapchat, YouTube, Instagram etc.
- Sending or displaying offensive or degrading images by phone or via the internet or email
- Isolating or excluding people either socially or online

- Racist, religious, cultural, sexual, sexist, homophobic, family economic status, academic ability, special educational needs disability-related language and comments or because a child is adopted or has caring responsibilities

5.2 Cyber 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. 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.

6. School Strategies for Prevention & Action Taken Over Instances of Bullying

6.1 Dealing with Bullying

Sutton House has a clear Anti-Bullying Policy which is placed on the school web site under the policy section along with other safeguarding and child protection policies. The policy is clearly communicated to parents and staff and understood by the students. This is supported by our level 1-3 rewards system.

6.2 Vulnerable Students

The school recognises that some students are more vulnerable than others to the attitudes and behaviours of some children towards those who are different to themselves. Students with Special Educational Needs or disabilities, those who are adopted, those with health problems or have caring responsibilities, those in care, students with poor social and communication skills are all recognised by the school as vulnerable groups who could experience bullying. Information on the schools' vulnerable students is clearly communicated to staff, Pupil profile Notes are updated by staff, and concerns are discussed at Briefings. Students that are suffering from bullying can be given support from a range of internal and outside agencies.

6.3 The school aims to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve students. All students understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. The school also teaches students that using any prejudice-based language is unacceptable
- use specific organisations or draws upon experienced members of the safeguarding team to help with particular problems.

- The school provides effective staff training and includes bullying as part of its overall safeguarding training, throughout the year. The school aims to invest in specialised skills to help their staff understand the needs of their students, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) students
- The school works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school also works with other agencies and the wider community to tackle bullying that could occur outside school
- The school makes it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on. Students feel that they can report bullying which may have occurred outside school including cyber-bullying
- The school creates an inclusive environment. The school creates a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Sutton House academy celebrates success in various ways in order to create a positive school ethos.

6.4 Strategies of Prevention

Education:

The school strives to educate its students in order to prevent bullying taking place. This occurs:

- in the ordinary curriculum, in particular PSHE
- through visiting speakers, e.g., drama groups, community police, Workshops
- in Assemblies
- During the school's annual Anti-Bullying week

Intervention:

The school provides intervention and support for both the students who are victims of bullying, as well as the bullies.

The school will draw upon a number of professionals. For example:

- school pastoral staff including a trained counsellor
- School Mental Health First Aiders
- Local Authority Attendance Officer
- School Police Liaison Officers
- and other outside agencies as appropriate.

Parental Involvement:

Parents are to be involved in the following manner:

- parents are to be fully informed of our bullying policy which is on the school web site,

- parents of those who bully will be contacted if the bullying does not cease or if it is of a level or type demanding this.
- parents of those who are bullied will be contacted if the bullying does not cease or if it is of a level or type demanding this.

Staff Training:

- Staff are trained during annual Safeguarding Training on how to identify and report bullying issues.

6.5 Action Taken Over Instances of Bullying

Incident Report:

- Staff to log a report on Sleuth
- Notify behaviour lead, safeguarding lead and headteacher.
- Statements will also be taken from any witnesses whether they be staff or students

The Person Bullied:

- is to complete an Incident Report with staff member
- is to be given confidence that something will be done to stop it,
- may have his/her parents informed and, if necessary, called in,
- shall be given mentoring by members of staff and if appropriate shall have the opportunity to see a counsellor
- will be monitored
- will be advised that:
 - he/she must report it again should it be repeated, ▪ he/she has a right to expect non abuse,
 - he/she has a duty to report any bullying.

The Bully:

- is to complete an Incident Report with a staff member
- will be spoken to by behaviour lead
- will, where necessary, be sanctioned – see Behaviour policy
- will have his/her parents informed and, if necessary, called in for a meeting
- will be encouraged to reform their behaviour
- shall have the opportunity to see a counsellor
- may be required to speak to a representative of an outside agencies.
- will be advised that:
 - such behaviour is wrong
 - we have a right to expect non abuse ▪ the school will not tolerate bullying.

- Given a clear understanding on Level 1-3 Bullying Process
- RESTORATIVE PRACTICE will take place between the two students overseen by a Behaviour lead/safeguarding lead.

6.6 Monitoring

Recording of Instances of Bullying that take place:

- Recorded on Sleuth as a Negative behaviour
- Actions followed up in Notes on Sleuth (parents calls, meeting, referrals to external agencies).

Survey of Students & Parents:

- All classes in each Year throughout the school are surveyed to give the students' perceptions relating to bullying issues and safety in the school
- A parental survey also takes place in order to give parents an opportunity to give their views on perceived safety and bullying in school

Pupil Voice Meetings:

- Pupil Voice are consulted regularly about bullying in the school and contribute towards the drawing up of the bullying survey and Anti-bullying policy

7. Linked Policies

The schools Anti-Bullying Policy should be read in conjunction with the other Safeguarding Policies, which include: The Safeguarding and Child Protection Policy, The Student Behaviour Policy, E-Safety Policy, The Use of Force and Physical Intervention Policy, Health and Safety Policy, Whistle Blowing Policy, Equal Opportunities Policy, the Misuse of Drugs and Alcohol Policy and Guidance Sexual Violence, Sexual Harassment and Sexual Bullying Policy.

8. Review of Policy

The anti-bullying policy along with all policies are reviewed and adopted by the Governors during their Autumn Governors' Meetings.

9. Further Sources of Useful Information

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
<https://www.gov.uk/government/publications/counselling-in-schools> [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

10. Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): (<https://www.anti-bullyingalliance.org.uk>) Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here. The Diana Award: (<http://diana-award.org.uk/>) Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school antibullying ambassadors.

Kidscape: (<https://www.kidscape.org.uk/>) Charity established to prevent bullying and promote child protection providing 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.

The BIG Award: (<https://www.bullyinginterventiongroup.co.uk/index.php>) The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: (<https://restorativejustice.org.uk/restorative-practice-schools>) Includes best practice guidance for practitioners 2011).

10.1 Cyber Bullying & Online Safety

Child Net International: (<http://www.childnet.com/>) Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

(<http://www.childnet.com/ourprojects/cyberbullying-guidance-and-practical-toolkit>)

Digizen: (<http://www.digizen.org/>) provides online safety information for educators, parents, carers and young people.

Internet Matters: (<https://www.internetmatters.org/>) provides help to keep children safe in the digital world.

Think U Know: (<https://www.thinkuknow.co.uk/>) resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS)

(<https://www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis>) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

10.2 LGBT

Barnardo's: (http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm) through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): (<http://www.eachaction.org.uk/>) provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: (<https://www.metrocentreonline.org/>) an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: (<https://www.theproudtrust.org/>) helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: (<http://www.schools-out.org.uk/>) Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: (<http://www.stonewall.org.uk>) An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

10.3 SEND

Mencap: (<https://www.mencap.org.uk/>) (Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: (<https://www.changingfaces.org.uk/>) Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
(https://contact.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources:
(<https://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>) Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network:
(<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about/what-do-ias-services-do>) Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

10.4 Mental Health

MindEd: (<https://www.minded.org.uk/>) Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association (<https://www.pshe-association.org.uk/>)– guidance and lesson plans on improving the teaching of mental health issues.

10.5 Sexual Harassment & Sexual Bullying

Ending Violence Against Women and Girls (EVAW):
(<http://www.endviolenceagainstwomen.org.uk/>) A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: (<https://www.gov.uk/government/publications/disrespect-nobody-campaignposters>). Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: (<https://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related>) advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

11. Appendix 1 – Bullying Procedure Flowchart

