Anti Bullying Policy 2025/26

Review		
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Signed	**Adele Lord-Laverick**	
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Introduction

Our school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

This policy outlines what our schools and college will do to prevent and tackle all forms of bullying. It is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education 2023”.

Reference has also been made to Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges”.

This policy should be read alongside the following organisational policies:

- Behaviour Policy
- Equity and Diversity Policy
- Suspensions and Exclusions Policy
- Safeguarding Policy and Procedures
- E-Safety Policy

Links to Legislation

There are several pieces of legislation which set out measures and actions for

school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors will take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school.
- The school will ensure that pupils/learners understand this policy and why it is important.

Definition

Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school/college as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying.

Prejudicial bullying (against people/pupils/learners with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to age;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School/College Ethos

In our school, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated.
Some pupils/learners may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils/learners are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.
The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our school. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school/college. Reports of bullying will always be taken seriously. Reports of bullying will be logged on BehaviourWatch.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;

- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising the indicators that bullying is occurring

Pupils/learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.
Pupils/learners must be encouraged to report bullying. Advocates for the pupils/learners ***must*** report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils/learners to express their feelings.
Pupils/learners' communications must be listened to. Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school/college policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and 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.
Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We carefully review the reasons why bullying is occurring on a case by case basis.

Implementation

Preventative Strategies include:

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- A functional assessment to understand the motivation underpinning the behaviour change;
- Talking to pupils/learners about issues of difference through dedicated events or projects;
- Talking with pupils/learners about how to manage their own feelings and emotions;
- Ensuring that all pupils/learners are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;

- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils/learners have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils/learners about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils/learners from cyber based bullying

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on CPOMS and share with the appropriate member of SLT who will act with delegated responsibilities on behalf of the Headteacher;
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent; danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Pupils/learners
Bullying behaviour or threats of bullying must be dealt with immediately.

Pupils/learners who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils/learners who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, ELSA and subject areas, as appropriate).

Monitoring, evaluation and review

The school will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils/learners (including Pupil Reviews).

The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give pupils/learners the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: https://carers.org/about-us/about-young-carers
- The Restorative Justice Council: https://restorativejustice.org.uk/restorative-practice-schools

  SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

  Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

- DfE ‘Cyberbullying: advice for headteacher/principals and school/college staff’:www.gov.uk/government/publications/preventing-and-tackling-bullying

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

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: https://www.kickitout.org/take-action/resources
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: http://www.theredcard.org/

LGBT

- Barnardo’s LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- School/colleges Out: http://www.schools-out.org.uk/

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- ***Note:*** *Additional links can be found in ‘Preventing and Tackling Bullying’ (July 2017)* www.gov.uk/government/publications/preventing-and-tackling-bullying
  DfE research into anti-bullying practices:
  https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying