



Anti-Bullying Policy			
Date	Review Date	Lead Person	Nominated Governor
Spring 2022	Spring 2023	Head Teacher	Chair of Governors

Statutory duty of schools

Every school must have measures in place to prevent all forms of bullying. The following paragraphs (in italic font) are taken from the DfE publication **Preventing and Tackling Bullying** (Updated 2017):

The Education and 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 pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

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.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". 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.

Aims of the Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Our school aims and values, along with our Behaviour Policy, PHSE curriculum, RE curriculum, Spiritual, Moral Social and Cultural development, Relationships and Sex Education curriculum all underpin our school ethos and help to prevent bullying occurring in the first place.

Definition of Bullying



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 (known as **prejudice based bullying**), 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber Bullying

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. It can include:

- sending offensive, rude, and insulting messages and being abusive.
- sending information (including photographs) about another person that is fake, damaging and untrue
- repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety
- intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.
- sharing personal information about another or tricking someone into revealing secrets and forwarding it to others

Peer on Peer Abuse

“Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and



initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future”
Keeping Children Safe in Education 2021, P135.

Please see pages 52 to 59 of our Child Protection Policy for further information about how we tackle Peer on Peer Abuse.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in school.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Implementation

The following steps are taken when dealing with incidents of bullying and peer on peer abuse:

- 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 and given to the head teacher (who is also the Designated Safeguarding Lead.) The head teacher will interview, or oversee the interviewing of all concerned.
- School staff will be kept informed
- Parents / carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied may be helped by:

- creating an individual code of conduct
- discussing what happened and the impact on the victim
- discovering why the pupil became involved
- Providing appropriate education and support regarding their bullying behaviour



- informing parents or guardians to help support the perpetrator regarding their bullying behaviour

The following disciplinary steps may be taken:

- consequences in line with the school behaviour policy
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Prejudice-based and discriminatory incidents will be logged with the Local Authority.

In specific circumstances, other agencies who may be involved include:

Early Help

Childrens' Services (Social Care)

Police

If there is an allegation of sexual abuse by one peer on another,

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- not ask leading questions
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

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: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- 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

Monitoring, evaluation and review

- The school will review this policy annually and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school.
- Bullying incidents are recorded on Scholarpack and analysed and reviewed each term by the headteacher
- Governors will be updated about bullying incidents each term in the Headteacher's Report