



## Anti-Bullying Policy

<b>Reviewed by:</b>	Henrietta Jordan, Schools Director
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## Introduction

Our schools are committed to providing a supportive, caring, and safe environment in which all learners are free from the fear of being bullied. We take bullying and its impact seriously. Bullying of any form is not tolerated in our schools, whether carried out by a learner or an adult.

Staff, learners and parents or carers will be made aware of our school's position on bullying. Bullying behaviour is unacceptable in any form. Our schools have high expectations of outstanding behaviour, and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any learner who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the school principal. A clear account of the incident will be recorded in the behaviour log. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

## What is bullying?

We recognise that many learners and young people will experience conflict in their relationships with other learners and young people and our schools are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is:

***“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”***



## Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both a short term and longer-term impact on learners. Bullying impacts learners' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

**Bullying is unacceptable. Our schools will respond promptly and effectively to reported incidents of bullying.**

In our school communities:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Learners who bully need to learn different ways of behaving.

National research has shown that some groups of learners are particularly vulnerable to bullying these include learners with SEND, looked after learners, learners from minority ethnic groups or faiths, young carers, LGBT learners and those perceived to be LGBT.

## **Types of Bullying Behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour.
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Extortion - demanding money/goods with threats.
- Online – use of social media, AI (Artificial Intelligence) messaging, and calls. Misuse of associated technology e.g., photos and videos.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact, sexually abusive comments.
- Homophobic or bi-phobic - bullying because of sexuality or perceived sexuality.
- Transphobic – because of gender identity or perceived gender identity.

## **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school communities and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our schools we do this by:

- Involving the school communities in developing our policy including a learner/ learner friendly version of our policy.
- Using assemblies and PSHE lessons to ensure that learners understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our schools.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos in our schools that all learners, staff, and parents understand. We ensure we develop empathy, social skills, and emotional understanding using, for example, PSHE, RSE, citizenship, social and emotional learning programmes, social skills groups, peer mediation and school buddies. Securing the safety of the target of bullying.
- Taking actions to stop bullying from happening again.
- Implementing whole school learning - reflecting on what we have learnt.
- Thinking about any safeguarding concerns and report concerns to Designated Safeguarding and Prevent Lead.
- Providing assurances to our learners that concerns have been listened to and action will be taken.
- Considering who else is involved and what roles they have taken.
- Sending a clear message that the bullying must stop.
- Working with both parties to find solutions.
- Identifying the most effective way of preventing re- occurrence and any consequences.
- Reflecting and learning from bullying episodes –consider what needs to happen next to prevent future bullying e.g., PSHE, RSE, training etc.
- Raising awareness of online bullying through regular online safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focusing work with individuals and groups of learners where required to support understanding and development of social skills e.g., social skills groups, Police education officers, ELSA (Emotional Literacy Support Assistant), early help worker and CAMHS worker.
- Ensuring break and lunch staff are trained and have a range of activities at lunchtime to promote positive interactions.

- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Providing workshops for families on supporting learners in coping with online pressures.

### **Reporting Bullying**

In our schools learners are encouraged to talk to staff when they are unhappy or have concerns. Learners in our schools understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

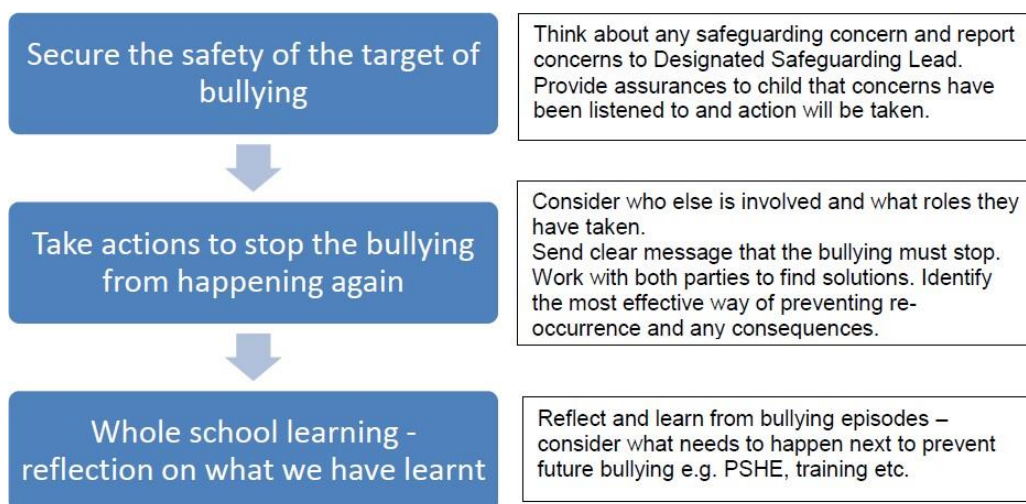
Learners are encouraged to report bullying to:

- A trusted adult
- Their class teacher/teaching assistant
- Peer mentors or buddies

Learners are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor. When learners report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve learners as far as possible in finding solutions.

## Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give learners the opportunity to feedback on how safe and happy they feel at school, we do this through learner questionnaires and School Council meetings.

All staff are required to complete an incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding and Prevent Lead.

### Procedures for Parents:

- If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the principal. The principal is always informed of any bullying concerns at the school and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher/tutor, they can make an appointment to speak directly with the DSL or Principal.
- The school will work with both the learner and the parents to ensure that any bullying is stopped, and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the learner.
- If the bullying is taking place outside of school hours or via social media. Parents may be advised to contact the police if it is deemed necessary. All schools work closely with a police education team to deal with incidents of online and physical bullying that takes place outside of school hours.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.

All members of our school communities, including learners, staff, parents, and governors, are expected to always treat everyone with dignity and respect. This includes both face-to-face contact and online.

### **Useful Support Links for Learners**

ChildLine

[Bullying and advice on coping and making it stop | Childline](#)

NSPCC

[Bullying Advice For Young People | Help With Bullying](#)

KiDScape

[Bullying Advice For Young People | Help With Bullying](#)

### **Useful Support Links for Families**

NSPCC

[How can I help my child if they are being bullied? | NSPCC](#)

KiDScape

[Bullying Advice For Parents & Carers | Help Stop Bullying](#)

DfE

[Advice for parents and carers on cyberbullying](#)

### **Links with Other School Policies**

- Online Safety Policy
- Exclusion Policy
- Use of Reasonable Force Government Guidance for Schools