



## Anti-bullying policy 2023-24

Approved by:

Date: December 2023

Print: A. Haughey

Last reviewed on:

December 2023

Next review due by:

December 2024

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'R. Bellfield', is written over the 'Ratified by Governors:' text.

Date: December 2023

Print: R. Bellfield



## **Introduction**

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally” where the relationship involves an imbalance of power. (DfE “Preventing and Tackling Bullying”, March 2014). Also taking into consideration KCSIE – child on child abuse.

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 rumors. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

## **Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur, including cyber- bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

## **Forms of Bullying**

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

- Emotional - Being unfriendly, excluding, tormenting, SEND (Special Educational Needs or Disability).
- Physical - Hitting, kicking, pushing, taking another’s belongings, any use of violence related to appearance or physical/ mental health conditions, SEND (Special Educational Needs or Disability).
- Racial - Racial taunts, graffiti, gestures, culture.
- Sexual - Explicit sexual remarks display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, transphobic bullying, sexual orientation or sexist statements.
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumors, teasing.
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Bullying via technology

## **Roles of the Governing Body**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.



The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors Analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher and Senior Leaders ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher/SLT and or DSL draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher/SLT and or DSL may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of staff**

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with DSL or Headteacher, the member of staff informs the child's Parents and Carers.

Staff actively support anti-bullying strategies by teaching children directly about safeguarding issues and cyber- bullying. Information is regularly sent home to Parents and Carers and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.

We keep a record of any bullying incidents on Bromcom ,Class charts or CPOMS and these are kept on file. If any adult witnesses an act of bullying, they should record the event on the CPOMS and notify SLT/DSL.

If, as members of staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and put in place consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied:



- We explain why the action of the child was wrong and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Deputy or Headteacher and DSL.
- We then invite the child's Parents and Carers into the school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Social Care.

Staff members routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff members attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **Involvement of Pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- PSHCE lesson on Anti-social behaviour and bullying

### **Support for staff who are bullied**

It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The DfE have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

### **Bullying outside school premises**

School staff members have the power to discipline pupils 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 pupils' 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 pupils' 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 should be investigated and acted on. The headteacher should 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 pupil. If the misbehaviour could be criminal or poses a





serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' – see further sources of information below.

### **The role of Parents and Carers**

Parents and Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's teacher immediately.

Parents and Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

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 should 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.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher and/or DSL. The Headteacher meets regularly with the Chair of Governors and reports any incidents of bullying.

### **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These include:

- The Equality Act 2010
- The Children Act 1989
- KCSIE 2023

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- NDCS: [www.ndcs.org.uk](http://www.ndcs.org.uk)
- Keeping Children Safe in Education, 2023-  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181955/Keeping_children_safe_in_education_2023.pdf)



### Cyberbullying:

- **ChildNet International:** 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.
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **Internet Matters:** provides help to keep children safe in the digital world.
- **Think U Know:** 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)** 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.'

### LGBT:

- **Barnardos:** 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): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- **Metro Charity:** 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:** 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:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
  - **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### SEND

- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0to-25>
- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- **Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

