



Anti-Bullying Policy

1 Aim

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, and to support all children and young people to maximise their attainment and achievement.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

2 Statutory duties of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998, the Race Relations Amendment Act 2000 and The Human Rights Act 1998, to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Under the Education & Inspections Act 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so.

Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

3 Scope of this policy and links to other policies

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

- Equality Objectives
- Behaviour Policy
- Safeguarding Children and Child Protection policy
- E-safety and acceptable use policy
- Complaints Procedure



This policy takes into account DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2016. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

4 Definition

The Anti-Bullying Alliance definition is:

- Bullying is intentional
- Bullying is repeated / sustained
- Bullying involves power imbalance
- Bullying causes fear and isolation of an individual

4.1 Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence, taking and damaging property
- Verbal name-calling, sarcasm, spreading rumours, taunting, threats, offensive remarks
- Sexual unwanted physical contact, inappropriate touching, abusive comments, homophobia, exposure to inappropriate films, etc.
- Online posting on social media, sharing photos, abusive texts, social exclusion

4.2 Types of bullying

- Racist racial taunts, graffiti, gestures due to difference of culture or religion
- Sexual unwanted physical contact or sexually abusive comments
- Sexist because the person is a Male or Female
- Homophobic because of, or focusing on the issue of sexuality
- Appearance size, impairment or disfigurement
- Disability learning or physical

The above list is not an exhaustive list.

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

This school recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with



appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of our commitment to this can be found in our Equality Objectives statement.

5 Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied.

Adults should be aware of these possible signs and investigate if a child:

- changes their usual routine
- unwilling to go to school (school phobic)
- fakes illness in an attempt to avoid school
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- bullies other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

A child may express feelings that suggest they are being bullied. When, over a period of time, someone, or a group of people's behavior leaves them feeling:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6 Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied will have already experienced this over a period of time, and have shown considerable courage to speak up.



Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- talking to a member of staff of their choice
- contacting local and national support agencies for advice/support

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

7 Responding to reports about bullying

7.1 School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it
- A clear account of the concern will be recorded and given to the Headteacher
- The Headteacher will interview everyone involved and keep a detailed record
- This will be held in line with the school's data protection policy/practice. Class teachers will be kept informed and if it persists the class teacher will advise the appropriate adults
- Parents and other relevant adults will be kept informed
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken
- Punitive measures will be used as appropriate and in consultation with all parties involved

7.2 Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support



- restoring self-esteem and confidence
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises
- exclusion from playtime and lunchtime activities
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

7.3 Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate

8 Preventative measures

The school will:

- raise awareness of the nature of bullying through inclusion in PSHE, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour
- participate in national and local initiatives such as Anti-bullying Week
- seek to develop links with the wider community that will support inclusive anti-bullying education
- consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources



9 Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

10 Monitoring, evaluation and review

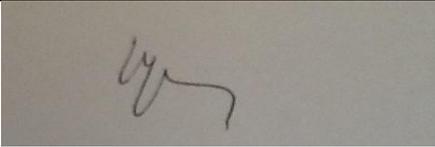
A senior member of the school staff (Head teacher) will be identified to lead on the implementation of the policy and act as the link person with the local authority.

An annual report will be made to the governing body, including statistics about:

- the number of reported concerns
- monitoring information about the pupils involved
- motivations for bullying
- actions taken and outcomes

Statistical information will be provided to the local authority as required.

The school will review the policy every two years and assess its implementation and effectiveness.

This Policy has been reviewed and adopted by the Governing Body on:		
Date:	11th March 2020	
Signed:		Trevor Moisey (Chair of Governors)