



## Statement of intent

Kilnhurst St Thomas CE Primary Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

1.2.1. This policy operates in conjunction with the following school policies:

- **Behavioural Policy**
- **E-Safety Policy**
- **Child Protection and Safeguarding Policy**
- **SEND Policy**
- **Primary Relationships and Health Education Policy**

## 2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

2.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

2.5. Pupils with certain characteristics are also more likely to be targets of bullying. The Equalities Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation. (links to Prevent strategy).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf) )

This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- *disability*
- *gender*
- *gender reassignment / transgender identity*
- *race*
- *faith*
- *sexual orientation/sexuality*
- *pregnancy/maternity*

The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability. (*Further information on the overarching principles schools must adopt to tackle bullying of pupils with SEN and disabilities can be accessed here: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/ten-key-principles>.*

- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying (*Further information relating to how Ofsted explore school actions to prevent and tackle homophobic and transphobic bullying can be found and accessed in full here: [http://www.schools-out.org.uk/wp-content/files\\_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf](http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf)*)
- Transgender status / Transphobic bullying

### 3. Types of bullying

3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

3.3. Bullying is acted out through the following mediums:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion (demanding money/goods with threats)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)
- Damage to Property e.g. theft of bags, tearing clothes, ripping books
- SEND (Special Educational Needs & Disability)

- Online/Cyber e.g. inappropriate texting/emailing. (*A type of bullying that happens online or through text messages or emails. It includes posting rumours on sites like Facebook, sharing embarrassing pictures or videos, and making fake profiles or websites.*)
- Sexting (*Definition: images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.*) DfES See full guidance document **'Sexting in schools: advice and support around self-generated images. What to do and how to handle it'**
- <https://www.parentsprotect.co.uk/files/Sexting-in-Schools-eBooklet-FINAL-30APR13.pdf>
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

#### 4. Roles and responsibilities

4.1. The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

4.2. The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report on CPOMS of all reported incidents, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Arranging appropriate training for staff members.

4.3. Teachers and Teaching Assistants are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Corresponding and meeting with parents where necessary.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the SLT of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the targets of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Offering emotional support to targets of bullying.

4.4. Parents are responsible for:

- Informing their child's class teacher or teaching assistant if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Please see appendix 2.

4.5. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are targets of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall target to cyber bullying.

## **5. Statutory implications**

5.1. The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, targetisation and any other conduct prohibited by the act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
  - Foster good relations between people who share a protected characteristic and people who do not share it.
- 5.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.
- 5.3. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
  - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
  - Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **6. Prevention**

- 6.1. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

- 6.2. All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.3. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 6.4. All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.
- 6.5. Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.6. Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.7. Potential targets of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- 6.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.9. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10. All staff members receive training on identifying and dealing with the different types of bullying.
- 6.11. A safe place, supervised by a member of staff, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- 6.12. The member of staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13. Pupils deemed vulnerable, as defined in section two, will meet with a member of staff (eg Pastoral Support Lead) on a weekly basis, where appropriate, to ensure any problems can be actioned quickly.
- 6.14. Class Teachers and Teaching Assistants will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are targets or have witnessed an incident.
- 6.15. Before a vulnerable pupil joins the school, the pupil's class teacher/teaching assistant and the DSL/ Deputy DSL will develop a strategy to



prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

- 6.16. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 6.17. The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, and will evaluate the whether the instance is part of normal sexual development or whether it presents a safeguarding concern; the latter instances will be managed in line with the Child Protection and Safeguarding Policy.
- 6.18. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **7. Signs of bullying**

- 7.1. Staff will be alert to the following signs that may indicate a pupil is a target of bullying:
  - Being frightened to travel to or from school
  - Asking to be driven to school
  - Unwillingness to attend school
  - Truancy
  - Becoming anxious or lacking confidence
  - Saying that they feel ill in the morning
  - Decreased involvement in school work
  - Leaving school with torn clothes or damaged possessions
  - Missing possessions
  - Missing dinner money
  - Asking for extra money or stealing
  - Cuts or bruises
  - Lack of appetite
  - Unwillingness to use the internet or mobile devices
  - Becoming agitated when receiving calls or text messages
  - Lack of eye contact
  - Becoming short tempered
  - Change in behaviour and attitude at home
- 7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

- 7.3. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.
- 7.4. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:
  - They have experienced mental health problems, which have led to them becoming more easily aggravated
  - They have been the target of domestic abuse
  - Their academic performance has started to fall and they are showing signs of stress
- 7.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher/ teaching assistant, who will investigate the matter and monitor the situation.

## **8. Staff principles**

- 8.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.
- 8.4. Staff will act immediately when they become aware of a bullying incident.
- 8.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern.
- 8.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL/ Deputy DSL immediately.
- 8.7. Follow-up support is given to both the target and perpetrator in the months following an incident to ensure all bullying has stopped.

## **9. Preventing peer-on-peer sexual abuse**

- 9.1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence. Also see safeguarding policy.
- 9.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- 9.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 9.4. Sexual violence refers to the three following offences:
  - **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- 9.5. The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- 9.6. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, collective worship/assemblies and PSHE lessons.
- 9.7. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSHE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
  - Respectful behaviour
  - Gender roles, stereotyping and equality
  - Body confidence and self-esteem
  - Prejudiced behaviour
  - That sexual violence and sexual harassment is always wrong
  - Addressing cultures of sexual harassment
- 9.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 9.9. All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 9.10. Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.
- 9.11. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers.
- 9.12. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- 9.13. Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.
- 9.14. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.
- 9.15. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- 9.16. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

## **Managing disclosures**

- 9.17. Targets will always be taken seriously, reassured, supported and kept safe.
- 9.18. Targets will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.19. If a friend of a target makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a target reports an incident; however, staff will consider why the target has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary.
- 9.20. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL/ Deputy DSL.
- 9.21. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and will be put on CPOMS and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

## **Confidentiality**

- 9.22. The school will only engage with staff and agencies required to support the target and/or be involved in any investigation.
- 9.23. If a target asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.24. Even without the target's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.25. The DSL will consider the following when making confidentiality decisions:
  - Parents will be informed unless it will place the target at greater risk.
  - If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
  - Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

- 9.26. More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

## **10. Cyberbullying**

- 10.1. The school has an E-Safety Policy in place, which outlines the school's zero-tolerance approach to cyberbullying.
- 10.2. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.
- 10.3. The school will support pupils who have been targets of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.
- 10.4. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- 10.5. If an electronic device is confiscated by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- 10.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
- 10.7. The school's Searching, Screening and Confiscation Policy will be followed at all times.

## **11. Procedures**

- 11.1. Minor incidents will be reported to the target's class teacher/ teaching assistant, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the SLT on CPOMS of the incident and outcome.
- 11.2. When investigating a bullying incident, the following procedures are adopted:

- The target, alleged perpetrator and witnesses are all interviewed separately
  - Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
  - If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
  - A room is used that allows for privacy during interviews.
  - A witness is used for serious incidents
  - If appropriate, the alleged perpetrator, the target and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
  - Premature assumptions are not made, as it is important not to be judgemental at this stage
  - Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
  - All concerned pupils are informed that they must not discuss the interview with other pupils
- 11.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## **12. Sanctions**

- 12.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2. The headteacher informs the pupil of the type of sanction to be used in this instance, e.g. Good choice club or service-based activities, and future sanctions if the bullying continues.
- 12.3. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the perpetrator. This will either be in writing to the target (and/or witnesses if appropriate), or face-to-face, but only with the target's full consent. Discretion will be used here; targets will never feel pressured into a face-to-face meeting with the perpetrator.
- 12.4. The perpetrator is made to realise, by speaking once per week with their class teacher/ teaching assistant/ PSL, that some pupils do not

appreciate the distress they are causing, and that they should change their behaviour.

- 12.5. Parents are informed of bullying incidents and what action is being taken.
- 12.6. The class teacher/ teaching assistant/ PSL/ SMSA informally monitors the pupils involved over the next half-term.

***(Please refer to the Behaviour Policy for the Progression of Consequences)***

### **13. Support**

- 13.1. For a month after the initial complaint of bullying, the class teaching assistant/ PSL will hold an informal discussion, on a regular basis, to check whether the bullying has stopped.
- 13.2. The Class Teacher/ SLT holds a formal meeting, on a regular basis, to check whether the bullying has stopped – these formal meetings will continue to take place until the SLT/ Class Teacher and target are confident the bullying has stopped.
- 13.3. If necessary, group dynamics will be broken up by members of staff by assigning places in classes.
- 13.4. The target will be encouraged to tell a trusted adult in school if bullying is repeated.
- 13.5. The target will be encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 13.6. The school, particularly the PSL/ Deputy DSL, will work with the target to build resilience, e.g. by offering emotional therapy.
- 13.7. The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.
- 13.8. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

### **14. Follow-up support**

- 14.1. The progress of both the bully and the target will be monitored by their class teacher/ teaching assistant.



- 14.2. One-on-one sessions to discuss how the target and bully are progressing may be appropriate.
- 14.3. If appropriate, follow-up correspondence will be arranged with parents after the incident. This may be a month after the incident.
- 14.4. Pupils who have been bullied will be supported in the following ways:
- Being listened to
  - Having an immediate opportunity to meet with their class teacher/teaching assistant or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
- 14.5. Pupils who have bullied others will be supported in the following ways:
- Receiving a consequence for their actions
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved
  - Being helped to understand what they did wrong and why they need to change their behaviour
  - Appropriate assistance from parents
- 14.6. Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the target of bullying to CAMHS.
- 14.7. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher/DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.
- 14.8. Where a pupil who has been the target of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher/ DSL will meet to discuss the use of alternative provision.

## **15. Bullying outside of school**

- 15.1. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

- 15.2. Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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.
- 15.3. Where bullying outside school is reported to school staff, it will be investigated and acted upon.
- 15.4. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- 15.5. The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- 15.6. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

## **16. Bullying against members of staff:**

16.1 We will ensure appropriate agencies contact details who can support staff are available in the staff handbook and /or section of the school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987 (LA maintained school staff)

16.2 Human Resources and Union Representatives.

16.3 Cyberbullying of staff within the school community references:

***Department of Education: Cyberbullying: Advice for head teachers and school staff***

***[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)***

***Safer Internet Organisation: E-safety policy advice and signposts -***

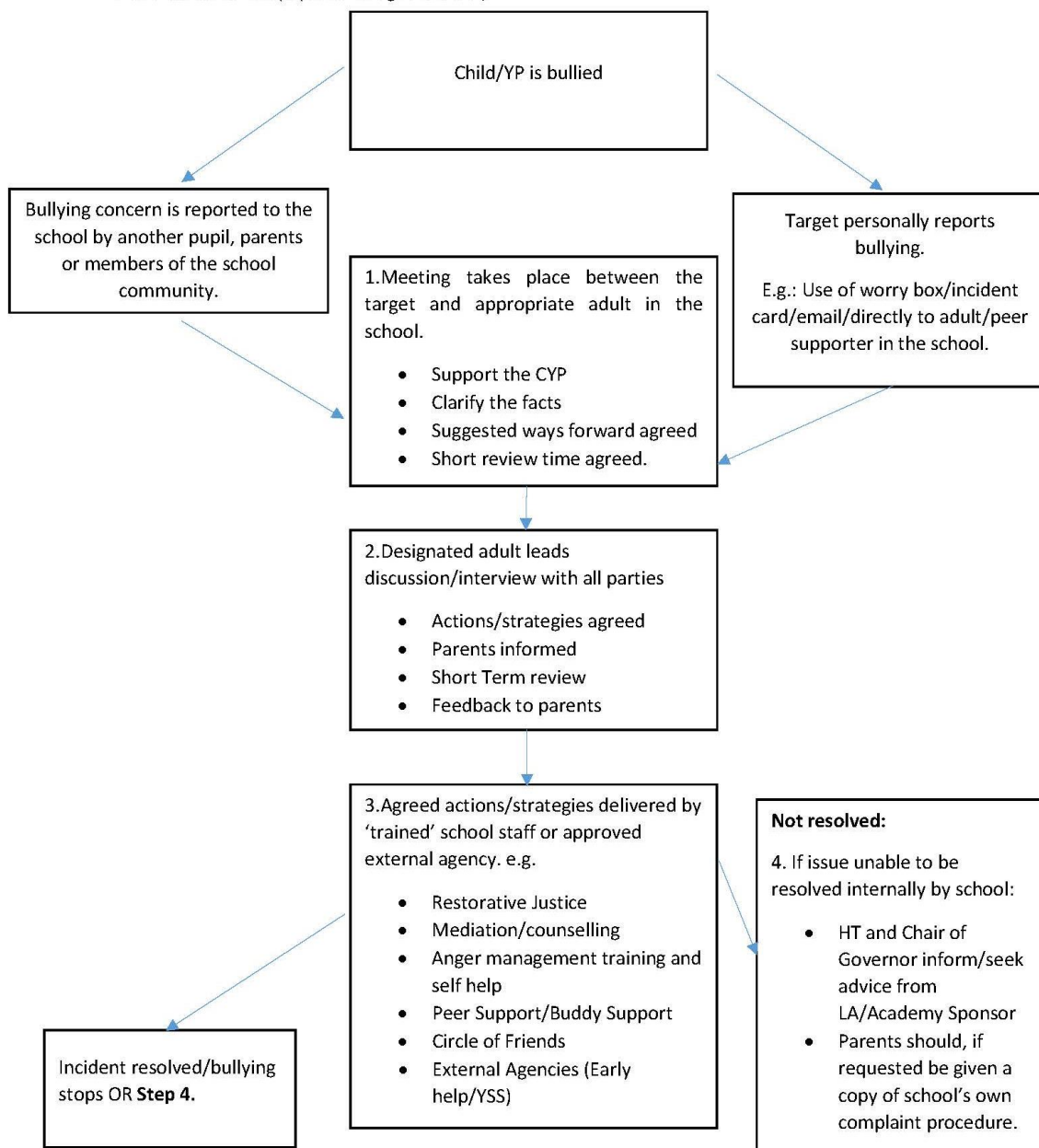
***Rigorous e-safety policies and procedures are essential to safeguarding children online. <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/online-safety-policy>***

## **17. Monitoring**

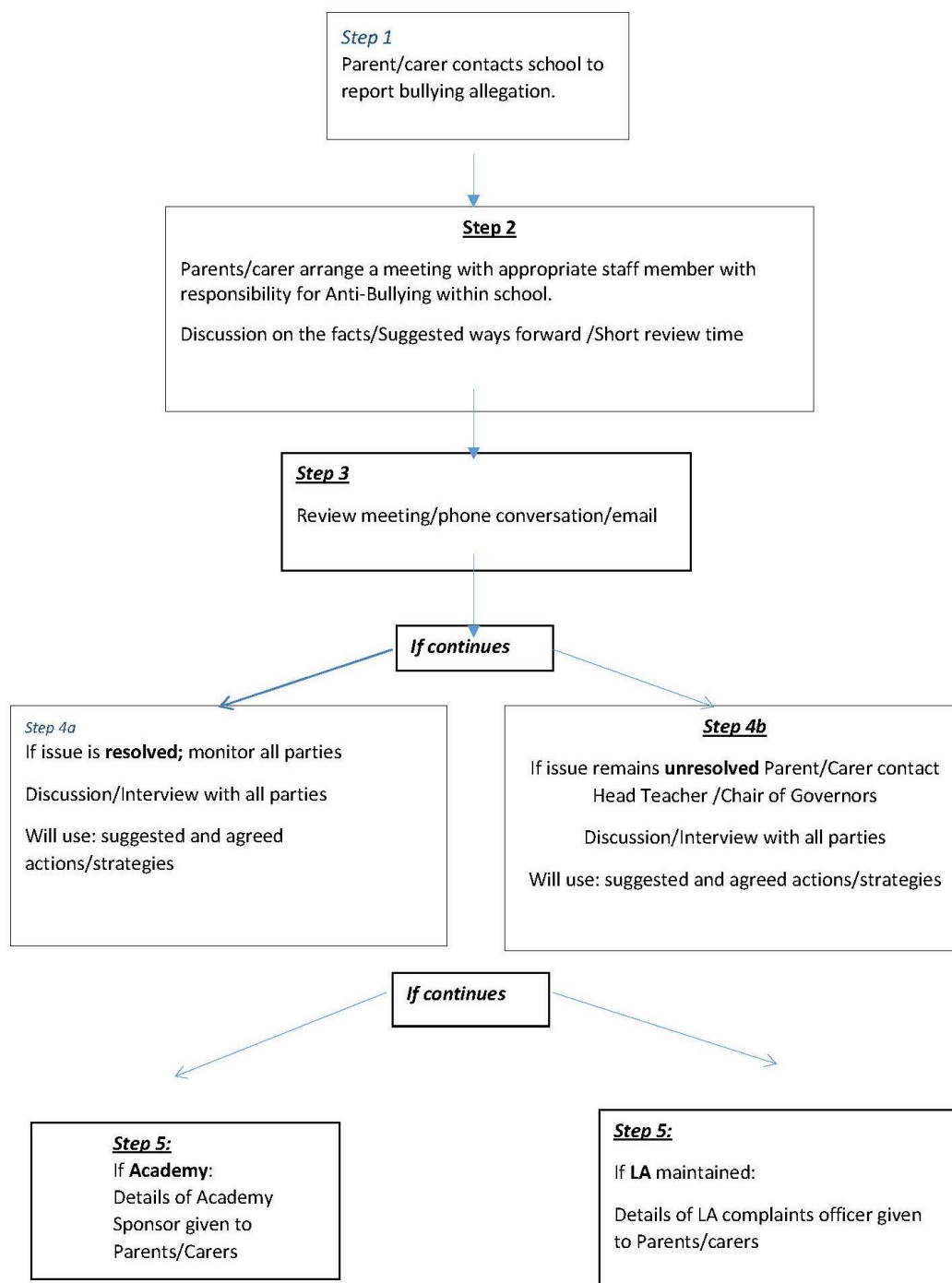
17.1. This policy is reviewed by the headteacher and the SLT.

17.2. Anti-bullying leader: J. Reed and S. Barton

**Appendix 1:** Recommended procedures in school for reporting bullying: ***Pathways of help.***



## Appendix 2: PATHWAYS OF HELP- Parents/carers



### Appendix 3: Support agencies we may consult.

Ann Foxley-Johnson: The Anti-Bullying Company [theantibullyingco@gmail.com](mailto:theantibullyingco@gmail.com)

Rotherham School Improvement Service [healthyschools@rotherham.gov.uk](mailto:healthyschools@rotherham.gov.uk) Call: 01709 334005

Rotherham Educational Psychology Service – [l.morris@rotherham.gov.uk](mailto:l.morris@rotherham.gov.uk)

Russell Oxley: Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people aged 13 to 19 to meet. Contact: Russell Oxley Email: [russell.oxley@rotherham.gov.uk](mailto:russell.oxley@rotherham.gov.uk) Call/Text: 07748 143280

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings. <http://www.rbmind.co.uk/> Call: 01709 554755

Safe Havens - a young person's mental health and emotional well-being support service, which is available to young people, aged 11-16 at some Rotherham Secondary Schools and Young People's Centres. [www.safehavens.org.uk](http://www.safehavens.org.uk)

### External Agencies

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. [www.kidscape.org.uk](http://www.kidscape.org.uk) Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111 [www.childline.org.uk](http://www.childline.org.uk)

Bullying on line:  
[www.bullying.co.uk](http://www.bullying.co.uk)

The Diana Award: The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. <http://www.antibullyingpro.com/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively. <http://www.bullyinginterventiongroup.co.uk/>

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people aged 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations. <http://www.ditchthelabel.org/>

## Online Bullying

**National Online Safety Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children <https://nationalonlinesafety.com/>**

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>

Google Be Internet Legends - Google and Parent Zone have created Be Internet Legends - a FREE internet safety curriculum for schools, supporting 7-11-year-old pupils to stay safe and be confident online. <https://parentzone.org.uk/projects>

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

Sexting : “Cyberbullying” A qualitative study of children, young People and ‘sexting’ A report prepared for the NSPCC 2012

<http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

## **LGBT&Q:**

**Outside the Box is a resource for those working with young people from Early Years through to Key Stage 5, supporting them to promote gender equality throughout their settings and tackle sexism and sexual harassment. The resource provides advice and techniques for educators, as well as practical lesson plans and activities. <https://equaliteach.co.uk/education/classroom-resources/outside-the-box/>**

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in

schools, a dedicated youth site, resources for schools, and specialist training for teachers.

<http://www.stonewall.org.uk/about-us>

EACH: (Educational Action Challenging Homophobia)

SEND

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. <http://www.anti-bullyingalliance.org.uk/send-programme>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. [www.mencap.org.uk](http://www.mencap.org.uk)

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

<https://www.changingfaces.org.uk/>



## Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/> Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. [www.kickitout.org](http://www.kickitout.org)

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. [www.annefrank.org.uk](http://www.annefrank.org.uk)

## Parents

Parentline Plus – advice and links for parents

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) Call: 08088002222 Parents Against

Bullying

Call: 01928 576152

Appendix 4: Record of bullying incident.

Please be aware that staff use CPOMS to record incidents of bullying but this form could be used for further investigation.

Bullying Incident Form BIF							
<b>This form is to be completed by a member of staff ONLY then forwarded to Anti-Bullying Coordinator: J.Reed and S.Barton who will log the incident and refer as school AB policy where appropriate.</b>							
Bullying behaviour can be defined as: "Bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.							
Verbal	Physical	Online	Emotional	Racist	H-Phobic	Sexual	SEN/D
Method of reporting:							
<i>Target</i>	<i>Peer</i>	<i>Parent/ Carer</i>	<i>Support Staff</i>	<i>SMSA</i>	<i>Teacher</i>	<i>Community</i>	<i>Confidential Eg: Worry box/report button</i>
Aggressor/s							
Target/s							
When (date/time)							
Where ( Location: classroom/bus/playground etc.)							

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Please indicate what action was taken to support target/aggressor:

Meeting with all parties		Restorative Enquiry	
Peer support/buddy mentors		External agency involvement	
Support from staff		Other (specify)	

Please indicate the level of parental involvement of both target(s) and aggressor(s)

Phone call parent/carers		Meeting/ discussions in school with parents/carers	
Letter/email to parents/carers		Other (please specify)	

Agreed actions as a result/further comments:  
(e.g. copy and paste email)

Please indicate if any follow-up/preventative work as a result of the incident:

Whole school Campaign		Group work	
Whole class Awareness		Individual support	
Restorative Meeting held		Review of policy and procedures	
Other (please specify)		Involve external Agencies	

Please indicate when you intend to review the effectiveness of the action taken:

Within 24 hours	48 hours	1 week	Fortnight	1 month	Half-Term	Full Term	Other
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Completed by ..... Date.....

Copies to: (initials)

Head teacher	Head of Year	Class teacher	Pastoral Team	Other
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Details of incident:

## Appendix 5: School rules. Refer to behaviour policy.

### School Rules:



#### ***Be kind***

Treat each other with a caring, thoughtful, sensitive approach and with empathy and understanding of the impact of our actions on each other.



#### ***Be fair***

Show tolerance of each other and accept others' points of view. Share each other's time and school equipment.



#### ***Be responsible***

Know and understand school routines/ expectations. Have self-discipline and self-control to act with calmness and know one's boundaries.



#### ***Be respectful***

Listen to others and be listened to; have respect for, from each other, and for property.



#### ***Be positive***

Try your best