



## Policy for Anti-Bullying

Friendly. Growth. Trusted.

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## Revision History

Version	Date	Summary of Revision	Revision Author
1	Dec '21	Trust version created and recommended for approval	HS and ND
2	March '21	P.2 SET amended to Edukos, P.6 insert comma after self-esteem, full stops after "effectively" and "environment" and a new sentence for "The School Community".	LT
2.1	May '22	Amendments in <b>BLUE</b> to reflect updates in guidance	CJH
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## Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 3 core values:

- **Friendly**
- **Growth**
- **Trust**

## Related Documents

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy

## References

- 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

## Purpose

Edukos Trust 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, e.g. 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 Behaviour 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.

## Scope

This policy applies to all schools in Edukos Trust.

## Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to **Policy for Anti-Bullying v3.docx** is applied across the Trust. In addition they are responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils based on their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that schools adopts a tolerant and open-minded policy towards difference.
- Ensuring the schools are inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy considering these.
- Ensuring the **DSL** has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link Trustee who will ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The **Local Governing Boards** are responsible for:

- Ensuring implementation of this policy in their school.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection.
- Ensuring their school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns.
- Ensuring the **DSL** has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the **DSL** to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The **Head Teachers** are responsible for ensuring that staff adhere to this policy and procedure...

- Keeping a 'Bullying Report Form' of all reported incidents, including which type of bullying has occurred, 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.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

**Teachers** 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.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

**Parents** are responsible for:

- Informing their child's head of year or form tutor if they have any concerns that their child is the victim 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.

**Pupils** are responsible for:

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

## Statutory requirements

Our schools understand that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation 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.

Our schools understand 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. 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.

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.

## Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

## What is Bullying?

- 1. There are many definitions of bullying but the DfE found that most have three things in common:**
  - it is repeated
  - it is intended to hurt someone either physically or emotionally
  - it is often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- 2. Bullying can take many forms but the main types are:**
  - **physical:** hitting, kicking, taking or hiding another's belongings, pushing, punching, throwing things at someone, spitting or any other form of physical violence
  - **verbal:** name calling, insulting, making offensive remarks, sarcasm, spreading rumours, threats, teasing, mimicry, making rude remarks, making fun of someone. This may be directed towards gender, ethnic origin, physical/social disability, personality etc.
  - **indirect:** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
  - **Emotional:** being unfriendly, excluding, tormenting, ridicule, humiliation
  - **Damage to or theft of property:** children may have their property stolen or damaged
  - **Racist:** racist taunts or comments, graffiti, making fun of someone's culture or religion
  - **Cyber bullying** is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure, therefore; we embed good safe IT practice into all our teaching and learning. Please refer to our E-Safety Policy.
  - **Homophobic:** because of, or focussing on the issue of sexuality
  - **Any unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Low-level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed, as banter or horseplay, it can lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour and help stop negative behaviour escalating.
- 3. 'Bullying' is often when the following apply:**
  - the bully or bullies want to cause distress
  - the victim feels less powerful than the bully or bullies
  - the bully has selected the victim
  - it is part of a pattern (generally bullying is persistent but we accept that a single incident can be bullying if the other conditions suggest that this is the case)

## Signs and Symptoms

- 4. A child may indicate by signs or behaviour that they are being bullied. Everyone should be aware of these possible signs and that they should investigate if the child:**
  - is frightened of walking to or from school
  - doesn't want to go on the school / public bus



- changes their usual routine
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or self harming
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- becoming short tempered
- change in attitude to people at home.
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong or gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous and jumpy when a cyber message is received
- lack of eye contact

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

## Rights and responsibilities of our children and staff

6. We recognise the effects that bullying can have on self-esteem, on learning and ability to work effectively. The school community will actively promote an anti-bullying environment.

7. **We believe that our children and staff have the right to:**

- be included, feel happy and feel both physically and emotionally safe
- work in an environment without harassment, intimidation or fear; all bullying, of any sort therefore, is unacceptable
- be supported where bullying is experienced
- keep their own possessions safe
- be free of insult, derogatory terms and teasing
- enjoy companionship and friendship with others

8. **At the same time they should also take responsibility for:**

- the physical and emotional safety of others
- the security of everyone’s personal possessions
- the freedom from hurt by name-calling and teasing
- including everyone in play, learning and work activities

9. **Instances of bullying as a serious matter**

We recognise that bullying happens in all schools and we try to encourage children or staff to speak out when confronted with a problem, either to a friend, a parent or a member of staff. Staff are also alert to signs that a child is unhappy and may talk sensitively to the child if concerned. If parents find a problem, we would encourage them to share their thoughts using their own school’s procedures (see Local School Protocols).

10. Some forms of bullying are attacks not only on the individual but also on the group to which they may belong. Within our schools we will pay particular attention to:
  - racial harassment and racist bullying or bullying because of religion and culture
  - sexual or sexist bullying
  - the use of homophobic language
  - bullying of pupils who have special educational needs or disabilities
  - bullying due to age; and
  - the use of cyber technology to bully

## Prevention

11. Our schools will clearly communicate a whole-school commitment to addressing bullying and have a clear vision and set of values which will be regularly promoted across the whole school.
12. All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.
13. 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.

The curriculum will explore and discuss issues at age-appropriate stages such as:

  - Healthy and respectful relationships.
  - Boundaries and consent.
  - Stereotyping, prejudice and equality.
  - Body confidence and self-esteem.
  - How to recognise abusive relationships and coercive control.
  - Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.
14. Staff will encourage pupil co-operation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

## Responding to incidents of bullying when they occur or are reported

15. Action can be taken by children who have been bullied, children who observe bullying, staff, parents and the bully themselves. Children should be encouraged to devise solutions, not just make allegations.
16. **A child who has been bullied should be encouraged to:**
  - report this as soon as possible
  - adopt an assertive approach rather than being aggressive or timid
  - attempt to ignore minor nuisance as this can deny the bully the reaction they seek
  - stay with friends or ask a classmate to help
  - concentrate on making the future better rather than dwelling on what went wrong in the past  
(Appendix 1)
17. **All children should be encouraged to:**

- value individual differences
- offer friendship
- refuse to join in unkind behaviour
- tell an adult about any incidents (Appendix 2)

**18. Members of staff should:**

- Each school will have expectations of how their staff respond to an incident of bullying. These can be found in the Local School Protocols. However, the following basic principles will apply:
- Listen
- keep records of bullying that is persistent or causes serious distress using the school's preferred system
- record the type of bullying that is taking place
- where necessary establish close liaison with parents
- use strategies from the School's Behaviour Policy
- teach children how to be assertive rather than aggressive or timid
- use stories, poems and discussion to help children understand the issues
- use strategies to raise children's self-esteem. (Appendix 3)

**19. Parents should:**

- listen
- encourage children to disclose any anxieties they may have
- encourage the child to report incidents immediately to the adult who is most able to help
- concentrate on how the child feels rather than the exact details of the incident
- contact the school if the child is unlikely to tell a teacher (Appendix 4)

**20. Bullying that occurs outside of school**

We are concerned with our children's conduct and welfare outside as well as inside our school and we will do whatever we can to address any bullying issues that occur off the school premises. Each school will follow their own set of agreed steps to tackle such events. These can be found in the Local School Protocols.

**21. Record Keeping**

It is important that where a bullying incident occurs a record of the incident should be completed using the school's preferred system.

22. Our DSL will ensure that robust records are kept regarding all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. A termly report will be provided to the Trustees and Local Governing Boards.

23. Details of how your school will do this is included in the *local school protocols*.

**Sanctions**

24. Please refer to the *local school protocol*.

## Support

25. In the event of bullying, victims will be offered the following support:
  - Emotional support and reassurance from the school
  - Reassurance that it was right to report the incident and that appropriate action will be taken
  - Liaison with their parents to ensure a continuous dialogue of support
  - Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
  - Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
  - Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
26. The head teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.
27. Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
28. 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. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## Follow-up support

29. The progress of both the perpetrator and the victim will be monitored by a designated person. Please refer to the *[local school protocol](#)*.

## Bullying outside of school

30. Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.
31. The head teacher has a specific statutory power to sanction 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.

32. Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.
33. Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction 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.
34. The head teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. 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.

## Curriculum

35. Schools will promote appropriate behaviour through direct teaching and by creating an emotionally and socially safe environment where these skills are learned and practised. The aim is to create a climate where bullying is not accepted by anyone within the school community.
36. **The teaching of Anti Bullying**  
This will take place from Reception to Year 6. Teachers will deal with issues as they arise through class discussions and circle times.
37. Please refer to the Local School Protocols to see how the teaching will be implemented in individual schools.
38. **Creating an anti-bullying environment in schools**  
Each school will have its own set of rules, policies and procedures for dealing with behaviour. These explain how they will promote positive behaviour in their school to create an environment where children behave well; where children take responsibility for each other's emotional and social well-being, inclusion and support of each other.

## Child-on-child abuse

39. Our schools have a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.
40. To prevent child-on-child 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, assemblies and PSHE lessons, in line with the Prevention section of this policy.
41. All staff will:
  - Be aware that pupils of any age and gender are capable of abusing their peers.
  - Be aware that abuse can occur inside and outside of school settings.
  - Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
  - Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
  - Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
  - Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
42. Sexual harassment in particular can take many forms, including but not limited to:
- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
  - Sexual “jokes” or taunting.
  - Deliberately brushing against someone.
  - Displaying images or video of a sexual nature.
  - Up skirting (this is a criminal offence).
  - Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.
43. 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. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.
44. All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.
45. The school’s Child-on-child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

## Cyberbullying

46. Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.
47. Cyberbullying can include the following:
- Threatening, intimidating or upsetting text messages
  - Threatening or embarrassing pictures and video clips
  - Disclosure of private sexual photographs or videos with the intent to cause distress
  - Silent or abusive phone calls
  - Using the victim’s phone to harass others, to make them think the victim is responsible
  - Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
  - Menacing or upsetting responses to someone in a chatroom
  - Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

48. Our schools have a zero-tolerance approach to cyberbullying. We will view cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.
49. All members of staff will receive training on an **annual** basis on the signs of cyberbullying, to identify pupils who may be experiencing issues and intervene effectively.
50. Many of the signs of cyberbullying will be similar to those found in the ‘Signs of bullying’ section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:
- Avoiding use of the computer
  - Being on their phone routinely
  - Becoming agitated when receiving calls or text messages
51. Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
- Avoiding using the computer or turning off the screen when someone is near
  - Acting in a secretive manner when using the computer or mobile phone
  - Spending excessive amounts of time on the computer or mobile phone
  - Becoming upset or angry when the computer or mobile phone is taken away
52. Parents will also be invited to attend **annual** training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.
53. All learning at home will follow procedures outlined in the **E-Safety Policy**. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.
54. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:
- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
  - **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
  - **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
  - **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator
55. Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.
  56. Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.
  57. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.
  58. 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. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.



## **Anti-bullying Guidelines for Children**

### **What can you do if you are bullied at school?**

#### **If you have been hurt or upset, tell someone as soon as possible**

The class teacher or teaching assistant is usually the best person to tell or the teacher on duty in the playground, the Head teacher or Deputy or a midday supervisor. Keep reporting any incidents until you feel the problem has been resolved.

#### **Ask teachers, other staff and parents for advice**

Nobody deserves to be bullied but adults might help you to think of things you could do that would make the bullying less likely to happen.

#### **Be assertive**

Tell the bully that you do not have to put up with what he or she is doing and if it continues you will report it. Avoid being aggressive and hitting back as that is as likely to make things worse as to make them better (and may well get you into trouble).

#### **Don't give the bully what they want**

The bully is looking for a reaction. If someone is calling you names or saying silly things and you ignore what is happening, it may stop quite quickly. Walk away from confrontation but in a way that suggests you haven't time for this silliness, rather than you are afraid.

#### **Think about the future rather than the past**

If you have been hurt you will want to see justice done but try to concentrate on making the future better rather than dwelling on unpleasant incidents in the past, especially when they happened weeks, months or even years ago. People's memories are not always reliable and it may never be possible to prove what happened.

#### **Understand that it may not all be one-sided.**

If you have been hurt you may want the bully also to suffer but he or she may have a complaint against you as well. Be ready to acknowledge any mistakes you may have made.

#### **Stick together.**

Where possible keep with friends who will stand by you and tell the bully to stop. However, don't encourage them or older children, to attack the bully on your behalf.

#### **Believe in yourself and those who care for you.**

You are unique and special. You have many gifts. There are bound to be things you can do which the bully cannot. The adults who look after you will never stop trying to help you. They can protect you because they are far more powerful than bullying children could possibly be.

## **Be an Active Bystander. Anti-bullying Guidelines for All Children**

### **What can you do to stop other children being bullied?**

#### **Celebrate difference**

Accept and enjoy the fact that everyone is different; it would be a very boring world if we were all the same. Being different is no reason to pick on someone.

#### **Do not join in or encourage bullying**

Refuse to join in any bullying you see and that includes spreading rumours or passing unkind messages. Do not encourage people to fight by cheering them on or calling them names if they walk away.

#### **Tell**

Report bullying if you think the bullied child may not do so. Bullying is too serious a matter not to tell. If a friend is bullying, he or she may need help to stop doing this – a true friend will get help rather than keeping quiet and watching things get worse. Be a good witness; say what you remember seeing and hearing.

#### **Stick together**

Stand by anyone who is being bullied and tell the bully to stop but do not attack the bully or that will probably make things worse and get you into trouble as well.

#### **Make friends**

Play with and try to befriend children who are on their own.

## Anti-bullying Guidelines for Staff

### What can I do as a member of staff do to stop bullying?

#### Listen

It is very important that the child knows he or she will be listened to. Always listen when a child wants to tell you he or she has been hurt or upset by someone. This can be very time consuming, but experience suggests that the number of reports will eventually reduce. This will be because of the children's social learning rather than because they think there is no point reporting things. It may be necessary to postpone the report because of other priorities, for example getting the class started on work. Sometimes a pause for a few moments can even help the child to put the incident into perspective – but the delay should not be longer than a teaching session.

#### Be alert to the possibility of bullying

It might be a clue that a child is being bullied if he or she is:

- not wanting to come to school or wanting to be escorted
- becoming withdrawn, isolated, self-conscious, avoiding contact or stammering
- becoming anxious for approval and over sensitive to criticism
- not eating properly or being hungry because somebody else has his or her dinner
- going home with damaged or missing clothes, books etc.
- having unexplained cuts, scratches or bruises
- doing poorly at schoolwork
- crying at night, having nightmares
- having any sudden change in behaviour or personality
- refusing to say what is wrong or giving implausible excuses for any of the above

*The difficulty for staff is that these signs could also result from anxiety about problems at home, illness, bereavement, abuse etc.*

#### Keep records

Record incidents of bullying, particularly when it is persistent or causes serious distress.

#### Inform and seek advice

Tell the class teacher if you become aware of bullying. Class teachers should inform their Head teacher if the bullying is serious or persistent. All staff will need to be alerted if a child is particularly at risk from bullying.

#### Liaise with parents

Close liaison with parents is important. The victim's parents will almost certainly welcome this contact. The bully's parents may at first be defensive but will probably also welcome involvement with the School when they realise we are trying to help the bully as well as the victim.

#### Have an open mind

Never make up your mind what happened until you have heard both (or more) sides of the story. People's perceptions of events are bound to be affected by their emotions at the time.

**Focus on the future rather than the past**

It may be necessary to investigate an incident carefully but what really happened may not become known. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence.

**Teach the children to be assertive**

Explain how to be assertive rather than aggressive or timid. Encourage children to use this approach. This may mean we have to accept a child telling us how they feel about something even if it is not what we want to hear. We can, however, insist that views are expressed politely.

**Discuss bullying**

Help children to understand issues through discussion. Reading an appropriate story or poem can help a child to realise that others have been through similar experiences (or worse) and have come through them safely.

**Raise self-esteem**

Anything that will make children feel good about themselves will reduce the likelihood of being selected as a victim or of being a bully.

## Anti-bullying Guidelines for Parents

### What can parents do to stop bullying?

#### Listen.

It is very important that the child knows he or she will be listened to. Encourage your child to tell someone at school immediately he or she is being bullied.

#### Be alert to the possibility of bullying

It might be a clue that a child is being bullied if he or she is:

- not wanting to come to school, or wanting to be escorted
- becoming withdrawn, isolated, self-conscious, avoiding contact or stammering
- becoming anxious for approval and over sensitive to criticism
- not eating properly or being hungry because somebody else has his or her dinner
- going home with damaged or missing clothes, books etc.
- having unexplained cuts, scratches or bruises
- doing poorly at schoolwork
- crying at night, having nightmares
- having any sudden change in behaviour or personality
- refusing to say what is wrong or giving implausible excuses for any of the above.

*The difficulty for us all is that these signs could also result from anxiety about work, problems at home, illness, bereavement or even abuse etc.*

#### Keep records

If the problem persists it can be helpful to keep a log so that patterns might emerge.

#### Inform the school

Tell the class teacher if you become aware of bullying. We want to work with you to sort out whatever has gone wrong. We are interested in helping your child, whether the victim or the bully in the situation.

#### Advise your child

Nobody deserves to be bullied, but some behaviour tends to make a child more likely to be bullied. An assertive approach is more likely to be successful than being aggressive or timid. Try not to advise your child to fight the bully. Research suggests that this is not particularly effective and it will inevitably cause your child to get into trouble at school.

#### Have an open mind

It is likely that you will only have heard one side of the story. People's perceptions of events are bound to be affected by their emotions at the time and memories can be unreliable. Beware of making your child promise that what he or she is saying is the truth. A change of mind at this point would indicate a deliberate lie before, which is a difficult thing to admit. If children receive very emotional responses from listeners, it can make it difficult for them to accept that they have made mistakes and tempting to repeat or exaggerate similar reports in future. This is particularly a risk if the child is seeking attention, perhaps because the family's attention is temporarily focused elsewhere.

**Focus on the future rather than the past**

It may be appropriate to investigate an incident carefully but what really happened may never be proved. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence.

**Discuss bullying**

Help your child to understand issues through discussion. Reading an appropriate story or poem can help a child to realise that others have been through similar experiences (or worse) and have come through them safely.

**Raise your child's self-esteem**

Anything that will make your child feel good about himself or herself will reduce the likelihood of being selected as a victim or of being a bully.

## Incident Report Sheet

**“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”**

**‘Bullying’ is when all of the following apply:**

- the bully or bullies want to cause distress;
- the victim feels less powerful than the bully or bullies;
- the bully has selected the victim;
- it is part of a pattern (generally bullying is persistent but we accept that a single incident can be bullying if the other conditions suggest that this is the case)

Any logged incidents should be handed to the head teacher to be kept on file. You also should keep a copy for your own records.

### Type of Bullying Incident (please tick all that apply)

Racist or Religious		Name Calling	
Homophobic		Physical	
Sexual or sexist		Cyber and technology bullying	
Due to SEN/Disability		Age	

Child's Name:

Name of person reported to:

Date:

Time:

Location:

Reporting child's account:

‘Accused’s’ account:

Third person's account (where necessary):

Agreed definition of incident:

Action Taken/Agreed/Restorative Practice:

Parents Informed where necessary:

Any other information: (Please use both sides of the paper.)