



ANTI- BULLYING POLICY

DEANTRUST

ARDWICK

2023-2024

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1. INTRODUCTION

This policy, which incorporates a set of procedures, makes clear the school's commitment to be known amongst the pupils and the community as an Anti-Bullying School. We recognise that bullying exists within our society, and that its consequences can sometimes be traumatic for the individuals and family's concern.

2. AIMS

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future.
- To ensure bullying is prevented in so far as reasonably practical
- To clarify the reporting processes
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.
- To support the mission, vision and values of the Trust and its establishments

3. KEY RESPONSIBILITIES

Pupils have a right to expect that they will be listened to, have their concerns taken seriously and that appropriate steps will be taken to put right any unpleasant situations or cases of bullying.

The school has a responsibility to ensure that:

- Bullying incidents can be reported confidentially via school Sharp System (including bullying that may have occurred outside school, e.g., cyberbullying);
- All involved in the incident are listened to empathetically by professional, parents/carers and peers;
- Pupils who have experienced bullying are encouraged to report what has happened;
- Pupils are reassured that it is not their fault;
- Professionals work in collaboration with parents/carers where appropriate.
- The school will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which has been identified as such, using the policy definition. This reporting is made available to the local governing body as and when required. It is also available on request to the Trust.
- Under the children's Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm; Where this is the case, the school staff will report their concerns to children's social care.
- Some forms of bullying are illegal and should be reported to the police. These include violence or assault, theft, repeated harassment or intimidation for example

name calling, threats and abusive phone calls, emails or text messages and hate crimes.

Where school staff feel that an offence may have been committed, they will seek assistance from the police.

4. DEFINITION OF BULLYING

The Anti Bullying Alliance and the DfE define bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE 2017 Preventing and tackling bullying. Link to websites: [Anti-Bullying Alliance Preventing bullying - GOV.UK \(www.gov.uk\)](#))

Bullying is often motivated by prejudice against particular groups, for examples on grounds of race, religion, culture, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator 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.

5. TYPES OF BULLYING

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

These definitions are important as there is a need to make a distinction between things that may cause a pupil distress during their time in school, and bullying.

A friendship that has broken down for example, and led to insults being exchanged, though distressing would not be considered bullying as it was not deliberate nor repeated. There are occasions in school when a person is quite unaware of the hurt, they have caused to a fellow pupil, as the target had kept their feelings to themselves.

The definition outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

6. SIGNS OF BULLYING

Bullying can cause serious psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment, threatening behaviour and physical behaviour.

A pupil who is being bullied may:

- Become frightened of attending school, specific lesson or entering specific areas of the school;
- Change their usual routines;
- Become more withdrawn or anxious than previously;
- Threaten to run away or actually run away;
- Threaten suicide;
- Begin to perform poorly at school;
- Frequently have missing or damaged possessions;
- Repeatedly ask for extra money or never have money;
- Have unexplained injuries or signs of self-harm;
- Become aggressive, disruptive, or unreasonable;
- Begin to bully others;
- Change their eating patterns by eating too much or too little or avoid eating all together;
- Have missing dinner money;
- Be afraid to use the internet or mobile phone;

- Become nervous when a cyber -message is received;
- Choose the company of adults over fellow pupils;
- Be frequently absent from school or regularly arrive late for class;
- Be reluctant to discuss reasons for any of the above;
- Show any other signs of changes in behaviour or attitude at school or at home.

7.CHILD AND CHILD ABUSE (known as peer on peer)

Children may be harmed by other children or young children. Staff may be aware of the harm caused by bullying and will use anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Staff will refer to the Schools Safeguarding Policy and act accordingly.

8.VULNERABLE PUPILS

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Support from the Pastoral and Welfare will be made available for the pupil and education on e-safety.

There will also be a range of other local or individual factors that result in some children being more vulnerable and its impact than others.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental, and emotional health of the pupil.

9.PREVENTING BULLYING

This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents/carers, and the wider community.

The school incorporates the Anti-Bullying policy into the staff handbook, Behaviour and Attitudes policy, the school curriculum via the form time program and PSHCE, whole school assemblies, and all school staff training as well as taking on board other opportunities to raise awareness, such as Anti-bullying week and targeted group work. The policy is shared with all staff, pupils, parents/cares, and governors, at their respective points of contact with the school. The school focuses on embedding a 'Culture of Kindness' where pupils are recognised and rewarded for demonstrating positive behaviour that align with the 'DTA Way'

The school takes a zero-tolerance stance on all forms of bullying and discriminatory language (e.g., the use of homophobic, biphobic or transphobic language) and all incidents reported are taken seriously.

The school is responsible for promoting a Culture of Kindness, trust, and support and for ensuring that all young people in school are aware both of their rights and their responsibilities with respect to bullying.

This will take place primarily through the following structures:

- The Induction Programme
- PSHE lesson's
- The Pupil Council and Prefects
- Displays around the school
- Whole school assemblies
- Pastoral programmes
- Parenting sessions, e.g., Coffee Morning
- E-safety training to combat cyber-bullying
- Multi-agency working including drawing on the expertise of anti-bullying organisations or specialised expertise in dealing with certain types of bullying
- ICT Acceptable Use Policy for Pupils;
- Safeguarding systems and procedures.

One of the most effective ways of preventing bullying is through the curriculum, by creating effective learning environments in which:

- The contribution of all pupils is valued
- Kindness and empathy are celebrated and developed
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical view and prejudiced languages are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability, or different family situations (e.g. children who are looked after or those with caring responsibilities) All characteristics under the equalities act see link: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk/guidance/equality-act-2010)
- Pupils learn to take responsibility for their actions and behaviours both in school and the wider community and understand how their actions affect others
- All forms of bullying and harassment are challenged
- Pupils are supported to develop their social and emotional skills.

9.RESPONDING TO INCIDENTS OF BULLYING

The school has clear systems in place to deal with bullying which are clear to parents, pupils and staff, so that when incidents do occur, they are dealt with quickly.

1. A pupil account is recorded for every incident that takes place.
2. This will be logged reviewed by a member of the Pastoral team and logged on Bromcom
3. A Central Bullying Incidents Record enables the school to spot trends and patterns of behaviour. The school will record all incidents of bullying.
4. Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
5. Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The school will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.
6. A parent meeting will be arranged and a letter will be sent home to the parents/carers of the perpetrator informing them of the school's stance.

10. ADDRESSING THE NEEDS OF THE PUPIL WHO HAS BEEN BULLIED

The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher who knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents/carers, referring to Local Authority Children's Services, completing an Early Help referral or referring to Child and Adolescent Mental Health Services (CAMHS)

In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. The school will ensure they make appropriate provision for a child's short-term needs, including setting out what action will be taken when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that causes the young child or person to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child will benefit from being assessed for special educational needs (SEN). The [SEND code of practice: 0 to 25 years](#) considers that developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support, and this can include the needs of bullied children.

11. BULLYING OUTSIDE THE SCHOOL PREMISES

Staff have the power to discipline pupils for misbehaving in the community "to such an extent as is reasonable" (Behaviour and discipline in schools, DfE 2016). This can relate to any bullying incident occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town.

Where bullying outside of school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying, the member of staff can only discipline the pupil on school premises or elsewhere where the pupil is under the lawful control of the staff member.

12. PARENTAL INVOLVEMENT

The school endeavours to have open and supportive communication with parents/carers in relation to all bullying incidents. The school ensures that parents/carers know what measures are being taken to prevent bullying, as well as how incidents are responded to.

Parents/carers who are concerned that their child may be bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Department for Education advice for parents and carers on cyberbullying is provided in this document.

13. STAFF TRAINING

The school will ensure that all staff have received sufficient high-quality training to ensure that they are able to both identify cases of bullying, and then provide appropriate support for all parties.

Staff will be trained to understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils

The Anti Bullying Alliance [[Anti-Bullying Alliance](#)] offers a suite of free online training for anyone that works with children and young people. The programme was particularly developed to reduce levels of bullying of disabled children and those with special educational needs (SEN) but applies to all children.

Appendix 1: Dealing with bullying incidents procedures

Any member of school staff who witness a young person being emotionally distressed by the behaviour of another pupil, should address the incident immediately. This is because the response by the member of staff will have been both immediate and personal. If the member of staff is on the way to teach a lesson, they should ask the pupil to accompany them to their lesson and issue an on call on Bromcom for the duty staff to support with the incident.

Where it is established that the incident can be resolved by the intervention the PSM or PSA, and that, following the definition within, the incident is **not a case of bullying**, the matter can be dealt with by the pastoral team.

If the PSM or PSA suspect that this **may in fact be a case of bullying**, then they should refer the matter to the pupils head of year/SLT line link and the welfare team, who will assume responsibility for the case.

The investigation will ensure that all parties have the opportunity to speak openly, If the head of year/pastoral manager believes that bullying has in fact taken place, the following will happen:

- The Head of Year/PSM will record the incident in the Central Bullying Incidents Record;
- The Head of Year/ PSM will inform the Senior Leadership responsible for the Pastoral support who will oversee the procedure
- The Parent/Carer of the victim will be informed
- The Parent/Carer of the perpetrator will be informed

The use of the Central Bullying Incidents Record is a key part of the process as it enables the school to spot trends and patterns of behaviour. The school will record all incidents of bullying.

Those dealing with young people should be mindful of best practises when it comes to cases of bullying which are, in brief:

- Avoid the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the person
- Allow the perpetrator the opportunity to put right any hurt they have caused;
- Avoid immediate resorting to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long has it been going on and how many people are involved- these decisions are not at the discretion of the senior leader responsible for pastoral and pupil wellbeing;

Maintain focus on:

- The removal of the feeling of helplessness and fear that the target is experiencing;
- The restoration of pride, dignity, and belonging

Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The school will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young person involved.

Appendix 2: Record of bullying incident



Record of Bullying Incident

Ensure details from this form are added to the Central Bullying Incidents Record

Date of incident	
Time of incident	
Location of incident	
Name of target(s)	
Name of perpetrator(s)	
Name of staff member reporting	
<p>Nature of incident <i>What happened?</i> <i>Exactly where and when did this take place?</i> <i>Were there any other young people around at the time?</i> <i>Was there an adult around at the time?</i> <i>Do you know the names of the people involved?</i> <i>What were you doing before the incident took place?</i> <i>Can you remember exactly what happened or what was said?</i> <i>Do you have details of pictures/texts/messages?</i> <i>What happened next?</i> <i>Has this happened before?</i> <i>How did it make you feel?</i> <i>What would you like to happen now?</i></p> <p><i>Is it repetitive?</i> <i>Is it hurtful?</i> <i>Is it intentional?</i> <i>Is there a power imbalance?</i></p>	
<p>Agreed actions/outcome E.g., Restorative approaches 1:1 Intervention around anti-bullying for perpetrator 1:1 Mentoring programme for target Break/lunch DT's Internal exclusion Suspension</p>	
Review date	

Appendix 3 Stage 1 Bullying Letter Example



DEAN TRUST Ardwick

Chief Executive: Mr Tarun Kapur CBE

Head of School: Mr Steven Worthington BA (Hons) MSc NPQH

Date

Address Block

Dear (insert name),

Bullying Incident stage 1- (insert pupil name)

I regret to inform you that **(insert name)** was involved in a bullying incident with another pupil at school on **(insert date)**, which had to be followed up by a member of Senior Staff and **(name of HoY)**, Head of Year .

Details/ Summary of the incident: *Insert Below*

This kind of incident is taken very seriously and behaviour like this will not be tolerated in school. We expect all pupils to feel safe so that they can learn, enjoy and achieve in our school.

I am sure you will want to talk to **insert name** about this incident and support the school in our efforts to encourage **insert name** to adhere to the code of conduct and to behave in a way that shows respect, courtesy and understanding to others. If there any further incidents of bullying, **insert name** will receive further sanctions in line with the school's behaviour policy and anti-bullying policy.

Yours faithfully,

Mrs L Charles

Assistant Headteacher

Copies:

Appendix 4 DfE advice for parents and carers on cyberbullying

Advice for Parents and carers on cyberbullying

Who is this advice for?

This advice is for parents and carer about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystander's and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can be often hidden and subtle.

Cyberbullying can also involve adults, even though technology has provided wonderful opportunities for both teaching and learning. It has led to some teachers becoming the victims of internet messaging that undermines and ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of "friends" on social networking sites, include comments that are recorded permanently, with a large audience and easily shared.

Whilst parents and carers have the right to be critical of decisions made by the school, or even individual staff members, they should raise concerns in an appropriate way and nor become abusive, or libellous. Open conversations on social networking sites are not private and can be easily reported to school staff, even if it was not the intention for views to be shared directly.

Social Networking

Young people routinely access social media and much of their social lives are conducted online. This can create a false sense of security; for example, chatting online feels different from chatting face to face. It can be easier to say and reveal things that would not be said face to face; be cruel, aggressive, or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if it is said face to face, they could be acceptable as facial expressions, body language, tone of voice and context would all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way

Social networking can increase existing social pressure and reinforce a sense of isolation; for instance, by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent to

cyberbullying. Internet matters provide an overview of cyber-bullying in more detail and NSPCC advice on cyberbullying prevention is helpful.

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best to stay informed is for parents to stay involved. [Think you know](#) provides helpful tips on letting your child teach you.

Set boundaries

A good way to supervise children's internet access and set boundaries and what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. [Think you know](#) provides helpful tips on agreeing and setting boundaries.

Ensure you use the privacy settings, parental controls and inbuilt internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls for parents and carers experiencing any internet safety issues with their children. The Parent Zone provides a national helpline service at [- Parent Zone](#)

Being involved and talking to children

Social networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction. Accessing such sites too early can expose children to unnecessary bullying.

It is also important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents understand the way in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied or need support. How parents talk to their children will depend on their age. [Childnet](#) gives more detailed information about talking to your child and antibully pro provides practical advice for parents.

USEFUL RESOURCES

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or persons responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified or refuses to take down the material you should contact the social networking site directly and make a report and request the content is taken down. The material posted may be in breach of the service providers terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address, if you are requesting that someone takes down material that is not illegal, be clear to point out how it breaks the sites terms and conditions. Where you suspect that the material is illegal, you should contact the police directly.

NSPCC Netware: Your guide to the social network your kids use- [Keeping children safe online | NSPCC](#)