



# Holyhead

Teach What Matters

## Anti-Bullying Policy

### Autumn Term 2024

Version	Date	Details
1.0	September 2024	See details of version changes table

Date policy last reviewed:

Autumn Term 2024

Policy Lead:

D Denny

Signed by:

5th December 2024

Principal

Date:

Chair of Governors

Date:

5th December 2024



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**Details of the Changes**

Page No	Section, if applicable	Details of the change/amendment etc
7	10	Amendment to 4th and 5th bullet point



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## **Holyhead Anti-Bullying Policy**

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## **Holyhead Anti-Bullying Policy**

**This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2023. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.**

### **1. Policy Objectives**

- This policy outlines what Holyhead will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Holyhead is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- All staff at Holyhead recognise that children are capable of abusing their peers. All staff at Holyhead are clear about reporting Child-on-Child abuse.

### **2. Related Policies**

- CRST Anti-Bullying Statement of Intent
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- SEND
- Equal Opportunity
- PSHE Curriculum Intent and Rationale
- No Platform for Extremism
- E-Safety
- Mobile Phone use Policy
- Behaviour Policy
- Complaints Policy
- Mental Health Policy

### **3. Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. Holyhead School will fulfill their local and national responsibilities as laid out in the following documents. These may include (but are not limited to):

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2023)
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 s175
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)
- Human Rights Act 1998 (HRA)
- Public Sector Equality Duty (PSED)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK, 2024
- General Data Protection Regulation (GDPR) (ICO May 2018)
- DfE Behaviour and Discipline in Schools Guidance
- Mental health and behaviour in schools advice for school staff
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Voyeurism (Offences) Act 2019
- Domestic Violence Act 2021

#### 4. Aims

Holyhead's Anti-bullying policy has the following aims:

- To ensure students learn in a supportive, caring and safe environment without fear of being bullied.
- To provide guidelines for staff, students and parents/carers.
- To ensure all incidents of bullying are taken seriously, investigated thoroughly and that appropriate support is given.
- To create a climate where students feel confident to approach staff concerning a bullying incident, whether involving themselves or other student(s).

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Holyhead.

## **5. Responsibilities**

It is the responsibility of:

- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility. Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

## **6. Bullying and the Law**

Although bullying in itself is not a specific criminal offence in the UK, Holyhead School is aware that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If we feel that a crime may have been committed we will seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

The Education Act 2011 amended the power in the Education Act 1996 to give schools the power to search through a young person's mobile phone without the need for parental consent.

## **7. Definition of Bullying**

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### Forms and Types of Bullying (See Appendix A)

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health condition
- Physical bullying
- Emotional bullying
- Sexual bullying
- Homophobic Bullying
- Biphobic and Transphobic bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics-bullying related to race, religion, faith and belief and for those without faith)
- Bullying related to ethnicity, nationality or culture

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

It can also include low-level disruption and the use of offensive language as it can in itself have a significant impact on its target.

**BUT** it is **not** bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

If any act of bullying committed outside of Holyhead can be seen to affect the quality of life for student(s) within the school, Holyhead has a right to act and put sanctions in place.

## 8. Signs and Symptoms

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or sticking close to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. **Students are encouraged to report bullying to their Form Tutor, Head of Year, Classroom Teacher or an adult they feel comfortable with. Students can also report bullying via our Holyhead Helpline.** Holyhead's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

### Vulnerable students

Holyhead is aware of the severe impact bullying can have on our most vulnerable students. Some students are more likely to be the target of bullying because of the attitudes and behaviours of some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help us to develop strategies to prevent bullying from happening. It will also help alert us to those children who may be severely affected when it does occur.

In most incidents of bullying the involvement of the parents/carers of both victim(s) and bully(s) will be sought. Some parents/carers may feel it necessary to seek guidance from the school in dealing with their child as victim or bully. If this is the case the Head of Year together with the Vice Principal will meet with parents/carers.



## 9. School Ethos

Holyhead recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfill their potential.

Holyhead:

- Recognises that one type of child-on-child abuse is bullying and cyberbullying. This abuse will not be tolerated at Holyhead or passed off as 'banter' or part of the 'growing up' process.
- Monitors and reviews our anti-bullying policy and practice on a regular basis
- Raise the awareness of the nature of bullying through the Personal, Social, Health Education programme, Tutor Time, Assemblies, the practice of Restorative Conversation.
- Supports staff to promote positive relationships to help prevent bullying.
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Holyhead will invest in specialised skills to help their staff understand the needs of their students, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual, transgender and queer (LGBTQ+) students
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school's response to bullying in line with our complaints policy and ensure the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Seeks to learn from good anti-bullying practice elsewhere.

- Utilises support from other relevant organisations and the wider community to tackle bullying that is happening outside school
- Works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

## **10. Procedures**

When dealing with bullying our aims are:-

- To stop it.
- To ensure there is no repetition.
- To reassure the victim.
- To educate the bully about how they make their victim feel.
- To use other strategies to prevent the bullying recurring. This may include sanctions for the bully if appropriate.
- Bullies will be encouraged to take part in some restorative justice (Appendix B) with the victim in order to help and support the bully to admit the error of their ways, and to promise to make amends. It is not satisfactory to deal with the bully in isolation from the victim.
- The process is not complete until it is quite clear that the victim genuinely believes the bullying has ended. Afterwards the relationships of the bully will be monitored by staff until it is quite clear that the problem is solved.

### **Inside School**

The following actions will be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- The member of staff will deal with the incident on an individual basis, being sensitive to both victim and bully.
- The member of staff will log an incident or concern via CPOMS if the behaviour is repeated. For one off incidents this will be logged on Arbor.
- A clear account of the incident will be recorded and given to the appropriate Head of Year/DSL.
- The Head of Year/DSL will ensure all concerned are interviewed and the incident is recorded.
- The DSL will liaise with each Head of Year so that patterns of bullying, bullies and their victim(s) can be clearly identified.
- Parents/carers will be kept informed of the details of the incident and of any actions/outcomes. The key to dealing with potential bullying incidents is clear communication so that all staff, and parents/carers are aware, and sensitive to, situations that may require their intervention.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

- Records are kept on CPOMS in conjunction with the DSL. This is recorded onto the Anti-Bullying spreadsheet.
- Incidents of bullying are reported to the school governors.

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. 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 that knows the student 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 Assessment or referral to Forward Thinking Birmingham.

- Students are to be encouraged to report incidents of bullying straight away via the Holyhead Helpline email, by informing their form tutor, class teacher or informing a member of the Pastoral team.
- Students who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a member of staff of their choice, reassuring the student, offering continuous support, offering restorative justice and restoring self-esteem and confidence - the level of support will depend on an individual's circumstances and the level of need.
- The Anti-bullying Ambassadors have been trained to offer ongoing support to victims and to raise awareness of anti-bullying throughout the school.

### **Outside School**

Staff have the power to discipline students for misbehaving or bullying outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on a school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to a member of staff, it will be investigated and acted on. The principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

Holyhead staff have the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

Holyhead School is aware that with the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which

can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

### **Procedures for confiscating electronic devices and files.**

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, 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.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at the use of the school systems;
  - identifying and interviewing possible witnesses;
- Contact the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need to Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## **11. Supporting Students**

Holyhead School will enforce disciplinary measures for students who bully in order to clearly show that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that students may have and taking into account the needs of vulnerable students. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. Further to this we have Anti-bullying Ambassadors who are present at lunchtimes around the school site who talk to students and help prevent any bullying.

### **Students who have been bullied will be supported by:**

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Restorative justice/conversations (Appendix B)
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, being assigned an Anti-Bullying Ambassador, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

### **Students who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Restorative conversations
- Providing appropriate education and support regarding their behaviour or actions. If online, requesting that content be removed and reporting accounts/content to service provider.
- Offering support from an 'Anti-bullying Ambassador' who will support them.

The organisations listed in the 'further resources' section (see Appendix C) provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

The following interventions may also be taken when dealing with incidents:

- Official warnings to cease offending
- Behaviour contract
- Working with a Head of Year
- Meeting with a Senior Leader
- Suggesting online resources (Appendix B)
- Exclusion from certain areas of the school premises
- Minor suspensions / major suspensions - supervision (not Exclusion)
- Off-site Direction placement/sharing panel
- Placement at alternative provision
- Permanent exclusion in extreme situations

## **12. Supporting adults**

**Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.**

**Adults who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, the Deputy Principal or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy/CRST Code of Conduct.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Where necessary reporting concerns using the schools low-level concerns policy or CRST whistleblowing policy.

**Adults who have perpetrated the bullying will be helped by:**

- Discussing what happened with the Lead DSL or Deputy Principal or Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures and CRST Staff Code of Conduct.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

### **13. Preventing Bullying**

#### **Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Holyhead has a mobile phone ban which will help prevent continued online bullying.
- Encourage students to block and report if they experience online bullying.

#### **Policy and Support**

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying

will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, tutor time programme, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-Bullying Week.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

## **14. Involvement of students**

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Anti-Bullying Ambassadors are involved in training staff in Anti-Bullying CPD.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.



## **15. Involvement and liaison with parents and carers**

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **16. Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The named Governor for Safeguarding will report on a regular basis to the local governing body on incidents of bullying, including outcomes.

Review date: Autumn 2024  
To Be Reviewed: Autumn 2025  
Reviewer: D Denny

## **Types of Bullying**

<b>Physical</b>	e.g. hitting, kicking, taking or damaging belongings.
<b>Verbal</b>	e.g. name calling, insulting, repeated teasing, racist, homophobic or sexist remarks.
<b>Indirect</b>	e.g. spreading nasty rumours, excluding someone from social groups verbally or electronically.
<b>Controlling</b>	e.g. abuse of power within peer group (child on child abuse). Gang association.

### **Racist and faith based bullying**

- bullying someone because of their skin colour or background/culture
- bullying someone because of their beliefs or for not having a belief
- bullying someone because of their religion or their appearance – the way they have to dress or what they can or cannot eat

### **Homophobic/ Transphobic bullying**

- using words like “gay”, “poof”, “lesbian”, “batty boy” as insults against a person
- physically assaulting someone or leaving them out because of their actual or assumed sexuality or that of their parents/carers
- calling things and inanimate objects “gay” or “queer” and that of parents, carers and family members.

### **Sexual bullying**

- using sexual words to put someone down
- spreading rumours about someone’s sex life or perceived sex life
- inappropriate touching
- Upskirting – This involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- comments about someone’s perceived gender (transgender)
- forcing someone to act in a sexual manner
- making sexual innuendo and propositions making jokes about rape
- passing on sexual imagery of another young person

### **Disability bullying**

- singling someone out because they have a disability or learning difficulty
- bullying someone for having a disabled brother or sister, parent or friend

### **Cyber Bullying**

- Text message bullying e.g. involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying e.g. mobile phone cameras can be used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.

- Filming and sharing physical attacks.
- Phone call bullying e.g. mobile phone uses silent calls or abusive messages.
- Email bullying e.g. uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Social media chat rooms e.g. involves sending menacing or upsetting responses to others when they are in a web-based chat room.(snapchat, instagram, facebook etc.)
- The use of cyberbullying can cause an offence against the following:
  - Protection from Harassment Act 1997
  - Criminal Justice and Public Order Act 1994
  - Malicious Communications Act 1988
  - Communications Act 2003
  - Defamation Act 2013

### Restorative Justice

Restorative Justice is based on four key principles

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that individual students have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain together in the same learning environment without any harm

### Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### Cyber-bullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) 12  
[Theeducationpeople.org](http://Theeducationpeople.org)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

### **LGBTQ+**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body:  
[www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance:

### **Preventing and responding to Sexual Bullying:**

- [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related) Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)