

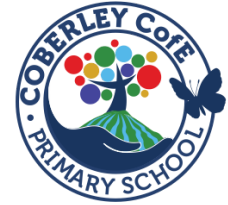
Anti-Bullying Policy

Written by: Mr A Milner, May 2023

Date:

Review: May 2024

Every Child, Every Chance, Every Day



This policy is based on DfE guidance *"Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"*, July 2017 [LINK](#)

This document is linked to the Behaviour Policy and is part of the school's suite of Safeguarding procedures.

1. Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Keeping Children Safe in Education 2022

2. Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind 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 school staff feel that an offence may have been committed they should seek assistance from the police.

3. Our Commitment to Safeguarding (to be read in conjunction with the school's Safeguarding and Child Protection policy)

Everyone at Coberley C of E Primary who comes into contact with children and their families recognise that they have a key role to play in safeguarding children. Our school and staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. As a result, our school and staff form part of the wider safeguarding system for children.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when 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 should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

4. Aims

The aim of this policy is to outline what Coberley C of E Primary School will do to prevent and tackle bullying and hate. It has been drawn up through the involvement of the whole school community and we are committed to

developing an anti-bullying culture whereby no bullying or hatred, including between adults or adults and children and young people will be tolerated.

At Coberley C of E the school community aims to:

- Challenge inappropriate behaviours between peers.
- Secure a culture of acceptable behaviours, as part of a safe environment for all pupils.
- Challenging inappropriate behaviours between peers and not downplaying them as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Discuss, monitor and review the anti-bullying/anti-hate policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying/hate.
- Intervene by identifying and tackling bullying/hate behaviour appropriately and promptly.
- Ensure that pupils are aware that all bullying/hate concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying/anti-hate policy.
- Report back to parents/carers regarding their concerns on bullying/hate and to deal promptly with complaints.
- Encourage parents/carers to work with the school to uphold the anti-bullying/anti-hate policy.
- Learn from good anti-bullying/anti-hate practice elsewhere and utilise support from external agencies and other relevant organisations when appropriate.
- Uphold fundamental British Values as defined by the Department for Education.

5. Child-on-child abuse

All staff should be aware that children can abuse other children (this is often referred to as child-on-child abuse).

As stated in Keeping Children Safe in Education, 2022, child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This policy, together with our Safeguarding and Child Protection Policy, sets out our procedures with regards to child-on-child abuse. Both play an important role in preventing it and responding when staff believe a child may be at risk from it.

6. Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual 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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

7. Cyber-bullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who is bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. The school recognises that it is easy to be anonymous online and that this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sharing of nudes or semi-nudes
- pressuring children into sending sexual images or engaging in sexual conversations.

It is important to note that cyberbullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

8. Equality Act Duty and Prejudice Related and Discriminatory Bullying (Hate Crime)

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called '**protected characteristics**'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes. Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Hate in the context of behaviour and attitude has been defined as;

"Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference"

(Chakraborti, Garland and Hardy 2014:6)

What form might this take?

Transphobic related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's transgender or perceived transgender.

Race related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's race or perceived race – includes nationality, national origin, ethnic origin, race and colour.

Sexuality related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's sexual orientation or perceived sexual orientation.

Disability related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's disability or perceived disability.

Prejudice Related Language

Words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity.

Religious related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's religion or perceived religion.

Age related hate crime

Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's age.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way, or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

9. Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

10. Identifying and Responding to Bullying / Hate / child-on-child abuse

The school 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.
- Work with staff and external agencies to identify all forms of prejudice-driven bullying/hate including responding to child-on-child abuse.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying/hate in all forms throughout the curriculum, implementing appropriate aspects from our PSHE curriculum and supported with a range of approaches such as through

displays, assemblies, peer support and the school council and from Gloucestershire's Healthy Living and Learning resources <https://www.ghll.org.uk/>

- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration, lunchtime support and site staff) to identify all forms of bullying/hate and to follow the school policy and procedures (including recording and reporting incidents using the school's CPOMS system).
- Proactively gather and record concerns and intelligence about bullying/hate incidents and issues so as to effectively develop strategies to prevent bullying/hate from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully/express hate and those who have been bullied/victims of hate abuse.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

10.1 Procedure

To involve pupils, the school will:

- Regularly canvas children's views on the extent and nature of bullying/hate.
- Ensure that all pupils know how to express worries and anxieties about bullying/hate.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying/hate.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied/victims of hate and to those who are bullying in order to address the problems they have.

To liaise with parents and carers, the school will:

- Make sure that key information (including policies and named points of contact) about bullying/hate is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying/hate.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying/hate.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying/hate, where such involvement is reasonable.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

10.2 Our 'Safe to Tell' approach

At Coberley C of E, we have adopted a 'Safe to Tell' approach. This approach depends on the pupils knowing that it is safe to tell an adult and that issues will be dealt with in order to improve the situation for the victim. The need for everyone in the school to recognise the damage silence can cause is of crucial importance. Once the ethos of telling has been established a simple yet effective programme can be put into practice.

- **Step 1** – Meet with The Victim (alleged victim) - When the teacher finds out that bullying has happened they start by talking to the victim about his/ her feelings. The teacher does not question him/ her about the incidents but the teacher does need to know who was involved. Where age appropriate, the pupil can be asked to prepare a short piece of writing about his/her feelings to be shared with the people involved. In the case of younger pupils or those less able to write they can prepare a picture of themselves and how they are feeling. Where pupils have an identified special educational needs, appropriate, differentiated support will be provide to enable them to communicate how they are feeling.

- **Step 2** – Convene a meeting with the pupils involved - The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate the bullying. A group of about six has been known to work well.
- **Step 3** – Explain the problem - The teacher tells them about the way the victim is feeling and might use the piece of writing or a drawing to emphasise the distress. At no time does the teacher discuss the details of incidents or allocate blame to an individual or the group.
- **Step 4** – Share responsibility - The teacher does not attribute blame but states he/she knows the group can do something about it.
- **Step 5** – Ask the group for their Ideas - Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to exact a promise of improved behaviour. It is a good idea to write down what each pupil will try and do to help the victim.
- **Step 6** – Leave it up to them - The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She/he arranges to meet with them again the following week to see how things are going.
- **Step 7** – Meet with them again - About a week later the teacher discusses with the victim how he/she is feeling now. The teacher then reports back to the group and discusses with them how things are going. This allows the teacher to monitor the bullying and keep the young people involved in the process.

If the desired outcome has not been achieved Steps 5-7 can be repeated again.

Where, when and with whom the meetings should take place?

The meetings should take place when bullying has been observed or reported. They should take place away from the classroom environment or where the meeting could be disrupted. Generally, the class teacher should carry out the meetings. If the class teacher did not feel confident with the approach then another teacher with knowledge of the pupils could do so instead.

11. Incidents of Repeated Bullying

In certain cases where bullying has been a regular and deliberate act against a child/children, where the seven step approach has not been effective in stopping the bullying from taking place and where there is sufficient evidence, the Head Teacher will implement more severe measures, for example, temporary exclusion. This will follow the guidelines as set out in the policy for 'School Behaviour' and will support the school's zero tolerance approach towards bullying/hate/child-on-child abuse.

12. Governor Involvement

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. If an incident of bullying is reported directly to a governor, it is their responsibility to notify the Headteacher as soon as possible of the concern and encourage the parent to talk to the class teacher or Headteacher. This ensures consistency in the school's approach to bullying.

The governor body committee responsible for monitoring the School Behaviour and Anti-Bullying policies will monitor the incidents of bullying that do occur and review the effectiveness of the policy.

Incidents of bullying will be contained within the Headteacher's Report which will be presented to the full board of governors on at least every full term.

13. Recording

All incidents of bullying and alleged bullying will be recorded on the school's electronic system 'CPOMS'.

14. Educating Pupils Through the Curriculum

Personal Social Health Education (PSHE) and Relationships Education lessons, specific activities such as anti-bullying and e-safety weeks & whole school assemblies will be used to openly discuss (age appropriate) differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities, will be invited to 'educate' other children. Our school will also teach children that using any prejudice-based language is unacceptable.

Our school will use specific organisations or resources for help with particular problems. Our school will draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.

15. Staff training

The school will make every effort to provide effective staff training. We recognise that preventing and tackling 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. When needed, our school will invest in specialised skills to help our staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) pupils.

16. Links with Other School Policies and Procedures

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding and child protection policy
- Confidentiality policy
- E-Safety (Online Safety), Social Media Policy and Acceptable Use Policies (AUPs) – incorporated within Technology Policy
- Curriculum policies such as PSHE (Personal, Social, Health and Emotion), Computing & Relationships Education

17. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The school will report on a regular basis to the governing body on incidents of bullying/hate/child-on-child abuse and outcomes.

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.

18. Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.