



# Anti-Bullying Policy

**DATED: November 2018**

**REVIEW DATE: November 2020**

## Introduction

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](#)” 2018 and ‘[Sexual violence and sexual harassment between children in schools and colleges](#)’ guidance. The setting has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

## Definition of Bullying:

Bredgar CEP School has adopted the definition of bullying as defined by the DfE in the ‘Preventing and Tackling Bullying’ July 2017 document.

Bullying can be defined as *‘behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’*

At Bredgar School, adults define bullying to the children as,

‘When one person or a group of people, keep on hurting you on purpose, either by hurting your body or saying things which upset you’

Bullying can include:

- Name calling
- Taunting
- Making offensive comments
- Mocking
- Kicking
- Hitting
- Pushing
- Spitting
- Throwing stones
- Taking belongings
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti

These unacceptable behaviours can also be expressed online which is can be referred to as online or cyberbullying. This can include: sending offensive, upsetting or inappropriate messages by phone, text, instant messenger, through gaming, websites social media sites and apps and sending offensive or degrading photos or videos.

However, it is important to recognise that the inappropriate behaviours listed above cannot always be classified as bullying and is not always unprovoked.

Bullying is on a continuum of behaviour – it is important to gain as much historical information between the individuals concerned before a judgement can be made on whether it is bullying.

Bullying is regarded as a form of peer on peer abuse.

### **Forms and types of bullying and its impact:**

Some people are more likely to be bullied than others. Specific types of bullying include:

- Bullying related to race; religion, faith and belief and for those without faith; ethnicity; nationality or culture (prejudicial bullying)
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying including homophobic bullying
- Cyber-bullying or online bullying
- Physical bullying
- Emotional bullying

Children may be bullied for other reasons, for example,

- Children who are gifted and talented
- Children who do not have English as a first language
- Children who do not have a lot of friends
- Children who are shy or sensitive
- Children who have free school meals

Being bullied can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Being bullied will almost certainly adversely affect academic performance. Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches, stomach pains or signs of depression.

Those who conduct the bullying or witness the bullying can also experience emotional harm and its legacy can follow young people into adulthood. Understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies to support them.

To reflect the school's Christian ethos, emphasis on the values of respect and forgiveness will be referred to during discussions with children.

### **Links with other policies and codes:**

This policy is linked to the Behaviour and Discipline Policy, Safeguarding Policy, Parent Code of Conduct, Trust Bullying and Harassment Policy

### **Aims and objectives**

At Bredgar School, we aim to produce a safe and secure environment where all can learn without anxiety, allowing them to flourish and achieve their full potential. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and make clear each person's responsibilities, with regard to tackling and preventing bullying in our school.

### **Our School Community**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- 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 pupils 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 response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from other relevant organisations when appropriate.

The local governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies at the next Governor meeting following an incident.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can utilise the school's Complaints Policy which is available on the school website or via the school office.

### **Responding to bullying:**

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
  - The DSL will be informed of all bullying issues where there are safeguarding concerns.
  - The school will speak with and inform other staff members, where appropriate.
  - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
  - Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
  - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
  - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
  - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

**Cyberbullying** *Note: Schools should ensure they access [Childnet's Cyberbullying guidance](#)*

- 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 use of the school systems;
    - identifying and interviewing possible witnesses;

- Contacting 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.
  - Liaising with parents so that devices used outside of school can be checked.
  - 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.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils 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.

### **Supporting pupils**

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

- Reassuring the pupil and providing continuous pastoral support until the pupil feels the matter is resolved.
  - 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.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, 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).
- *Pupils 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.
    - Providing appropriate education and support regarding their behaviour or actions.
    - If online, requesting that content be removed and reporting accounts/content to service provider.
    - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or the Children and Young People’s Mental Health Service (CYPMHS).

## **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, 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, a senior member of staff and/or the headteacher.
  - 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 or in line with the law.
  - 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.
- *Adults who have perpetrated the bullying will be helped by:*
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## **The role of teaching and support staff at Bredgar School**

Bredgar School is a ‘Telling school’ where anyone who sees or experiences bullying is encouraged to tell a trusted person or share information in whichever way they feel comfortable: leaving a note; speaking to any member of staff either alone or with a friend.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories and PSHE/SEAL resources to help pupils understand the feelings of bullied children and to practise the self-regulation required to avoid lapsing into bullying behaviour. Children’s resilience and self-esteem is promoted consistently. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. All children are encouraged to develop assertiveness skills and the ‘High Five Hand’ (see Appendix) is used by all staff which

teaches the children 5 steps they can take if something is happening to them that they do not like. The reward systems used within the school encourage and reinforce good behaviour.

A buddy system is used to support the youngest children, known as the Bears by linking them to an older child, known as Bear Keepers, who will look after them in the more unstructured times of the day. The Bear Keepers will check in with their Bear and if needed, may play with them with the intention to help them develop friendships with their peers.

Where an incident has occurred, once emotions have regulated to a calm state, staff will help children explore the true nature of the incident. Children often need help to understand whether the incident can be described as rudeness, being mean or bullying. (See Appendix for an Anti-bullying Alliance poster to help support discussions).

Once the true nature has been determined, staff will take proportionate and appropriate action in accordance with the Behaviour Trail in order to resolve the situation.

This would typically mean:

Rudeness – Level 2

Repeated Rudeness – Level 1

Being mean – Level 2

Bullying (repeated, intentional and one-sided) – Level 1

The school community will take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The school will use a variety of techniques, whichever is most appropriate to each individual case, to resolve the issues between those who bully and those who have been bullied.

The school will collaborate with other local educational settings as appropriate and during key times of the year, for example during transition.

### **The role of parents and carers**

Bredgar School takes all forms of bullying seriously and encourage Parents/carers to discuss their concerns with the school. The booklet about bullying published by Kent Safe School is given to parents biennially.

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should start to keep a log of the incidents their child describes or the type of unusual behaviour their child is displaying. If this continues for a short period of time, they should contact their child's class teacher immediately. If the suspected bullying continues, parents must meet with the Headteacher. If they are not satisfied with the response given by the school, parents should continue to liaise

with the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents and Carers should liaise directly with the school and any alleged or actual incidents of bullying should be treated as confidential. As part of the code of conduct, parents are requested 'not to engage in hurtful and harmful gossip' but to work with the school to enable a timely and effective resolution of the situation. Parents must remain a good role model, demonstrating positive behaviour for pupils both on the school site and off, as well as online.

### **The role of children**

All children at Bredgar School should know that any type of bullying behaviour is inappropriate and that the school has strategies for preventing and dealing with bullying. Children should be encouraged to tell a trusted person if they see or experience any form of bullying as their concern will be taken seriously and something will be done. They should have a developing understanding in the part they play in preventing bullying. They should also understand the range of sanctions which may be applied against those engaging in bullying.

To help the children understand the different roles involved in bullying, they are given names to help identification;

- The ring-leader – the person who through their social power can direct bullying activity
- Assistants– people who actively join in the bullying, sometimes through fear of the ring leader
- Reinforcers – who give positive feedback to the bully, perhaps by smiling or laughing
- Bystanders – who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders – who try and intervene to stop the bullying or comfort pupils who experience bullying.

### **Review**

The Headteacher will ensure that the policy is regularly monitored, and the mechanisms evaluated to ensure that the policy is being consistently applied. The headteacher will report to the Governors when requested on the effectiveness of the policy. The policy will be reviewed annually and updated in the light of issues arising at Bredgar School.

### **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)
- Salus: [www.salusgroup.org.uk](http://www.salusgroup.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)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## 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-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Cyberbullying

- 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)
- 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)

## LGBT

- 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)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.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.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Reviewed	Ratified	Next review

Chair of Governors		Headteacher	
	Date:		Date:

Record of liaison between School and Parent of child involved in bullying incident.

Date \_\_\_\_\_

People present at meeting \_\_\_\_\_  
\_\_\_\_\_

Description of Incident/Problem

Action to be taken by:

School:

Parent:

Child:

Set Review Date: \_\_\_\_\_

Signatures:

## STAR recording system for bullying incidents

Name of person recording _____ Date: _____ Time: _____			
<b>Setting</b> Where? People involved	<b>Triggers</b> What happened just before the incident? What seemed to start it?	<b>Actions</b> What did the child do? Behaviour?	<b>Result</b> What happened next? Staff action? How did the incident end? Consequence?



## Rude

If someone says or does something that is unintentionally hurtful, and they only do it once, they are being **RUDE**.

## Mean

If someone says or does something that is intentionally hurtful, and they only do it once, they are being **MEAN**.

## Bullying

If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is **BULLYING**.



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**anti-bullying**  
alliance