



## **ANTI BULLYING POLICY**

**Aspire | Commit | Succeed**

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**Date of Policy: Summer 2026**

**Next Review Date: Summer 2027**

**Staffing & Students Committee**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

## **Anti-Bullying Policy**

*At Alperton Community school we will continually aim to ensure that everyone in our school is treated with respect and dignity. Each member of our school community will be given fair and equal opportunities to develop their full potential, regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We believe that pupils and adults have the right to be in an environment where they feel safe from harassment and intimidation.*

## **Alperton Community School Aims:**

1. To have an anti-bullying policy and practice that makes bullying unacceptable.
2. To ensure that students, parents and carers, staff and governors are aware of the anti-bullying policy and follow it.
3. To ensure that those expressing concerns about bullying will have them taken seriously.
4. To fulfil the school's statutory obligations under the:
  - Education and Inspections Act, 2006, to have a behaviour policy including measures to prevent all forms of bullying among pupils
  - Equality Act, 2010, which places an Equality Duty on all public bodies to eliminate unlawful discrimination, harassment and victimisation.
  - Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

## **Statutory Obligations:**

Every school must have measures in place to prevent all forms of bullying.

### **The Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

### **Independent School Standard Regulations 2010**

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

## **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

## **Safeguarding children and young people**

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.

## **Criminal law**

There is not a specific criminal offence of bullying in the United Kingdom. However, some types of bullying, or harassment, threatening behaviour or threats by communication could be breaking the law. For example, under the Malicious Communication Act, 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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. The school will refer the matter to the Police if it considers that an offence may have been committed.

## **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

## **Bullying Outside School Premises:**

At Alperton Community School, we will tackle bullying whether it takes place either in school or on the journey to and from school. Under Section 89(5) of the Education and Inspections Act, 2006

Headteachers have the authority to regulate pupil behaviour outside school and this includes bullying incidents. Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises.

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 or anti-social behaviour coordinator in their local authority 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.

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

## **Types of Bullying:**

- **Cyber-Bullying** – mobile phones, the internet and cameras can all be used to bully students or staff (see appendix 1)
- **Emotional** – social ostracism, malicious gossip, social exclusion, a 'look', theft of possessions e.g. mobile phone
- **Homophobic** – bullying focusing on the issue of sexual orientation, including homophobic and transgender prejudice (see appendix 2)
- **Physical abuse** – intimidation, rude gestures, threats and extortion, assault
- **Race, religion and culture** – racism, e.g. bullying based on ethnicity, refugee prejudice, Traveller prejudice, anti-Islamic feelings, or anti-semitism
- **SEN/disabilities** – children with special educational needs or children with disabilities can be at greater risk of bullying (see appendix 3)
- **Sexual** – sexually abusive comments and unwanted physical contact
- **Verbal** – name-calling of pupils or staff, malicious gossip, teasing

## **Cyber-bullying and Mobile phones:**

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.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on

teachers' powers to search (including statutory guidance on dealing with electronic devices) is included in the Student Restraint and Search Policy.

At Alperton Community school we educate our students about the dangers of cyber-bullying through our Acceptable Use of ICT Policy and through the curriculum. Any student found to be bullying through the use of technology will be dealt with through the school sanctions system.

Students in Years 7 to 11 are not allowed to bring mobile phones on to the school premises. Sixth Form students are permitted to use mobiles in prescribed areas. Mobile phones must be switched off and not visible, preferably in a school bag. We strongly discourage students from bringing mobile phones into school and it is entirely the student's responsibility if they do. If students bring them into school they will have to face the consequences if the phone is seen or heard by a member of staff (see Mobile Phone policy updated 2020).

### **Generative artificial intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Alperton Community School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Alperton Community School will treat any use of AI to bully pupils in line with our anti-bullying and or behaviour policy.

### **Procedures for reporting bullying:**

We believe the whole school community has a responsibility for tackling bullying. All teaching and non-teaching staff have a duty of care to the students and an act of bullying could be reported to any member of staff. That member of staff should report the incident according to School protocol. All incidents are documented on SIMS and in some serious cases, the Police may intervene

### **Advice for students on how to deal with bullying:**

Everyone has the right to live their lives without fear of feeling bullied, threatened or unsafe. Bullying is wrong and students should not have to live with it. At Alperton Community School, these are the key adults who will help students who are being bullied:

- Personal Tutor
- Pastoral Manager
- Senior members of staff

All members of staff are trained on how to help and support students who feel they have been bullied.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

### **Advice for Staff on how to deal with incidents of bullying:**

1. All bullying incidents **must be** treated seriously.
2. All incidents must be accurately recorded on SIMs.
3. The relevant Personal Tutor/ Pastoral Manager should be notified.
4. All staff have a responsibility to ensure that the incident is dealt with and followed through.
5. Parents/carers will be informed, where appropriate.
6. Support will be given to the person who has been bullied.
7. The person who has bullied will be given an appropriate sanction but might also be given support to try and ensure they do not bully again.
8. The staff have a legal responsibility to report any racist incidents to the appropriate member of SLT as soon as it is encountered or witnessed.

### **The following disciplinary steps may be taken:**

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Isolation
- Referral to senior staff and/or external agencies e.g. Social Services, Police Liaison Officer.
- Internal fixed term suspension
- External fixed term or permanent exclusion.

### **At Alperton Community School, we use a combination of preventative and other strategies to address bullying:**

#### **Prevention**

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE sessions where issues of diversity are discussed and anti-bullying messages are drawn out.

- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

### **Strategies, rewards and sanctions:**

Praise or rewards are given to pupils involved with anti-bullying work especially throughout National Anti-Bullying Week. The school uses a variety of sanctions for those shown to have been bullying. All forms of bullying will be dealt with seriously and following the school's consequences system. Parents/carers will be informed, they may be asked to come to school and students can be excluded internally or externally for serious incidents of bullying.

### **Parent/Carers:**

Advice is offered to parents/carers of students who have been bullied, or to any parent who may be concerned that their child could be a victim of bullying. Useful websites and 'What to look for' guidelines are available on the school website.

### **Monitoring:**

All incidents of bullying are monitored by reason, ethnicity, gender, year group, Looked after Children and those with Special Education Needs. This informs our anti-bullying work and the school self-evaluation. This is reported to governors (staffing and students committee) each term

### **Training for staff:**

The issue of how to tackle bullying is raised and explored at a whole school level. As part of the NQT Induction programme, staff receive training on how best to tackle incidents of bullying and how to address bullying through the curriculum. This is also open to any other staff as appropriate. In addition, some staff are trained on the use of circle time, which can be used to tackle bullying.

### **Reviewing and monitoring the Policy:**

This policy will be checked by the PSHE Co-ordinator and the Deputy Head (Pastoral) annually to ensure it remains accurate. The policy will be submitted to SLT every year to approve any relevant changes. The outcome of the review will be reported to the Governors Staff and Students Committee for ratification and used to update the school's self-evaluation.

## **Alperton Student Voice**

*'We are the Experts... It is our school ... '*

We believe that all teachers should be informed if bullying is present. Teachers should never ignore it, even if it doesn't seem serious. Every case of bullying, big or small, is potentially dangerous and damaging. Teachers should take action immediately and respect the privacy and feelings of the victim.

Students at Alperton will strive to be brave enough to talk about bullying and report incidents whether it is directed at them or their peers.

Students would like a named person who they can report incidents to and they want to trust that all matters will be dealt with.

Our student voice representatives are active members of the ABC Anti Bullying Committee that meet once a term at various venues within Brent. This enables them to discuss with peers the issues surrounding bullying and work together to identify strategies to deal with bullying in school and out of school.

## **Staff Information: Tackling Cyberbullying**

### **Ways of preventing cyberbullying**

- Taking a whole-school approach, for example, including specific references to cyberbullying in the school's anti-bullying policy and home-school agreements and PSHE curriculum
- The vast majority of cyber bullying incidents take place at home, not at school. Work with parents to ensure they are regularly checking mobile devices and hold their children accountable for their actions online.
- Co-ordinating responsibility - having a person from the senior leadership team to co-ordinate anti-bullying work, including cyberbullying
- Understanding and talking about cyberbullying
- Updating existing policies and practices, for example, recording all incidents of cyberbullying or reviewing Acceptable Use Policies
- Making reporting cyberbullying easier, for example, publicising how students and staff report incidents
- Promoting the positive use of technology, for example, highlighting the importance of password security Evaluating the impact of prevention activities

## **Staff Information: Homophobic Bullying: 10 steps schools can take**

### **1. Acknowledge and identify the problem of bullying.**

*The most important step is to recognise that all sorts of bullying takes place in schools, even if some forms are not immediately visible.*

### **2. Develop policies which recognise the existence of homophobic bullying.**

*Ensure that your anti bullying policy takes homophobic bullying into account. Take other appropriate action such as challenging use of the word 'gay' and ensuring fast removal of graffiti.*

### **3. Promote a positive social environment.**

*The ethos of the entire school community, including all staff and parents and carers, should be to support all pupils, regardless of their differences and to ensure that they are happy and safe.*

### **4. Address staff training needs.**

*Do not assume that only lesbian, gay and bisexual staff are able to deal with homophobic bullying, but ensure all staff are confident they know how to react to such situations.*

### **5. Provide information and support for pupils.**

*Make age-appropriate information about services and support available to all pupils. Refer pupils to services including Childline for additional support.*

### **6. Include addressing bullying, including homophobic bullying, in curriculum planning.**

*Try to include teaching about bullying, including homophobic bullying, in the curriculum as a whole in an age-appropriate way and in accordance with National Curriculum subject frameworks and guidance so that pupils understand and appreciate diversity.*

*This can be done formally in lesson times, but also informally, e.g. by providing*

*Information about LGB groups within secondary schools, in accordance with the school's policy.*

### **7. Feel able to use outside expertise.**

*People working in external agencies (such as lesbian and gay charities, youth workers or local telephone helplines) can offer support, both outside and inside the classroom, in addressing homophobic bullying.*

### **8. Encourage role models.**

*Openly gay staff, governors, parents and carers and/or pupils can all be strong role models for the school.*

### **9. Do not make assumptions.**

*Do not assume that all pupils in a class are, or will be, heterosexual. Do not assume that all staff in a school or college are heterosexual. And do not assume that all pupils experiencing homophobic bullying are gay*

### **10. Celebrate achievements.**

*Make successes known, such as updating the school anti-bullying policy or reducing the incidents of bullying, through tutorial time, newsletters, notice-boards or websites etc.*

(SAFE TO LEARN: HOMOPHOBIC BULLYING)

## **Staff Information: Advice on how to prevent bullying of children with Special Educational**

### **Needs and disabilities**

A whole-school approach, for example, reviewing the anti-bullying policy to ensure reference is made to children with SEN and disabilities. It should promote positive images of disability, provide easy pathways to reporting incidents of bullying and involve pupils with SEN and disabilities and their parents in the review.

Ensure there is an adult who children with SEN and disabilities know they can talk to.

Clarify with children with SEN and disabilities what we mean by bullying through the curriculum, for example, in drama, or music.

Listen to, and ensure meaningful participation of learners with SEN and disabilities, for example, in developing the school's anti-bullying policy. Disabled children and young people have highlighted the following as key in developing meaningful participation practice:

- Involve us from the start- *Don't guess what we want.*
- Respect us - *Trust us, we need to trust you.*
- Listen to us - *Listen to me, no one else, listen to me.*
- Be open and honest with us - *Frustrating when you don't tell us stuff.*
- Make it fun - *We're teenagers, we're young, we want to learn.*
- Prove you're listening to us - *Tell us what's changed.*
- Involve all of us - *I may not have a speech but I have a voice.*
- Make sure we get something out of it - *Give us new skills.*
- Give us time - *Give me time to get my message ready.*
- Support us to make our own decisions - *I want more choice.*

Involve parents in delivering the Disability Equality Duty and the development of their Disability Equality Scheme by encouraging them to participate in supporting the school in this area of work. Use specialist staff, for example the SENCO to provide specialist knowledge on specific pupils' SEN and disabilities, to all staff. For example, delivering training on pupils with ADHD.

Work with staff in special schools and partner agencies to increase staff knowledge of particular conditions, such as those on the autistic spectrum. For example, pupils with ASD can be particularly vulnerable to being bullied because they might have difficulty in recognising they are being bullied. Record and monitor incidents of bullying of children with SEN and disabilities.

### **Safe from Bullying: on journeys**

- **Liaise regularly** with other local partners as part of the local safer travel policy. This might be best achieved by working through a Community Safety Partnership or Safer Schools Partnership where there is one.
- **Share intelligence** about bullying on journeys with local partners, such as LAs and police

and consider asking for outside support, e.g. asking for a police presence outside or near the school, college or activity or on transport routes at key times.

- **Involve young people** in developing guidelines for safer travel. Make sure children, young people and their parents and carers **know how to report bullying** on the journey to or from school and where they can get help.
- Make sure that their **behaviour or anti-bullying policies** cover what behaviour is acceptable on journeys, developing this in consultation with children, young people and transport providers.
- Ensure bullying is addressed when agreeing **School Travel Plans**.
- Support any local systems for transport providers and others to **report bullying** involving children and young people, and **act** on these reports.
- Make **links with other agencies** and local voluntary sector provision to share good practice.
- Liaise with residential care managers closely on anti-bullying initiatives for **looked after children** to ensure safe journeys.

**In responding to bullying on journeys to and from school, schools should aim:**

- to make the victim safe
- to stop the bullying and change the bully's behaviour
- to make clear to every other child that bullying is unacceptable
- to learn lessons from the experience that can be applied in future.

## **Mobile Phones and the Internet: Advice to Students**

### **Ten top tips**

- 1) Remember if you are being bullied it isn't your fault and there is nothing so awful that you can't speak to someone about it. Talk to a trusted adult at home or at school.
- 2) Don't reply to any nasty messages you receive.
- 3) Don't reply to a text from someone you don't know.
- 4) Keep the messages you have been sent so you can show them to a trusted adult and make a note of the time and date of the messages or calls you receive.
- 5) Don't answer calls from withheld numbers or numbers you don't recognise, let it go to voicemail.
- 6) Block numbers from people who are sending you nasty messages.
- 7) If you are bullied repeatedly, you are advised to change your number.
- 8) Don't give your mobile number to someone that you don't know.
- 9) Don't send pictures to someone that you don't know.
- 10) If the problem is serious you can report it to the police, cyber mentors, or childline

## **Advice to Pupils**

(Adapted from Advice by Childline)

You shouldn't feel ashamed about being bullied. It's not your fault – but it is important that you get help. No one deserves to be bullied.

Is there someone who you would feel comfortable talking to about what's going on? Maybe a friend, someone at your school, someone you live with or just someone you trust. When you've decided who to talk to, tell them what's happening and how it's making you feel. They might be able to tell you what you can do about it, or can help you decide what you want to do next.

If you're being bullied at school, ask someone (such as a teacher) to tell you about the school's guidelines on bullying. Most schools have a written policy on bullying, and this may give you an idea of what you can do and what your school should do.

If you can't think of someone to talk to, you could call ChildLine on 0800 1111 to speak to an adult who is there to listen and help you think about what you can do. If you talk to someone about what's happening and it doesn't help, don't give up.

Sometimes you may need to talk to more than one person. You have the right to be helped, and don't have to put up with being bullied. Always remember that it is not your fault. Trying to remember things accurately can sometimes be difficult, so keep a record of what happens to you.

Writing it down is often a good way of being sure about what, when and where things happened. It's important to feel safe. Are there ways for you to keep yourself out of harm's way?

For instance, you could walk home with friends rather than on your own, or ask someone to stay with you if you feel threatened.

## **Advice to parents/carers**

(Adapted from advice by Childline)

### **How to help a bullied child:**

If a child tells you she or he is being bullied, the first and most important step is to listen. Allow them time to tell their story in their words.

You may suspect your child is being bullied, but is afraid to say anything. Is there a way of raising the subject? Can you, perhaps, ask one of your child's friends if anything is wrong?

If your child refuses to talk to you, suggest that they talk to another adult, e.g. someone else in the family, or a teacher or mentor. They could contact Childline at [www.Childline.org.uk/bullying](http://www.Childline.org.uk/bullying). When your child has told you about bullying, do not rush into school. This may be the response your child fears. Talk to your child about the next steps. You could suggest they keep a diary of the bullying, to gather evidence.

Make an appointment to see the teacher who your child is most at ease with. Take your child with you to the meeting. If you are not happy with the teacher's response, don't give up. It is in the interest of the school for you to continue supporting your child and it may be that you need to talk to another teacher.

Do the obvious. Tell them you will always be there for them and try to make their lives outside school as much fun as possible. It will help them feel good about themselves.

### **Is your child bullying others?**

It is very upsetting to be told that your child is bullying other children but children can be nasty to each other from time to time.

If your child has been bullying others, talk to them and try to find out what's been going on.

If the bullying is a one-off, you may not need to do anymore, but some children need help and guidance to change their behaviour. Your school may be able to provide support for your child. Measures like the no-blame approach can help children to change

### **Teachers - signs to look for:**

- Absence and lateness - perhaps the student is frightened to come to school.
- Pushing and shoving mark out the bully. Stop the pushing and shoving.
- Teasing and name-calling- this is cruel and hurtful and should always be stopped.
- The student who is last to leave the classroom – be alert and look to see if anyone is waiting in the corridor.
- Poor homework and classwork - the teacher should quietly ask questions to find out if anything is wrong.
- Frequent crying and signs of being upset - these can all be part of anxiety, fear and lack of support.
- Body language - a bullied student could look down, turn away, shuffle, look depressed - The teacher must be alert, sensitive and willing to support the student.
- The student who is constantly 'losing' things - are they being hidden or stolen?
- The unhappy student - the teacher should be sensitive.
- The student not picked for group work or teams - teachers should direct groups where appropriate and not always allow students to choose their own groups.

## **Useful Sources:**

**From Department of Education publication Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies**

### **DfE Behaviour and Discipline in Schools Guidance**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-onbehaviour-and-discipline>

Make Them Go Away (SEND DVD)

Legislative links: Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))  
The Equality Act 2010

### **Specialist Organisations:**

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**Beatbullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

**Kidscape:** Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.  
Restorative Justice Council: Includes best practice guidance for practitioners 2011.

**Cyberbullying:** ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

**LGBT: EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

**SEN/D:** Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.