Boroughbridge High School

Anti-Bullying Policy

Policy last reviewed	June 2025
Policy ratified by Governors	June 2025
Next Policy review due	June 2026
Due for review by Governors	June 2026
Staff Lead	Associate Assistant Headteacher (Student Experience & Welfare)

Significant Revisions Since Last Review

The following sections have been updated:

Page 3 - Strategies to Prevent Bullying

Page 5 **-** Procedures for Reporting, Recording, Monitoring and Analysing Bullying Incidents

Page 6 - Roles and Responsibilites (Students)

RATIONALE

All our students have the right to learn in a supportive, caring and safe environment where they feel safe from all forms of discrimination, bullying, harassment and victimisation.

It is important that students, parents/carers and staff have ownership of and understand our Anti-bullying policy and that they are all confident that any bullying complaints will be dealt with firmly, fairly and promptly.

This policy outlines 'measures to be taken with a view to encourage good behaviour and respect for others and prevention of bullying among students' (Education and Inspections Act 2006) and takes into consideration the North Yorkshire County Council Anti-bullying guidance for schools, 2016-2018 and the Department for Education's Preventing and tackling bullying advice for headteachers, staff and governing bodies, July 2017. It incorporates advice from the National Anti- Bullying Alliance. This policy should be read in conjunction with and links to related policies including behaviour for learning, safeguarding and child protection manual, ICT and acceptable use, social media and student remote learning.

DEFINITIONS

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Therefore bullying is behaviour by an individual or group which

- Intentionally causes hurt (either physical and/or emotional)
- Is repeated over time
- Involves an imbalance of power (the person on the receiving end feels like they cannot defend themselves)
- Can take place between children/young people, between adults between adults and children/young people
- Can be physical, verbal or psychological. It can happen face to face or online.

Types of bullying

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

Direct

- Physical – attack, hitting, kicking, pinching, taking possessions, sexual harassment etc.
- Verbal – name calling, teasing, threats, spreading malicious stories, sexual harassment etc.
- Non-verbal – ignoring, isolating or leaving out, intimidating behaviour, offensive gestures, facial expressions etc.

Indirect

- Cyber bullying – when someone uses technology to bully others ('virtual bullying') examples include texts, pictures/video clips, phone calls, e-mail, instant messaging, chat rooms, social networking and gaming sites etc.

Prejudice or identity driven bullying or harassment (can be motivated by actual or perceived differences)

- Disability/Special Educational Needs
- Physical/mental health conditions
- Gender and Gender Identity – sexism and transphobia
- Race, religion or belief and for those without faith
- Sexual orientation – homophobia and biphobia
- Because a child is adopted, in care or has caring responsibilities.
- Against teenage parents (pregnancy and maternity under the Equality Act)

Hate crime

A hate crime or hate related incident is any incident which the victim, or anyone else, thinks was motivated by prejudice or hatred of gender or gender identity, religion or belief, sexual orientation, race, culture or disability or special educational need.

STRATEGIES TO PREVENT BULLYING

We are proactive and use strategies to prevent bullying. Our school standards support a safe, happy and successful community. We foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur. Adults in school model positive behaviour and reinforce strong anti-bullying messages in the standards they set in their relationships with children and other adults, as well as in their expectations of the good behaviour of students. Our ethos encourages and promotes a culture where all students, parents/carers and staff have polite, civilised relationships and treat each other with respect thus enhancing emotional health and wellbeing. We encourage all members of our community to feel safe, supported and empowered.

Our transparent systems (with appropriate confidentiality) for reporting incidents of bullying mean that students and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon. Bullying concerns are reported in the first instance to the appropriate Pastoral Manager for the student's year group.

We ensure bullying is effectively addressed in policies, strategies, procedures and practices. Strategies to prevent bullying are embedded in quality first teaching. We challenge negative comments and 'put downs' about individuals or groups. We challenge 'banter' and the use of offensive language even amongst friends as this can still be hurtful and can create an atmosphere where negative behaviours escalate and are not reported.

We use assemblies, form time activities, whole school events, displays around school, PSHCE lessons and the wider curriculum to:

• Provide regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and celebrate the success of anti-bullying work;

• Provide opportunities to promote equality and to acknowledge and celebrate diversity and promote community cohesion;

• Focus on specific types and/or methods of bullying e.g. identity-based bullying and cyberbullying;

• Raise awareness that bullying is unacceptable and cultivate a sense of responsibility to tackle it and develop the skills to support peers and respond to bulling either as a bystander or target;

• Develop social and emotional skills;

• Raise awareness of cyberbullying and promote the safe and responsible use of modern technologies and effective e-safety practice.

We are committed that through shared responsibility and partnership working with parents

and external agencies we will support and respond appropriately to bullying incidents that happen inside and outside school.

We aim to provide safe spaces for learners at break and lunch time such as access to safe spaces and designated quiet areas for vulnerable groups or students.

PROCEDURES FOR RESPONDING AND INTERVENTION

Staff are regularly trained to be active in observing and recognising forms and patterns of potential bullying behaviour/incidents and the indicators that a student may be a target of bullying and how they should respond if they witness potential bullying behaviour/incident. Staff and students are fully aware of the appropriate rewards to encourage positive behaviour choices and the thresholds, appropriate responses and possible consequences of bullying behaviour as described in the school Behaviour Policy.

We take all cases of reported bullying seriously and act upon them. Interventions and support are provided to ensure learners involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution. Learners who are targets of bullying and those who demonstrate bullying behaviour are supported through thorough investigation, mediation, restorative conversations, effective communication with parents/carers, one to one or small group interventions and appropriate partnership work and referrals for specialist support through external agencies. See Responding to Bullying (Appendix A).

Learners who demonstrate perceived bullying behaviour have appropriate intervention to address their problematic behaviour in a fair and firm manner in line with the school's Behaviour Policy, providing support to enable them to understand and change their behaviour. If bullying behaviours are repeated the bullying prevention and incident report forms are completed and actions taken.

When appropriate we tackle cyber bullying by using the power to search for and, if necessary, delete or report inappropriate images (or files) on electronic devices including mobile phones.

Supporting students

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.

• 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 Children Social Work Service, or support through the NHS Wellbeing in Mind

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.

• 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 suspensions 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, Children Social Work Service, Youth Justice or the NHS Wellbeing in Mind Team.

Supporting adults

• Boroughbridge High 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, 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.

• 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 and report to the official platforms

• Instigating disciplinary, civil or legal action as appropriate or required.

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, 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, RESPECT Campaigns and the promotion of anti-discriminatory practice motions

• Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

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. 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 and anti-discriminatory practice 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.

PROCEDURES FOR REPORTING, RECORDING, MONITORING AND ANALYSING BULLYING INCIDENTS

To gather information about perceptions of bullying from learners, parents and staff we use regular parent, student and staff voice opportunities, surveys and the data from the Growing up in North Yorkshire Survey. We use School Council to consult with students and consult with focus groups of vulnerable learners. This data is provided to SLT and Governors along with the annual Pastoral Behaviour Report to help identify vulnerable students or groups and to identify priorities for action. Monthly safeguarding updates are provided to the Safeguarding Governor, including bullying incident information

Procedures for reporting concerns about bullying are shared with parents/carers and they are informed and engaged promptly when their child is involved in bullying. Advice and support is provided to parents/carers whose children are targets of bullying or responsible for bullying

behaviour. We provide effective ongoing communication throughout the investigation or restoration. Follow up conversations should also occur to check that the matter is resolved.

All bullying incidents and allegations are taken seriously and investigated. If appropriate they are recorded on Bromcom as behaviour events which can be viewed by parents/carers on MCAS. Sensitive information will be recorded on our secure safeguarding system. Bullying incident reports are also uploaded to student profile pages along with risk assessments or behaviour contract where appropriate.

We work with parents to address any concerns with their child's behaviour, and support or challenge any possible influence within the home (for example, discriminatory attitudes, violence in the home) making appropriate referrals to and working with, external partners.

We have formal systems for recording serious and persistent incidents of bullying on a bullying log and routine reporting to the LA any incident that meets the current reporting thresholds

such as racist incidents and hate crime. If a crime has been committed we will report the incident and provide the necessary evidence to the police. If we have safeguarding concerns we will pass the appropriate information to Children and Families Service.

If an incident involves a member of staff it is reported to the Designated Safeguarding

Lead or Headteacher who would take advice from the Local Authority Designated Officer

(LADO) if appropriate.

ROLES AND RESPONSIBILITES

Our anti-bullying policy is owned, understood and implemented by all our community. The role of all is to 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.

Specific roles and responsibilities are:

Students

• Behave in a positive, respectful way and do not bully others;

• If you are the target of bullying behaviour or witness bullying behaviour always

report it to a trusted adult in school;

• Trust that we will listen to and investigate your concerns in a measured and

appropriate way;

• Follow the advice given by staff in school to avoid situations where you may be

vulnerable to bullying behaviour;

• Engage with any interventions and support provided;

• When safe and appropriate, challenge the bullying behaviour of peers.

Staff

Recognise 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.
- Ensure 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 antibullying policy
- Utilise support from the Local Authority and other relevant organisations when appropriate.
- Report all perceived bullying incidents on Bromcom, this then creates an immediate alert to the pastoral team
- Recognise the potential for children with SEN and disabilities to be disproportionally 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.

Parents/Carers

• Be vigilant about any unusual behaviour in your children. For example, reluctance to attend school, claiming to feel ill, not completing work to their usual standard. Take an active interest in your child's education so they can tell you if they have any concerns;

• If you feel your child may be a target of bullying behaviour inform the school immediately by contacting your child's Form Tutor or Pastoral Manager;

• Trust that we will take your concern seriously, investigate fully and that appropriate action will follow;

• Reassure your child that it is not their fault and that school will support them and address your concerns, advise them not to fight back or retaliate as this can often make matters worse;

• Understand that your child may be responsible for bullying behaviour and support the school in helping them address their behaviour and access appropriate support.

Pastoral Managers

• Communicate effectively with students and parents throughout the process and provide systematic follow up to check outcomes are still satisfactory;

• Investigate concerns thoroughly and as quickly as possible using the bullying log process (Appendix A)

• Keep accurate records on internal systems, Bromcom and Secure Safeguarding System

• Support with interventions, restorative conversations and resolution;

• Apply appropriate sanctions, fairly, consistently and reasonably following the school Behaviour Policy. Consider any SEND and needs of vulnerable students and making appropriate reasonable adjustments, with support from the SENCO.

• Support students and parents with referrals to external agencies for intervention, help and support;

• Seek advice and support from the appropriate Director of Key Stage or Designated Safeguarding Lead

Designated Safeguarding Lead

• Carry out risk assessments and safety plans for vulnerable learners at risk of bullying.

• Provide strategic anti-bullying lead co-ordinating the whole school response, leading on policy development and evaluation;

• Refer any safeguarding concerns to the relevant agencies and report to the police and LA when appropriate;

• Report regularly to SLT and Governors.

Headteacher and Governors

• Monitor the effectiveness of policy into practice and ensure we monitor, review and evaluate policy regularly;

• Use the data in the annual bullying report to quality assure;

• Use parent, student and staff voice opportunities to quality assure antibullying practice and policy.

FURTHER INFORMATION AND SUPPORT

The Department for Education provide a document- Advice for parents and carers on cyberbullying 2017. North Yorkshire County Council have an anti- bullying webpage or parents/carers for support www.northyorks.gov.uk/school-bullying and an anti-bullying helpline on 01609 780780.

Useful links and supporting organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

• The Restorative Justice Council: www.restorativejustice.org.uk/restorativepracticeschools

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• SENDIAS: https://www.kids.org.uk/sendiass

• 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

• DfE: SEND code of practice: www.gov.uk/government/publications/sendcode-ofpractice-0-to-25

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS) 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-tacklingbullying

• DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama:www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk

The following helplines are available:

- ChildLine

ChildLine is the UK's free, confidential helpline for children and young people.

They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111.

- NSPCC Professional counsellors available 24/7 for help advice and support

0808 800 5000

Appendix A

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 incident will be recorded on Bromcom so the pastoral team are alerted immediately. Incident report forms are completed along with any witness statements so that the incident can be investigated thoroughly.

• 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 or pastoral 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 confidentially 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 students 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. Sanctions may include behaviour contracts, risk assessments or safety plans.

• A clear and precise account of bullying incidents will be recorded by the school on BROMCOM in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Completed documents will be uploaded to the student profile.

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.

• Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy or in response to external agency requests such as the police.

• 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 students regarding steps they can take to protect themselves online. Report on the relevant platform.

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