

## ANTI-BULLYING POLICY

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## Policy Control/Monitoring

<b>Version:</b>	1.4
<b>Approved by: (Name/Position in Organisation)</b>	D'Arcy Myers Interim CEO
<b>Date:</b>	
<b>Accountability: (Name/Position in Organisation)</b>	John Steward Headteacher
<b>Author of policy: (Name/Position in organisation)</b>	Jo Allen Headteacher
<b>Date issued:</b>	May 2019
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<b>Revised (Date):</b>	January 2022
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<b>Amendments/additions</b>	
<b>Replaces/supersedes:</b>	Version 1.3
<b>Associated Policies:</b>	Positive Behaviour Policy
<b>Associated National Guidance</b>	

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### Document status

This document is controlled electronically and shall be deemed an uncontrolled document if printed.  
The document can only be classed as 'Live' on the date of print.

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### Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

### Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.0	May 2019	Katie Murray Head teacher	Approved	New Policy
1.1	September 2019	Katie Murray Head teacher	Approved	Update
1.2	May 2020	Katie Murray Head teacher	Approved	Update
1.3	September 2020	Katie Murray Head teacher	Approved	Update

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Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.4	January 2022	Jo Allen Head Teacher	Approved	Update

### Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:

Role	Responsibility
<b>Headteacher</b>	Overall responsibility to ensure this policy conforms to current guidelines and best practice. Ensuring resources and infrastructure are available to allow its implementation. To implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy
<b>Governing Body</b>	Monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.
<b>Head of Service/Head of department</b>	Ensure effective implementation of this policy. Ensure a current list of all policies is available to all staff to aid awareness.

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## 1. Introduction

1.1 This policy outlines what Percy Hedley School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture.

1.2 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, WhatsApp, Snapchat, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

1.3 Targeting others is our term for behaviours of concern that hurt or intimidate others in school. Often the pupil targets others without being conscious about it and this may be a response to an un-met need or desire or could be related to physical discomfort.

## 2 Aims and Objectives

2.1 Bullying and targeting others is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos which is grounded in positive behaviour support in which bullying and targeting others is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur, including cyber-bullying.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

## 3 Forms of bullying

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

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, pupil in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

#### 4 The Role of Governors

4.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4.2 The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. 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.

4.3 The Governing Body responds within ten days to any request from a parent or carer to investigate incidents of bullying. In all cases the governing body notifies the Headteacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

4.4 This anti-bullying policy is the governors’ responsibility, and they review its effectiveness annually. They do this by examining the school’s anti-bullying records and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all pupil involved in bullying incidents.

#### 5 The role of the Headteacher

5.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying or other incidents where one or more pupils target another pupil. The Headteacher

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reports to the governing body about the effectiveness of the anti-bullying policy on request.

- 5.2 The Headteacher and Senior Leadership Team ensure that all pupils who have the cognitive ability to understand bullying, know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher/Deputy Headteacher/Senior Leadership Team draws the attention of pupil to this fact at suitable moments. For example, if an incident occurs, the Headteacher/ Deputy Headteacher/Senior Leadership Team may use restorative justice actions to help everyone involved to understand why the behaviour is wrong and how it affects people.
- 5.3 The Headteacher ensures that all staff receive sufficient training to be equipped to identify and report all incidents of bullying.
- 5.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## 6 The Role of Staff

- 6.1 Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They report incidents through CPOMS, and these logs are monitored by the school's Safeguarding Team.
- 6.2 If staff witness an act of bullying, they do all they can to support the pupil who is being bullied. If a pupil is being bullied over a period of time, then a member of the Senior Leadership Team informs the pupil's parents and carers.
- 6.3 Staff actively support anti-bullying strategies by teaching pupils directly about safeguarding issues and cyber-bullying. Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.
- 6.4 We keep a record of any bullying incidents on CPOMS. If, as members of staff, we become aware of any bullying / targeting taking place between members of a class, we deal with the issue immediately.
- 6.5 This may involve counselling and support for the victim of the bullying / targeting, and support for the pupil who has carried out the bullying. Where appropriate,

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we spend time talking to the pupil who has bullied / targeted others and may use 'Think sheets' to help them to think through their actions:

- We explain why the action of the pupil was wrong where this is appropriate and review the pupil's positive behaviour support plans in order to support the pupil to change their behaviour in future.
- If a pupil is repeatedly involved in bullying / targeting other pupils, we inform the Deputy Headteacher/Senior Leadership Team or Headteacher.
- We may invite the pupil's parents and carers into the school to discuss the situation.
- Where appropriate, the Headteacher may contact external support agencies such as Children's Social Care, or children's mental health services.

6.6 Staff members routinely attend positive behaviour support training: this gives them the skills to know how to promote positive behaviours and how to intervene during behaviours of concern.

6.7 Staff members aim to support all pupil in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils when they are kind or a good friend for example, we aim to prevent incidents of bullying / targeting.

## 7. Involvement of Pupils

We will:

- Regularly canvas pupils and young people's views on the extent and nature of bullying / targeting of others.
- Ensure that all pupils know how to express worries and anxieties about bullying / being targeted.
- Involve pupils in the development of their own positive behaviour support plan.
- Involve pupils in anti-bullying campaigns in schools and embed messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied / targeted and to those who are bullying / targeting others to address the problems they have.

## 8 The Role of Parents and Carers

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8.1 Parents and carers who are concerned that their child might be being bullied / targeted, or who suspect that their child may be bullying / targeting others, should contact their child’s teacher immediately.

8.2 Parents and carers have a responsibility to support the school’s anti-bullying / targeting policy and to actively encourage their child to be a positive member of the school.

## 9 Monitoring and Review

This policy is monitored by the Headteacher, Deputy Headteacher/Senior Leadership Team. The Headteacher meets regularly with the Chair of Governors and reports any incidents of bullying.

## 10 Links with Other School Policies and Practices

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

- Behaviour Policy
- Compliments, Comments and Complaints Policy
- Safeguarding and Pupil Protection Policy
- e-Safety (Online Safety)
- Acceptable Use Policy
- Teaching and Learning Policy

## 11 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 include:

- The Equality Act 2010
- The Pupil Act 1989
- Keeping Pupil Safe in Education 2021
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Pupilline: [www.pupilline.org.uk](http://www.pupilline.org.uk) □
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting pupil and young people who are bullied: advice for schools” March 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-withoutmental-health-a-cross-government-outcomes-strategy>
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- NDCS: [www.ndcs.org.uk](http://www.ndcs.org.uk) Cyberbullying
- Pupilnet International: [www.pupilnet.com](http://www.pupilnet.com)
- 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) SEND
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0to-25>

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