ABBEYFIELD SCHOOL

ANTI BULLYING POLICY

Status: Approved

Governing Committee: Full Governing Board

Author: Assistant Headteacher

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Next Review:

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1. Rationale

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a student feels safe at our school, they are in a much better position to realise positive outcomes. Abbeyfield School is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Abbeyfield School. If bullying *does* occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We follow the 'STOP (Several Times on Purpose) Principle in regards to bullying and we actively promote that anyone who knows that bullying is happening is expected to tell the staff.

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" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges' (September 2021) guidance.

2. Links with other School policies and practices

This policy links with several school policies, practices and action plans that can be found on the school website, including:

• Behaviour Policy
• Complaints Policy Procedure
• Safeguarding Child Protection Policy
• Curriculum plans and practices, such as: PSHE, Character Development etc.
• Online Safety Policy and Mobile Phone Policy
• Searching, screening and confiscation processes

3. Responsibilities

It is the responsibility of:

• The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

• Governors to take a lead role in monitoring and reviewing this policy.

• All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.

- Students to abide by the policy.

4. Definition of bullying

- 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)

- 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. It is persistent, targeted and consciously carried out.

5. Forms and types of bullying covered by this policy

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

- Physical
- Verbal
- Cyber
- Emotional
- Prejudicial/Discriminatory
- Sexual

This policy also covers analysis of incidents which may appear isolated, yet demonstrate a repeated pattern of bullying-type behaviours which are impactful on a number of other members of the school community. All staff are aware of the school's policy and procedures incidents with regards to peer-on-peer abuse and all incidents involving bullying/peer-on-peer abuse are recorded and monitored.

6. Character Development

The Abbeyfield Learner Initiative, which incorporates 'The Three Rs (Responsibility, Respect and Resilience' encourages students to take responsibility for their own actions, bring respect and pride to themselves, the school and the wider community and learn to do things differently in the future.

7. Our School

• 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 antibullying policy.

• Requires all members of the community to work with the school to uphold this 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's response to bullying, in line with our Complaints Policy Procedure.

• Seeks to learn from good anti-bullying practice elsewhere.

• Utilises support from the Local Authority and other relevant organisations when appropriate.

8. Responding to bullying/peer-on-peer abuse

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. Please note that this may mean them passing it on to a more appropriate member of staff (e.g. tutor, Head of year/ Assistant Head of Year, Pastoral Leader or a member of the Safeguarding Team etc.), rather than investigating the allegation themselves.

• 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.

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- One or more members of staff will meet with all relevant parties, as they see appropriate.

- The Designated Safeguarding Lead (DSL) will be informed of all bullying/peer-on-peer abuse incidents 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 Safeguarding and confidentially policies.

- Consequences, as identified within the school's Behaviour Policy, and support, will be implemented in consultation with parties concerned. It is not Abbeyfield School policy to discuss sanctions with parents or carers of other pupils.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed or to support with Restorative approaches, 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-site, or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated, if appropriate or relevant. If required, the DSL will collaborate with other education providers. Appropriate action will be taken, including providing support and implementing sanctions here at Abbeyfield School, in accordance with this policy and our Behaviour Policy, if appropriate.

- Responsibility for supervising behaviour and interaction with others (in person or on-line) falls to parents and carers outside of school hours.

- A clear and precise account of bullying incidents will be recorded and retained by school staff, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken, where appropriate.

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 and resources; identifying and discussing with possible witnesses and 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 mobile phones in accordance with the school's confiscation policy, as detailed in the Behaviour Policy.
- Requesting the deletion of locally-held content and content posted online if they contravene Abbeyfield School behavioural policies or risk bring the school in to disrepute.
- Ensure that consequences are applied to the person responsible for the cyberbullying; we 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.
- Informing 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.

9. Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.

- Tracking instances of bullying via peer-on-peer abuse incident logs on CPOMS to accurately track incidents and monitor any patterns or themes.

- Offering time conscious opportunities to discuss the experience with their Head of Year/Assistant Head of Year/Pastoral Leader the Designated Safeguarding Lead, or a member of staff of their choice (where possible and/or practical). Being advised to keep a record of the bullying as evidence and discuss how 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 Child and Adolescent Mental Health Service (CAMHS).

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 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 Child and Adolescent Mental Health Service (CAMHS).

10. Supporting adults

Abbeyfield 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 pupils, parents or other staff members, is unacceptable. This is addressed in the staff Code of Conduct and Whistle- blowing procedures.

11. Preventing bullying

Environment

The whole Abbeyfield School community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).

- Recognises the potential for children with protected characteristics 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 Lawn Manor Academy values of tolerance, non-discrimination and respect towards others.

• Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

• Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

• Actively create "safe spaces" for vulnerable children and young people; providing high levels of staff supervision during unstructured times.

• Celebrate success and achievements to promote and build a positive educational ethos.

Policy and Support

The whole Abbeyfield School community will:

• Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

• Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

• Take appropriate, proportionate and reasonable action, in line with existing policies, for any bullying bought to the school's attention, which involves or effects pupils, even when they are not on our premises; for example, when on educational excursions, or online, etc.

• Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

• Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The Abbeyfield 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 policies 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 pupil voice, 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. Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Parents and Carers

It is expected that the responsibility of parents and carers involves:

- Checking your child's phone/social media accounts regularly. Remember pupils of a certain age should not have access to most social media applications; NSPCC guidance can be found here.

- Consider limiting access (temporarily) to mobile devices and gaming consoles (victim & perpetrator) at home if the situation is linked to social media, phone calls, gaming or messages.

- Work with the school. Remember that there are two sides to every story – in most cases, no adults are present when these issues occur and so we need to judge a best-fit scenario to decide an outcome. •

- Behave appropriately via social media e.g. not joining in comments on Facebook

- Report not retort. Raise concerns with the school in a timely manner, rather than waiting for a prolonged period of time before informing staff.

- Support consequences and/or advice given by the school, in line with our behaviour policy.

- Do not keep children off school if there is an issue.
- Do not take phone calls during the day from your child – tell them to speak to their Year Leader or another member of staff.

Involvement of pupils

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 at a national and international level, as well as embedding messages in the wider curriculum (e.g. PSHE delivery).

- 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.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that Abbeyfield School does not tolerate any form of bullying.

- Make sure that key information about bullying (including policies, named points of contact and support from partner agencies) is available to parents/carers in a variety of formats, including via the school website.

- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Encourage parents/carers to work with the school to role model positive behaviour for pupils, both on and offline.

- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into Lawn Manor Academy's action planning.

- The Headteacher will be informed of bullying concerns, as appropriate.

- The Deputy Headteacher will report on a regular basis to the Local Governing Body on incidents of bullying, including outcomes.

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
- 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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice:
www.gov.uk/government/publications/send-code-of-practice-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':
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374
850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- DfE 'Advice for parents and carers on cyberbullying': https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444 865/Advice_for_parents_on_cyberbullying.pdf

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: https://each.education/
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Disrespect No Body:
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
- 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