



ANTI-BULLYING POLICY



Approval & Review

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Signed:

(Chair of Governing Body)

Introduction and Aims

At Icknield Community College, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

At Icknield Community College, we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

Students should feel safe in school and have a good understanding of the issues relating to safety including all the forms of bullying. They should also feel confident to seek support from school should they feel unsafe.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Icknield Community College we expect our children to be:

- Value and respect others differences
- Promote tolerance, mutual respect and kindness
- Be thoughtful, considerate and caring towards others both in and out of school

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society and their workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003

- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Online E-Safety Policy
- Equality Duty Report
- Relationship and Sex Education Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Roles and Responsibilities

	Responsibility
Governing Body	<p>The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.</p> <p>The governing body also have a responsibility to ensure that all governors and appropriately trained on safeguarding and child protection at induction.</p> <p>Ensuring that the DSL has the appropriate authority to carry out the duties of the role and has the support of an appointed safeguarding governor.</p>
Headteacher	<p>It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.</p> <p>The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.</p>

	<p>The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.</p> <p>Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in ‘Dealing with an Incident’ section. Indeed, every case will be unique.</p>
<p>Deputy Headteacher</p>	<p>The Deputy Headteacher, with the support of the Headteacher and other key pastoral staff, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.</p> <p>The Deputy Headteacher should also analyse the data on bullying at termly intervals to identify trends so that appropriate measures to tackle them can be implemented.</p> <p>In addition, the Deputy Headteacher is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying.</p>
<p>Progress Managers</p>	<p>Progress Managers are responsible for acting in timely way to resolve bullying and support the students. This will involve corresponding and meeting with parents.</p>
<p>Staff</p>	<p>All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Icknield Community College, we believe that the behaviour we walk past is the behaviour we accept.</p> <p>All adults at Icknield should aim to:</p> <ul style="list-style-type: none"> ▪ create a positive environment with high expectations; ▪ emphasise the importance of being valued as an individual within the group; ▪ promote, through example, honesty and courtesy; ▪ provide a caring and effective learning environment; ▪ encourage relationships based on kindness, respect and understanding of the needs of others; ▪ ensure fair treatment for all regardless of age, gender, race, ability and disability; ▪ show appreciation of the efforts and contributions of all. ▪ Being alert to social dynamics in their class. ▪ Being available for students who wish to report bullying. ▪ Providing follow-up support after bullying incidents.

	<ul style="list-style-type: none"> ▪ Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the student's heads of year of such observations. ▪ Refraining from stereotyping when dealing with bullying. ▪ Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying. ▪ Reporting any instances of bullying once they have been approached by a student for support. <p>Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.</p>
<p>Parents/Carers/ community</p>	<p>At Icknield, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via our Behaviour Policy which is reviewed annually and signed by the headteacher, parents/carers and children.</p> <p>It is important that parents/carers inform us if they have any concerns that their child is the victim of bullying or involved in bullying in any way. They should also be watchful of their child's behaviour, attitude and characteristics and inform the relevant staff members of any changes.</p> <p>If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.</p> <p>For more information, go to Oxfordshire County Council's 'Help if your child is being bullied' webpage.</p>
<p>Students</p>	<p>All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.</p> <p>They must not make counter-threats if they are victims of bullying and must walk away from dangerous situations and avoid involving other students in incidents.</p> <p>They should also keep evidence of cyberbullying and inform a member of staff should they fall victim to cyberbullying.</p>

What is bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.” [Anti-Bullying Alliance](#).

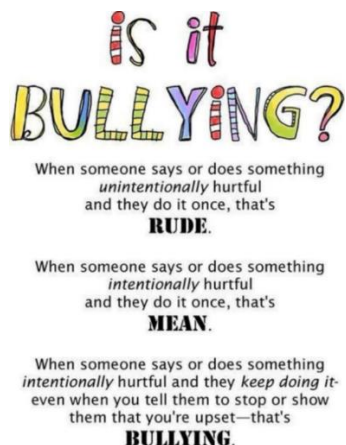
‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular 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.’ *DfE, July 2017*

At Icknield, it is recognised that bullying differs from teasing/falling out with a friend/other types of aggressive behavior. In this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic, transphobic or biphobic bullying and when children with disabilities are involved. If the victim might be in danger then urgent intervention is taken.

Table 1: Source - Psychology Today



Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. When dealing with bullying-related incidents, schools must refer to the [Equality Act 2010](#) and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have a disability or impairment
- are refugees or asylum seekers
- start school or an activity group mid term
- are suffering from a health problem
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) students.
- Students with SEND.

Types of bullying:

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur. Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter ([click here](#) to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer**.

Although bullying can occur between individuals, it can often take place in the presence (virtual or physical) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

At Icknield, discriminatory language is not tolerated and will be challenged appropriately. This includes the casual use of homophobic phrases.

At Icknield, all forms of bullying are treated equally seriously and dealt with appropriately. Bullying can take place between:

- Students
- Staff
- Parents
- Individuals or groups

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of students to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.' (*DfE Preventing and Tackling Bullying, p.6*)

For more information, refer to the below Department for Education (DfE) publications:

- [Bullying outside school](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Education and Inspections Act \(2006\)](#)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on students' well-being beyond the school day. Staff, parents/carers and students must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

If the individual or group causing harm to a member of our community does not attend Icknield Community College, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied but may also be due to a deeper social, emotional or mental health issue. Students that display a significant number of these signs will be approached by a member of staff to try to understand and offer support.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

Staff will also be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's Tutor, who will investigate the matter and monitor the situation.

Prevention of Bullying

As part of our ongoing commitment to the safety and welfare of our students, at Icknield Community College, we have developed many strategies to promote positive behaviour and prevent and discourage bullying behavior as we believe that our response to bullying should start with prevention.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary Relationships, Sex and Health Education (RSHE) Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.

- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who do not abuse or take advantage of others.

A safe place will be available for students to go to during free time if they feel threatened or wish to be alone.

Before a new student joins the school, particularly when this happens in-year, the student will have a review meeting following their first few weeks to ensure that there are no problems.

The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

See below some other strategies we will use to prevent bullying:

- Development of a positive whole-school ethos, including positive behavior management strategies, pastoral systems and effective tutoring that enable us to gather intelligence about issues between students which might provoke conflict and act before bullying occurs
- Ensuring parents are aware of this policy and know what to do if they think their child is being bullied.
- Development of Student Voice, including whole school consultation and focused work with vulnerable groups;
- Peer Mentoring/Buddying work;
- Training and development work for staff;
- Counselling;
- Peer mediation and restorative practices;
- Support for parents and parent events/information;
- Whole-school and year group assemblies on issues and differences;
- A comprehensive Citizenship curriculum;
- Involvement in the 'Healthy Schools' Award;
- Annual events, including Anti-Bullying Week, Black History Month, LGBT awareness month etc.;
- Specific curriculum input on areas of specific concern e.g. e-safety;

- Links with external agencies eg. Police and children's services and membership of the Anti-Bullying Alliance, Stonewall etc.
- Regular updating of this policy to take account of developments in technology
- Regular updating of the schools 'Acceptable Use' Policy for electronic devices

Child-on-child abuse

Icknield has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and Citizenship lessons,

All staff will:

- Be aware that students of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a student has been harmed, is in immediate danger or is at risk of harm, a referral may be made to MASH (Multi-Agency Safeguarding Hub) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that students may not be ready or know how to tell someone that they are being abused. Students being abused may feel embarrassed, humiliated, scared, or threatened.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

Many of the signs of cyberbullying will be similar to those of other types of bullying, however, staff will be alert to the following signs that may indicate a student is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of students staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – students may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – students may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and students may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to students crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – students may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Reporting and Responding to Bullying

The first point of contact to report instances of bullying for students and parents is the Tutor. Students can also access support from the Pastoral Support Mentors and persistent issues will be picked up by Progress Managers. Where students feel unable to talk to a member of staff, they can also use the 'Get Help' button on the school website and a member of staff will approach them.

All reported incidents will be taken seriously and investigated in accordance with the whole-school Behaviour Policy. If we are satisfied that bullying has taken place, appropriate action will be taken and this is likely to involve:

- Support for the victim.
 - This could be any one of the following:
 - Emotional support and reassurance from their teacher
 - A plan for how to respond to any future issues ie. not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff, a reminder of where to go for support

- A key person to liaise with parents/carers to ensure a continuous dialogue of support
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Support from the School Counsellor or Pastoral Support Mentors
- Support on building resilience and making positive friendships
- A conversation between the perpetrator and a member of staff to ensure they understand the consequences of their actions and are warned about the consequences of any incidents in the future
- A sanction (as appropriate)
- Restorative and reconciliatory work to prevent reoccurrence in the future (any restorative face-to-face meeting will be done with full consent of the victim and only if appropriate)
- In more serious cases be a discussion with the parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Parents will be informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising students for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The Progress Manager informally monitors the students involved over the next **half-term**.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

Please also note that following the Education Act 2011, where there is a case of cyber-bullying, a member of staff with authorization from the Headteacher is able to seize and examine data or files on students' mobile devices without parental consent where there is good reason to do so. If we feel a criminal offence has been committed then the device can be handed directly to the police for further investigation.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording Bullying and Evaluating the Policy

The member of staff who deals with the incident, will record bullying on CPOMS. The Tutor, PM or PSM will be alerted for action and the Deputy Headteacher responsible for behavior and safeguarding informed. This record will include details of the decisions made, sanctions, support and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain students that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Information about bullying will be presented to governors in an anonymous format at least annually.

The policy will be reviewed and updated annually.

Reference Documents and Related Guidance

- Preventing and Tackling Bullying – advice for headteachers, staff and governing bodies (DfE, July 2017)
- Cyberbullying: Advice for headteachers and school staff (DfE 2014)
- Behaviour in Schools Advice for Headteachers and school staff (DfE 2022)
- Schools White Paper – The Importance of Teaching (2010)
- The Use and Effectiveness of Anti-Bullying Strategies in Schools (DfE, February 2011)
- Equality Act (DfE, February 2013)

- Stonewall 'The School Report' (2013)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- SEND Code of practice (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))