ANTI-BULLYING POLICY

	Date	Minute No.	Review date
Approved by Governors	23 November 2017	1347/17	November 2019
Reviewed by Governors	November 2020	1526/20	November 2022
Reviewed by Governors	April 2023	1682/23	April 2025

The named Governor with lead responsibility for this policy is: Annie Nelson

The named member of staff with lead responsibility for this policy is: Helen Dafforne

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*" and supporting documents "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for headteachers and school staff", "Advice for parents and carers on cyberbullying" . It also takes into account "Keeping Children Safe in Education 2022".

Objectives of this Policy

This policy outlines what Anthony Gell 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 whereby no bullying, including between adults or adults and children and young people will be tolerated.

Anthony Gell School

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Makes students aware that all bullying concerns will be dealt with sensitively and effectively; better ensuring that students feel safe to learn, and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate.

Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (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, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Forms of bullying covered by this Policy

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 and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"

Preventing, identifying and responding to bullying

Anthony Gell School 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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (including child on child abuse).
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, teaching assistants and site staff), and specialist pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Educate students and staff on the use of social media positively and responsibly.

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Aim for all students to know how to express worries and anxieties about bullying.

- Aim for all students to be aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Provide information for parents/carers so they know who to contact if they are worried about bullying.
- Provide parents/carers with details about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Provide parents/carers with information on where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage all parents/carers to work with the school to role model positive behaviour for students, both on and offline.

Links with other school policies and practices

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

- Behaviour and Rewards policy
- Complaints policy
- Safeguarding and Child Protection policies
- Confidentiality policy
- E-Safety and Acceptable Use policies (AUPs)
- Curriculum Policies such as PSE and Citizenship and Religion plus ICT
- Mobile phone and social media policies
- Searching and confiscation policy

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and support staff to be aware of this policy and implement it accordingly.
- The Headteacher/Assistant Headteacher - Pastoral to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school

- Students to abide by the policy.

Dealing with Specific Bullying Incidents

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 as soon as possible by the member of staff who has been informed.
- A clear account of the incident will be recorded on PARS/Behaviour Chronology and My Concerns and in the Bullying Log by the member of staff, Pastoral Managers/Assistant Headteacher – Pastoral.
- Nominated person(s) will interview all parties involved and will record the incident in accordance with school procedures.
- Teachers/Tutors and other relevant members of staff will be kept informed as appropriate.
- When responding to cyberbullying concerns, the school will take all available steps to identify the child who could be using bullying behaviour, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
  - If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that these individuals understand why the material is unacceptable or offensive and will request that they remove it.
  - If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Behaviour and Discipline policy.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Supporting Students

Students who have been targets of bullying behaviour will be supported by:

- Offering an opportunity to discuss the experience with their teacher or a member of staff of their choice, as soon as practically possible
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the student and providing on-going support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have used bullying behaviour will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child/young person
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider

- Sanctions in line with school Behaviour/Discipline policies. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), suspensions and/or permanent exclusions.
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected by bullying will be supported by:

- Offering an opportunity to discuss the concern with a senior member of staff
- Being advised 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 outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Behaviour and Discipline policy
- If the bullying takes place online, supported those affected by reporting content and/or accounts to the service provider as appropriate.
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed
- Instigating disciplinary, civil or legal action

Monitoring and Review

The Assistant Headteacher - Pastoral will report on a regular basis to the governing body on incidents of bullying and outcomes. 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 the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

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

Annex 1

Anthony Gell School

Harmful Sexual Behaviours:

Child on Child Abuse Policy (non-statutory)

The Lead Designated Safeguarding Lead is: Helen Dafforne
Telephone extension: 217   email: hdafforne@anthonygell.co.uk

The Designated safeguarding leads are:
Helen Dafforne – Assistant Headteacher
Nick Watts – Deputy Headteacher
Paul Lovatt – Assistant Headteacher

Policy adopted from DCC template approved March 2021.
Authors include: Derbyshire Safeguarding Education Sub-Committee
                          Youth Offending Team

Anthony Gell School is committed to a whole school approach to identifying, tackling & responding to child on child abuse, sexual harm/violence and harassment.

This policy supports the guidance issued to Derbyshire schools, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools.

A child/student as described in the policy is a child and young person up until 18 years.

The Context

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#) All staff in school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges.](#) DfE, latest guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.

- The non-statutory UKCCIS guidance: ['Sexting in schools and colleges: responding to incidents and safeguarding young people'](#) and [KSCB](#) guidance: "Responding to youth produced sexual imagery"

- The non-statutory guidance: [Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People](#)

- [Teaching Online Safety in Schools, DfE 2019](#)

- [The Voyeurism Act, 2019 (Section Up skirting)](#)

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child on child abuse in our school and beyond.

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by the Derby and Derbyshire Safeguarding children partnership.

Some of these behaviours we will refer to other policies in school:
- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;
- The Anti- Bullying policy;
- The Online Safety Policy;
- Responding to an online incident in school;
- The Acceptable Use of the Internet and Electronic Communication Policy.

We recognise that child on child abuse can manifest itself in many ways such as:
- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying- name calling, physical, emotional;

- Prejudiced behaviour- homophobic, disabilities;
- Cyber bullying and online abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence- County Lines, initiation, hazing;
- Race hate and Racism.

Vulnerable Groups

We recognise that all children/young people are at risk but that some groups are more vulnerable than others and includes:

- A child/young person with additional needs and disabilities;
- A child/young person living with domestic abuse;
- A child/young person who is at risk of/suffering significant harm;
- A child/young person who is at risk of/or is been exploited or at risk of being exploited (CRE, CSE)
- A looked after child/young person;
- A child/young person who goes missing or is missing education;
- Children/young people who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Bullying and Online bullying and behaviour

Child on child abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

This school has other policies, stated above on page 9, which relate to identifying, responding to and reporting this type of behaviour by students. We will take a robust approach and educate all our staff to help prevent and tackle this.

Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognise that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our Safeguarding curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe an offence may have been committed.

Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where students are together.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health and wellbeing.

All behaviour takes place on a spectrum. Understanding where a student's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we may use the Lucy Faithful Traffic light Tool, and Hackett's Continuum. In some cases, we will also use the AIM model 2016 (Carson). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;

- Assess and respond appropriately to sexual behaviour in students;

- Understand healthy sexual development and distinguish it from problematic/ harmful

behaviour;

- Assist with communicating with parents/carers about the concerns we have about their child/children;

- Assist with communicating with our partners and agencies about the concerns we have regarding a student in the school.

Action following a report of Sexual Harm, Violence and/or Sexual Harassment

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and report it on the school's My Concern software.

We will speak to the student to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the student(s) who has been targeted to establish the impact on them of the behaviour. How the other student(s) managed to get in a position to carry out the behaviour, how they are feeling about the other student now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;

- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;

- The ages of the students involved;

- The developmental stages of the students involved;

- Any power imbalance between the students concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- If the alleged incident is a one-off or a sustained pattern;

- Are there ongoing risks to the victim, other students, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- We will consider the alleged abuser being removed from any classes or areas they share with the victim;

- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other students we have a duty to safeguard;

- We will consider how best to keep the victim and alleged abuser(s) at a reasonable distance apart on school premises, including transport to and from the school;

- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate;

- We will use a Victim Support Plan.

These actions are in the best interests of the student(s) involved and should not be perceived to be a judgment on the guilt of the alleged abuser(s).

Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school transport, or in the local community involving one or more of our students; we will investigate and take action around the conduct of the student(s). We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the school's Child Protection and Safeguarding policies, and the procedures as set out by the local Children's Safeguarding Partnership. This will mean a referral to the police and a referral to Children's Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence many have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will

be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the Behaviour and Anti-Bullying policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a student following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions

We will consider the sanctions available to use as a school in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of child on child abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any student, other students, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governor

The Chair of Governors/ Link Safeguarding Governor may need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about students with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media.

It is important that governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the school's future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

Anthony Gell School will work with our partners and agencies; Children's Social Care, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

Our local point of contact will be the Chair of our local group and the Head of Service for our locality (Derbyshire).

Prevention and Training

Anthony Gell School is always working hard to create a culture where child on child abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school.

Our curriculum, teaching, learning, events and activities will provide appropriate education, as can be seen in the school's Sex and Relationship policy.

We aim for all our students to know who to talk to, and how to receive advice and help within the school. We will be able to signpost children/young people to relevant local and national helplines and websites.

Management of the Policy

We will ensure all our staff, governors, volunteers are trained in the awareness and response to all forms of bullying, all forms of child on child abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding) in respect of the latest Keeping Children Safe in Education (KCSIE).

In addition, all our staff, governors and volunteers will be made aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

The School Designated Safeguarding Lead will take on a lead responsibility in training staff in the use of the available assessment tools, including the use of Health, Wellbeing and Safety Support Plans, the 'In School' Risk Management Plan and the 'Victim/s Support Plan.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

Please see the Child Protection and Safeguarding Policy for further information.