



**Anthony Gell**  
— School —

# **ANTI-BULLYING POLICY**

|                       | <b>Date</b>                    | <b>Minute No.</b> | <b>Review Date</b> |
|-----------------------|--------------------------------|-------------------|--------------------|
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|                       |                                |                   |                    |

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 respond to bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to further 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:

- Maintain 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
- Child on Child Abuse 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 Deputy 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 and 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 Arbor/Behaviour Chronology and My Concern and categorised on 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. School will work with the police to resolve this.
- 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 and an appropriate risk assessment put in place. In the case of child on child abuse, a specialist risk assessment will be used and agreed by parents/carers and staff.

### **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
- Advice given re reporting via social media platforms, blocking content etc / CEOP.

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.
- A range of educational resources used to address this e.g. AQA Awards

### **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 / Behaviour Lead
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate / IWF /Safer Internet Centre
- 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 e.g. SWGFL, stopbullying.gov

Adults (staff and parents) whose children 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](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://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](http://www.familylives.org.uk)

- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

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

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)