

THE DEANES



ANTI-BULLYING POLICY



Contents

	Page
<u>Our commitment to our school community.</u>	3
<u>What is bullying?</u>	
<u>Specific types of bullying.</u>	4
<u>Signs and indicators that a child is being bullied.</u>	4
<u>Reasons why children bully others.</u>	4
<u>Responding to a bullying incident.</u>	4
<u>Responding to an online bullying incident.</u>	5
<u>Support for both victim and perpetrator.</u>	5
<u>Preventing bullying.</u>	6
<u>Legislation and statutory guidance.</u>	6
<u>Review Process.</u>	7

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 or online. (Anti-Bullying Alliance)

Our commitment to our school community.

- We are committed to collaborating with our parents and carers to ensure that all of our pupils are able to learn and thrive in a safe and supportive environment. Promise #5
- We are therefore committed to ensuring that all members of our school community feel safe, respected and valued. Promise #1
- All of our pupils have a right to be protected from others who may wish to harm, degrade or abuse them.
- Bullying of any kind is unacceptable in our community and we are committed to its prevention and to ensure bullying is stopped if it does happen.
- We are committed to ensuring that those involved receive the support they need.

What is bullying?

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2022).

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours:

- **Verbal abuse:**
 - Name calling
 - Saying nasty things to or about a child or their family
- **Physical abuse:**
 - Hitting a child
 - Pushing a child
 - Physical assault
- **Emotional abuse:**
 - Making threats
 - Undermining a child
 - Excluding a child from a relationship group or activities
- **Sexual abuse:** unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films
- **Cyberbullying / online bullying:**
 - Excluding a child from online games, activities or friendship groups, sending threatening, upsetting or abusive messages.
 - Creating and sharing embarrassing or malicious images or video.
 - “Trolling” – sending menacing or upsetting messages on social networks, chat rooms or online games.
 - Voting for or against someone in an abusive online poll.

Setting up hate sites or groups about a particular person.
Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause offence using their name.

- Bullying can also be indirect and can include the exploitation of individuals.

Fallouts or minor disagreements within friendship groups should **NOT** be classified as bullying.

Specific types of bullying.

Bullying can be a form of **discrimination**, particularly if it is based on a person's disability, race, religion or belief, gender identity or sexuality.

- Racist or faith-based bullying is bullying that is based on a person's background, colour, religion or heritage.
- Bullying related to special educational needs and disabilities (SEND).
- Bullying and young carers.
- Bullying related to sexual orientation.
- Sexist or sexual bullying.
- Bullying of and by school staff.

Signs and indicators that a child is being bullied.

Indicators that a child is experiencing bullying include:

- being reluctant to go to school.
- being distressed or anxious.
- losing confidence and becoming withdrawn.
- having problems eating and/or sleeping.
- having unexplained injuries.
- changes in appearance.
- changes in performance / behaviour at school.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

Reasons why children bully others.

- Peer pressure and /or wanting the approval of others
- Wanting to feel powerful over someone with a perceived disadvantage
- Being bullied themselves

- Being worried, unhappy or upset about something
- Lacking social skills or not understanding of how others feel
- Experiencing abuse at home or outside of the school community

Responding to a bullying incident.

When responding to incidents or allegations of bullying it's important that all staff and other adults follow the procedure in our policy for staff and volunteers to:

- listen to all the children involved to establish what has happened
- record details of the incident and any actions taken
- inform the Designated Safeguarding Lead (DSL)
- inform parents and carers (unless doing so would put a child at further risk of harm)
- provide support to the child/children being bullied, children who witnessed the bullying and child/children who has been accused of bullying
- ask the child/children who have been bullied what they would like to happen next
- consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation has been resolved
- ensure that our bullying policy and procedures are known and easily accessible by all staff in the school
- we will review our anti-bullying policies and procedures regularly in the light of any incidents that have taken place, any new information learned and best practice.
- ensure all incidents of bullying are recorded within / via MyConcern

When responding to online bullying:

- Make sure children know not to retaliate online or reply to any bullying messages.
- Ensure children understand how they can take steps to prevent online bullying from happening again, for example by changing contact details, blocking contacts or leaving a chat room.
- Ask the child if they have shared the bullying content with anyone else (if so, who).
- If bullying content has been circulated online, take action to contain it:
- if appropriate, ask the person responsible to remove the content
- contact the host (such as the social networking site) and ask them to take the content down
- contact external sources such as CEOP, Net Aware of the NSPCC, Internet Watch Foundation helpline for advice about what to do.

Support for both victim and alleged perpetrator.

We ensure that support is in place for both the victim and the alleged perpetrator.

- Children and young people who bully others may not realise the extent of the impact of their behaviour on their victim. We are also aware that these pupils will require additional support.
- We follow our processes for bullying to ensure support is in place for the victim and perpetrator in all cases.

Preventing bullying.

We are committed to create a culture where it is clear bullying will not be tolerated and children feel they can tell someone if they have a problem. We do this by:

- Ensuring that anti-bullying and discriminatory behaviour is covered within the RSHE curriculum.
- Talking to young people about healthy relationships and challenging unhealthy behaviours.
- Ensuring that all adults in our community are confident to challenge bullying and discriminatory behaviour and that other children are confident in reporting any incidents they witness.
- Promoting sources of help and information such as those provided through Childline and the Antbullying Alliance.

Legislation and statutory guidance.

This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of pupils' learning including:

- In England and Wales, under Section 89 of the Education and Inspections Act 2006, maintained schools must have a policy in place to encourage good behaviour and prevent all forms of bullying among pupils. This includes when pupils are not on school premises and are not being supervised by a member of school staff.
- In England and Wales, under Section 89 of the Education and Inspections Act 2006, maintained schools must have a policy in place to encourage good behaviour and prevent all forms of bullying among pupils. This

includes when pupils are not on school premises and are not being supervised by a member of school staff.

- In England and Wales, Section 89 of the Education and Inspections Act 2006 gives headteachers of state schools the power to discipline students for bullying incidents that occur outside of school
- In England, the Department for Education (DfE) has produced guidance for headteachers, school staff and local authorities that outlines their duty to prevent and tackle bullying that occurs in and outside of school [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/preventing-and-tackling-bullying.pdf)
- The DfE has also produced guidance for schools on searching, screening and confiscation [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61223/searching-screening-and-confiscation.pdf)
- The UK Council for Child Internet Safety (UKCCIS) and the
- Anti-Bullying Alliance (ABA) have produced a guide for schools on tackling race and faith targeted bullying that occurs face to face and online (UKCCIS and ABA, 2017) [Tackling Race and Faith Targeted Bullying Face To Face and Online: A Guide For Schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61224/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools.pdf)

Review process

This policy will be reviewed annually by the Designated Safeguarding Lead.