



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

ANTI BULLYING POLICY

Document Control

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1.0 INTRODUCTION

- 1.1 The School takes pride in being a caring community which seeks to maximise the potential of all pupils regardless of gender, ability, social class, sexual orientation, age, disability, race, culture, or background.
- 1.2 Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated. Everyone in the school has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.
- 1.3 We believe that everyone has the right to feel welcome, secure, and happy. It is only when these conditions exist that all members of the school community will be able to achieve their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It will be the responsibility of all at school to prevent bullying.

2.0 AIMS

- 2.1 The school aims to:
- Raise awareness of bullying and create a culture of positive behaviour which encourages pupils to disclose and discuss instances of bullying behaviour.
 - Bring about conditions in which bullying is less likely to occur in the future by promoting equality and celebrating diversity.
 - Prevent, de-escalate and/or stop any continuation of harmful behaviour.
 - Reduce and, if possible, eradicate all incidents of bullying.
 - React to bullying incidents in a reasonable, proportionate way with a reporting process in place.
 - Safeguard the pupil who has experienced bullying whilst also developing strategies to enable perpetrators to be accountable using Restorative Justice practices.
 - Support the vision and values of the Trust and its establishments.

3.0 ROLES AND RESPONSIBILITIES

Trust

- 3.1 The Trust has overall responsibility for the effective operation of this policy and ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day to day responsibility for operating the policy to the Headteacher.
- 3.2 The Local Governing Body is consulted on the policy.
- 3.3 The Senior Leadership Team in school has a specific responsibility to ensure fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

School

- 3.4 The school has a responsibility to ensure that:

- Pupils learn in a safe and calm environment free from disruption with education being the primary focus.
- Processes are in place to deal with incidents quickly, and these are communicated to pupils, parents, and staff.
- Incidents can be reported confidentially (including cyber bullying and bullying outside of school).
- Pupils and those involved in incidents are listened to empathetically by professionals, parents/carers, and peers.
- Professionals work in collaboration with parents/carers when appropriate.

3.5 The School will talk openly about bullying and will raise awareness through assertiveness and self-esteem work in PSHE and by cross curricular work around diversity.

3.6 If a bullying incident does occur it will be dealt with by a member of the Leadership Team , discussing the incident confidentially with the pupil concerned, discussion with parents, deciding on a course of action and filling in the appropriate record keeping (see Appendix 1 – Reporting and Monitoring).

Action will be:

- Staff within the school to discuss the issue with the pupil and any other pupils involved (victims and perpetrators).
- Staff will record the incident on CPOMS.
- Staff will follow the anti-bullying procedures outlined on our website including forms A, B and C if necessary.

3.7 Staff will provide close supervision of pupils in order to minimise opportunities for bullying, particularly of vulnerable learners and in order to model positive behaviour.

4.0 DEFINITION OF BULLYING

4.1 The government defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally ([DfE, Preventing and tackling bullying, July 2017](#)).

4.2 Bullying may be defined as any wilful and hurtful behaviour, usually repeated, consistently over a period of time, designed to intentionally hurt another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves. Bullying is often motivated by prejudice. Bullying may follow a pattern and is directed towards a pupil by another pupil or group of pupils. Bullying can take many forms. It is a serious and complex matter, which can have profound consequences for children and parents. We recognise that both pupils and bullies may need help to stop the behaviour recurring.

4.3 The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying undermines a pupil's confidence and self-esteem; it destroys their sense of security and can be psychologically damaging. Bullying can impact on its pupils' attendance and attainment at school and can have a life-long negative impact on some young people's lives.

- 4.4 It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their pupil. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is.
- 4.5 Bullying can take many forms which include:
- Physical assault (including sexual, pushing, hitting, shoving or any form of physical violence).
 - Emotional (being unfriendly, threatening looks/gestures, tormenting).
 - Verbal abuse (name calling, teasing, or making offensive remarks).
 - Indirect emotional tormenting by excluding from social groups or spreading malicious rumours.
 - Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include:
 - Sexting
 - Group Messages
 - Threatening Messages
 - Using social networking websites and applications, mobile phones, text messaging, photographs, video, and e-mail.
 - Behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived.
 - Racism (negative behaviour or language towards an individual's ethnicity, skin colour, country of birth, spoken language or religious beliefs).
- 4.6 Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious, or cultural, homophobic, sexist, sexual (e.g., sexting) or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs.
- 4.7 It is a legal obligation to report a single incident of racist, homophobic, or sexual harassment bullying. Any such incident will be reported on CPOMS.

5.0 SIGNS OF BULLYING

- 5.1 Both teachers and parents are in a position to observe changes in the behaviour of a child, which may indicate that they are being subjected to bullying.
- 5.2 The following is a list of signs to look out for (this list is not intended to be exhaustive):
- Damage to or losses of items of clothing, property, money, or schoolwork.
 - Are there signs of physical injuries, e.g., cuts or bruises?
 - Academic achievement is perceived to have changed in a negative way.
 - Playing truant or a reluctance to travel to and/or attend school.
 - Being aware of children who register but fail to go to lessons.
 - An unhappy child who may not wish to go out at breaks or lunchtimes.
 - A child who threatens to self-harm.
- 5.3 Other behaviour patterns demonstrated by the pupil e.g., is the pupil conspicuously loud or quiet; is their behaviour appropriate when engaged in normal classroom interaction; is there

unexplained behaviour changes e.g., moody, tearful, temper, frightened, reluctant to talk to or sit with friends.

6.0 BULLYING OUTSIDE OF SCHOOL

6.1 Where bullying outside of school is reported to school staff, it should be investigated and acted on. If misbehaviour could be a criminal offence or pose a serious threat to a member of the public, the police will be informed. Normal procedures will be followed for on and off school site bullying. Parental support will be sought involving all pupils involved in bullying incidents.

6.2 In all cases of misbehaviour or bullying the member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member.

7.0 CYBER BULLYING

7.1 Virtual bullying online can occur inside or outside of school. Cyber bullying is a different form of bullying that can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content.

7.2 The Education Act 2011 states that with formal authorisation from the Headteacher a mobile device can be seized by a member of staff who can examine the data or files and delete these where they have good reason to do so.

7.3 If the school has reasonable grounds to suspect the device contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable.

Generative artificial intelligence (AI)

7.4 Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our Anti-Bullying / Behaviour, Rewards and Exclusions policy.

8.0 ON SITE PROVISION

8.1 The school will support any pupils experiencing bullying to ensure they continue to attend school and will provide respite for bullied pupils. This support will be provided hand-in-hand with measures to tackle the bullying so that the bullied pupils feel safe at school, on their way to and from school.

8.2 The school will respond sensitively where an absence arises as a result of bullying but, in most cases, it may not be necessary or helpful to remove a bullied child from school.

9.0 ALTERNATIVE PROVISION

- 9.1 Should parents wish to explore the possibility of other arrangements being made for their child to continue their education in another setting, the needs and wishes of the pupil and family will be managed with care and sensitivity.
- 9.2 This may involve the transfer of the pupil to another mainstream school. Where a pupil has more complex needs, which cannot be met in mainstream education, then alternative provision may need to be arranged.
- 9.3 In the majority of cases the aim of alternative provision should be to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

10.0 PARENTAL INVOLVEMENT

- 10.1 The school endeavours to have open and supportive communication with parents/carers in relation to all bullying incidents (See Appendix 1 – Reporting and Monitoring). Parents/carers, who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the school immediately.
- 10.2 Parents/carers have a responsibility to support the school's anti bullying policy and to actively encourage their child to be a positive member of the school.

11.0 PREVENTION

- 11.1 The school incorporates the anti-bullying policy into assemblies, the curriculum, staff training and handbooks, as well as taking opportunities to raise awareness such as targeted group work. The policy is shared with all staff, parents, pupils, and governors at their respective points of contact with the school.
- 11.2 The school is responsible for creating an ethos of good behaviour where pupils treat one another and the school staff with respect. The culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- 11.3 The school will also:
- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
 - ensure all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
 - use specific organisations or resources for help with particular problems.
 - provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- make it easy for pupils to report bullying either in person or online (antibullying@pleckgate.com) so that they are assured that they will be listened to, and incidents acted on.

11.4 One of the most effective ways of preventing bullying is through the curriculum, by creating effective learning environments in which:

- The contribution of all pupils is valued.
- Kindness and empathy were celebrated and developed.
- All pupils can feel secure and able to contribute appropriately.
- All forms of bullying and harassment are challenged.
- Pupils are supported to develop their social and emotional skills.
- Pupils learn to take responsibility for their actions and behaviours both in school and the wider community and understand how their actions affect others.
- Stereotypical views and prejudiced language are challenged, and pupils learn to appreciate and view positive differences in others.

12.0 INTERVENTION

(See Appendix 1 – Reporting and Monitoring)

Pupils *who have been bullied* will be supported by members of staff in the following ways:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Taking measures to restore self-esteem and confidence
- informing parents or guardians (with permission of pupil)

Pupils *who have bullied* will be helped by members of staff in the following ways:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps may/can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Fixed-term exclusion
- Permanent exclusion

Vulnerable pupils

12.1 Some pupils are more likely to be the target of bullying because of the attitudes and behaviours young people have towards those who are different from themselves. For

example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of differences. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

- 12.2 There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others.
- 12.3 The school is responsible for ensuring staff are alert to the potential bullying different groups of pupils are and that their mechanisms for reporting are accessible to all.
- 12.4 The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental, and emotional health of the pupil

13.0 MONITORING, EVALUATION AND REVIEW

- 13.1 Incidents of bullying will be recorded, monitored, and addressed on a day-to-day basis, through staff supervision, team meetings, and general care practice. In summary,
 - All incidents will be reported to the Headteacher or Pastoral Team.
 - Incidents will be recorded both for individuals and also for the school as a whole. This will be done via CPOMS.
 - Monitoring of Incidents will address ways to ensure safety for the young person and to also identify any trends which may need addressing in partnership with other professionals. In order to track and enable further analysis of this data we will record details including gender, ethnicity, SEND, and type of bullying.
 - The school will maintain records of all incidents of bullying. The Headteacher will ensure that these records are available for inspection by OFSTED.

14.0 USEFUL LINKS

This Policy is linked to the following policies:

- SEND Policy
- Behaviour Rewards and Exclusion Policy
- Child Protection and Safeguarding Policy
- RSE Policy

The following websites provide online guidance and support:

- The Anti-Bullying Alliance (ABA) <https://anti-bullyingalliance.org.uk/>
- The Diana Award <https://diana-award.org.uk/>
- Kidscape <https://www.kidscape.org.uk/>
- The BIG Award <https://www.bullyinginterventiongroup.org/>
- ChildNet International <https://www.childnet.com/>
- Think U Know <https://www.ceopeducation.co.uk/professionals/guidance/thinkuknow-parents-and-carers/>
- Proud Trust <https://www.theproudtrust.org/>
- Educate Against Hate <https://educateagainsthate.com/>
- Show Racism the Red Card <https://www.theredcard.org/>

APPENDIX 1 – REPORTING AND MONITORING

Pupils

If you are being bullied, tell a member of staff or an adult that you trust. You can tell any member of staff in school, but these members of staff should be top of your list.

- Head of Year or LPSO.
- Assistant Headteacher - Mrs Robinson
- Deputy Headteacher and DSL - Mr Hamilton
- Headteacher - Mrs McGinty

If you feel embarrassed or uncomfortable talking to a member of staff, you can email the anti-bullying email address or speak to your parents, and they can contact staff in school. The email address is antibullying@pleckgate.com

Parents

Parents should report ALL incidents of bullying to the tutor, LPSO (Learning and Pastoral Support Officer) or Head of Year. All Staff can be contacted on 01254 249134 and asked for in person or you can email key staff at the addresses below:

info@pleckgate.com

antibullying@pleckgate.com

All reported accounts of bullying are investigated by the Head of Year and LPSO and subsequent findings are shared with other relevant pastoral staff.

Other agencies and advice regarding online/cyber/sexting are available through the anti-bullying page on the school website.

How We Record Incidents of Bullying

A record of all reports is kept on CPOMs.

Staff must ensure that all incidents are recorded promptly.

Parents will be involved at the discretion of the Head of Year or Senior Leadership Team. All well founded concerns will be shared with parents.

What we will do

Parents of both the perpetrator and pupil will be informed of incidents of bullying and their full cooperation expected. Outside agencies may be called upon for support. In cases where a Looked After Child is involved in an incident of bullying, we will inform the care home.

If a child is being bullied, action must be taken. The bully will be made aware of the unacceptable behaviour and the consequences of any repetition. Support will be offered to the pupil and both the pupil, and the bully will receive appropriate interventions and restorative action.

Sanctions previously outlined in the behaviour policy will be employed, at the discretion of staff.

Letters will be sent out to parents of alleged perpetrators of bullying and pupils by Heads of Year or Pastoral Support Team if deemed appropriate.

Governors will be informed of the number of bullying incidents at Governors meetings on a termly basis. Examples of measures taken will also be provided.