



## Anti-Bullying Policy

Reviewed by	Teaching & Learning committee
Reviewed when	January 2024
Next Review	January 2025
Source and date of model policy, if applicable	The Cambridgeshire PSHE service: Anti-Bullying Policy
Added to website (if applicable)	Yes
Added to Google Drive	Yes
Added to review schedule	Yes

Please note that references to the Headteacher can be taken to mean Executive Headteacher or Head of School. References to the Chair of the Governing Body may refer to Co-Chairs of the Governing Body.

## Policy Aims

This Policy aims to communicate the Federation's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The policy provides clear guidance on how the Federation intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement
- To make clear to everyone within our schools' communities that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary in line with the school behaviour policy

## Introduction

As a Federation we work to promote a rights ethos where children are safe in school, can express their opinions and realise their potential.

**All members of our community share the same core rights:**

- **The right to be treated with respect;**
- **The right to be safe physically and emotionally;**
- **The right to learn without unfair distraction**

## Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children and young people's (CYP's) experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying: At the Federation we define bullying as:

***'Emotionally or physically harmful behaviour which is:***

***Repetitive, willful or persistent***

***Intentionally harmful, carried out by an individual or a group***

***Based on an imbalance of power leaving the person who is bullied feeling defenceless'.***

This Anti-Bullying Policy is set within the wider context of the Federation's overall aims and values. The Federation believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the Federation community and raising achievement and attendance. The Federation has allocated specific responsibility for anti-bullying work to members of the SLT and Inclusion Team who will

support the coordination of a whole Federation approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Analysing and evaluating data to inform policy development and practice.
- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the Federation's anti-bullying prevention and response strategies
- Supporting staff to implement the Federation's Anti-Bullying Policy and practice.

## **IMPLEMENTATION**

### **Reporting Incidents of Bullying**

The Federation encourages and equips the whole school communities to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. The Federation endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- Designated Safeguarding Leads (DSLs)
- Independent listeners/buddies (identified by the children themselves, including older pupils and adults other than class teachers) to whom CYP who are experiencing bullying may turn
- My Concern

The Federation's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- Local authorities anti-bullying leaflet for parents/carers
- The Federation website (Anti-Bullying Policy, Behaviour Policy)
- The Federation's curriculum

### **Responding to Incidents of Bullying**

The Federation has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the Federation and will not be tolerated.

At the Federation, all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The class teacher, TLRs, SLT and members of the Inclusion Team are responsible for responding to incidents of bullying. The Federation will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the Federation will consider the situation in relation to the Federation's Child Protection Policy and procedures. Statutory guidance on safeguarding CYP identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

## Procedure and stages in responding effectively to bullying at the Federation:

### **Monitoring and recording behaviour and relationship issues**

The Federation follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the Federation's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves the Federation's behaviour management logging system (My Concern), where all staff are expected to log incidents and concerns including behaviour and pastoral issues. Logs are collated by DSLs including Family Partnership Workers, SLT and members of the Inclusion team. The Federation uses the Federation's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

### **Making sure the person being bullied is safe and feels safe**

When a CYP reports being bullied, the schools will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

### **Establishing and recording what happened by listening to the targeted child**

After listening to the views and feelings of the targeted child and their account of what has happened to them, the schools will record the incident appropriately either using the system above where bullying has occurred. The record includes:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

### **Deciding upon a response**

After listening to the account of the targeted child, the relevant staff member will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

### **Consulting with parents/carers**

See **Section E Working with parents/carers** for the Federation's approach to informing and involving parents/carers where CYP have been involved with or affected by bullying.

### **A Restorative Approach**

Where appropriate and in most cases of bullying the Federation will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

## **Use of Sanctions**

In certain cases of bullying, the Federation will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the Federation's Behaviour Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the Federation will take account of the nature of the CYP's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The Federation takes verbal and indirect bullying as seriously as physical bullying.

The Federation will draw upon the Federation's Behaviour Policy and follow the system for sanctions, which includes:

- Involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP
- Removing/excluding CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the Federation's agreed criteria, particularly where the item is being used to cause harm to others e.g. mobile phone
- Use of detention

In the case of more serious and persistent bullying, where the perpetrator has not responded to restorative strategies (see above) or sanctions, the Federation may consider excluding the perpetrator from the school. Some CYP who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the Federation will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

## **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped**

Part of the Federation's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. At our Federation, the class teacher, members of the SLT and Inclusion team are responsible for monitoring and following up incidents of bullying. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The Federation does not assume that a situation requires no further attention simply because a CYP has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

## **Responding to incidents of cyberbullying**

The Federation will follow the above procedures alongside the Federation's Online Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and

responsible use of technology. Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, eg taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support will be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. When the person who has posted it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, eg mobile phones, where there is good reason to do so.

### **Responding to incidents of bullying which occur off the schools' premises**

The Federation recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP socialise in school and in the wider community. The Federation believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Behaviour Policy on regulating the conduct of CYP at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

The Federation encourages CYP to seek help and to tell us about incidents of bullying that happen outside the school so that the schools can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gang,
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Map safe routes to school in the event of a CYP being bullied on their journey to school
- Offer CYP and parents/cares strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

### **e) Working with Parents /Carers**

Where the schools have become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call/ email and may be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The Federation will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The Federation takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the PSHE Lead, members of SLT and the Inclusion team will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the

school. The school will discuss the possible responsive options with the parents/carers and the bullied child, and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded.

The Federation understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The Federation ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in CYP and how to approach the school to register concerns/incidents and seek support is available via the:

- Federation's/local authority anti-bullying leaflet for parents/carers
- Federation's prospectus/booklet/website
- Events such as positive relationships/behaviour and anti-bullying awareness events

### **Following Up / Supporting and Monitoring**

After following the Federation's procedures for responding to an incident of bullying, the Federation will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that CYP feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the Federation's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form part of the Federation's anti-bullying preventative work.

### **Prevention**

The Federation believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the Federation's responsive strategies for dealing with incidents of bullying, the Federation adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual.

### **Delivering the Curriculum for Positive Relationships and Anti-Bullying in our Federation**

The Federation acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE, Relationships and Health Education and Citizenship curriculum supports the development of CYP's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify, manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

## **Children and Young People's Consultation and Participation**

The Federation considers listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The Federation regularly audits the way in which bullying is being addressed which includes, listening to CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. CYP actively participate in:

- Identifying when and where the bullying happens
- Identifying new forms of bullying e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

The Federation adopts a number of democratic methods/systems for promoting pupil consultation including:

- Class and school councils, forums, house groups, anti-bullying advisory groups
- Focus groups and face to face discussions with small groups of CYP
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys including questionnaires, Draw and Write and research designed and carried out by CYP
- Listening systems such as suggestion boxes, graffiti walls, peer mentors and discussion pages on the Federation's website
- Individual communication systems such as symbol mats.

## **Whole Staff Awareness and Training Opportunities**

The Federation endeavours to ensure that teachers and other adults working with CYP are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in CYP and how to identify vulnerable CYP who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the Federation's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The Federation's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff). The views of staff are sought as part of the Federation's review and evaluation of the Anti Bullying Policy and used to inform developments and enhance the Federation's anti-bullying ethos and practice.

## **Involving Outside Agencies**

The Federation seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are



equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the Federation's multidisciplinary Locality Team and voluntary agencies.

### **Monitoring and Evaluation**

SLT will work to ensure that the approach to bullying at the Federation is effective and to analyse related data on a regular basis to assess:

- Whether the approach is working. If not, why not?
- Whether staff are recording incidents consistently and acknowledging concerns raised by children and parents/carers. Is the experience of the children reflected in the records kept?
- Whether staff are able to articulate the Federation's approach to bullying. Is training required?

The SLT will regularly reflect on cases that escalated to an unreasonable level and investigate whether there are ways of preventing this in the future.

The Federation will seek out the views of stakeholders to inform the approach in the future.

This policy is to be read alongside the following policies:

- Behaviour
- Online Safety
- Safeguarding and Child Protection
- Supporting Children with Medical Conditions
- Code of Conduct for All Adults in School
- Equality Objectives
- Relationships and Sex Education