ANTI-BULLYING POLICY
(Including Cyberbullying, Prejudice-based and Discriminatory Bullying)

Reviewed:	June 2026
Next review:	June 2027
Committee responsible:	LAGB

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

As a church school we seek to recognise and affirm the worth and dignity of each pupil and member of staff, and therefore bullying has no place at Alvechurch C of E Middle School. As a school serious about child protection and safeguarding children, we are also serious about preventing and tackling bullying of any kind, including cyber-bullying, which, if repeated over time, can threaten both the mental health and educational progress of our pupils while also posing a threat to their emotional wellbeing.

Aims:

- To counter views that bullying/harassment is an inevitable part of school life.
- To provide a safe, secure learning environment for our pupils.
- To provide a supportive climate for all members of the Alvechurch Middle School community
- To break down the code of secrecy that exists around bullying/harassment and child-on-child abuse.
- To provide a physical environment that engenders positive behaviours.
- To provide suitable counselling and restorative services for the person who bullies, and the target/s.
- To help pupils develop a sense of responsibility for their own actions including the roles of the bully, target/s and bystanders.

Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups. For example, this may include cyber-bullying and prejudice-based bullying on the grounds of race, culture, sex, sexual orientation, homophobia, gender reassignment, SEND (as defined in the Equality Act 2010), the use of discriminatory language, religion and belief, or because a child is adopted or is a carer. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

INTRODUCTION

At Alvechurch Middle School:

- Everyone is valued and respected for who they are; people's needs are recognised and respected.

- Everyone experiences being part of a safe school, moving about the school site freely without worrying about threats, put-downs or violence.
- Everyone feels cared for, connected, worthwhile and purposeful.
- Acts of kindness and positive regard within a safe school are the norm; acts of cruelty are deemed deviant and inappropriate and will be acted upon swiftly.
- Our school community works together to take a stand against bullying.
- Our school actively works to minimise risks to those children identified as more vulnerable, for example those with SEND or who identify as LGBTQI+.
- Bullying is named, identified and acted against immediately and strongly.
- We strive for the school community to be inclusive, healthy, tolerant of differences, supportive of each member and loyal.
- Our safe school community helps develop healthy and confident individuals who understand and show compassion, cooperation, caring and fair play in human interactions.

Bullying Prevention Strategy:

The school places a great deal of emphasis on fostering positive relationships between all members of the school community, because a positive school environment and supportive relationships reduce incidents of bullying.

The school endeavours to prevent bullying and has adopted a range of programmes that raise awareness and resilience. These programmes are supported through the PSHE curriculum at KS2 and Personal Development Curriculum in KS3, form time, assembly themes, pupil leadership initiatives, all of which seek to encourage appropriate pupil response.

Pupils who engage in bullying behaviour are identified, educated, supported and warned about future conduct. Restorative sessions are offered to those involved in the incidents of bullying.

What is Bullying?

Bullying is 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. Child-on-child abuse is most likely to include, but may not be limited to, bullying including cyberbullying, prejudice-based and discriminatory bullying. (DfE 'Preventing and Tackling Bullying', July 2017).

- Bullying is when a person is repeatedly exposed over time to negative actions on the part of one or more people.
- Bullying can take place between pupil and pupil, staff and staff, and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance.
- Bullying involves a desire to hurt, intimidate and/or put down a person.
- Bullying causes a person to feel uncomfortable or threatened, or to become physically hurt.
- Power imbalances underpin all incidents of verbal, physical and emotional abuse, as well as gendered and racist harassment and violence. In class, this pastoral role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom or any part of the school. Child-on-child abuse between pupils is more prevalent among boys than girls. A common code of behaviour is expected from everyone at the school (see the school's Behaviour Policy). All staff and volunteers are expected to treat each other with a professional level of respect.

Bullying can include, but is not limited to the following;

Verbal Bullying: insults, name calling (including 'snitch' or 'snake'), put-downs, spreading malicious rumours, anonymous or abusive phone calls, persuading another person to unfairly criticise or insult someone and foul language.

'Banter': School staff will always be clear that 'banter' is bullying, and such behaviour will be challenged. It is not 'just having a laugh', 'part of growing up' or 'boys just being boys'. It is abuse, and downplaying such

behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise such abuse leading to it being accepted as normal and left unreported. If pupils are repeatedly 'joking' with an individual, who is not included in the joke, it is bullying. Our school does not tolerate the 'banter' excuse. All child-on-child bullying and abuse is unacceptable and will be taken seriously. Derogatory or offensive language is not acceptable and will not be tolerated by the school. This type of language can take any of the forms of bullying listed here. It will be challenged by staff and recorded and monitored/followed up with actions, and sanctions, if appropriate, will be taken for students and staff found using any such language.

Physical Bullying: hitting, punching, shoving, throwing objects, pushing, removing and hiding of belongings, kicking, spitting, biting, poking, tripping, threatening to assault, pulling by clothing, menacing stares, obscene or threatening gestures, surrounding a person so he/she cannot get away.

Relational Bullying: forming coalitions or gangs against someone, excluding, persuading others to exclude, being deliberately left out of a game or group activity, causing someone to be ignored and/or made to feel invisible when the group runs off and hides.

Sexual: obscene drawings, gestures or noises, rude jokes about the target, touching, brushing up against the target, asking questions of a sexual nature, taunting over sexuality or gender, displaying rude and embarrassing photographs.

Social/Racial/Cultural/Gender/Religious/Homophobic Based Bullying: bullying based on gender, race, religion, culture, sexual orientations, disability or social class. This includes sexual or racial harassment, derogatory language, put-downs and name-calling based on the person's background or orientation.

Extortion/Intimidation: blackmailing, threatening, forcing someone to give money or belongings. Visual: insulting letters, graffiti, rude or suggestive gestures, intentionally mimicking another's actions to mock or embarrass, drawing or vandalising another person's equipment or belongings.

Cyber Bullying: This includes the same unacceptable behaviours as detailed above, but this time expressed online, sometimes called online or cyberbullying. This can include: sharing of unwanted explicit content; sending offensive, upsetting and inappropriate messages by phone, text, instant messenger or on social media; sexualized online bullying via gaming, websites, social media sites and apps; and consensual and non-consensual sharing of nudes and semi-nude images and/or videos. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority.

Child-on-Child: Child-on-Child abuse occurs when a young person is exploited, bullied and/or harmed by another young person who is the same or similar age; everyone directly involved in this type of abuse is under the age of 18. Government guidance set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools regarding the taking and sharing of nude or semi-nude photographs and videos of under 18s, which is a criminal offence.

What is NOT Bullying?
There are numerous behaviours that may require staff intervention and management that are not examples of bullying.

- Mutual conflict: where there is a recognised disagreement but no imbalance of power between the two parties.
- Social rejection and exclusive friendships are also not considered examples of bullying, unless there is a deliberate and repeated effort to cause the excluded pupil/s distress.
- A single, random episode of meanness, while aggressive, may not be categorised as bullying as it is not repetitive.

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by a member of staff and a behaviour demerit recorded on Epraise

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

The Potential Impact of Bullying on the Targeted Pupil:

The school recognises the seriousness of both physical and emotional bullying in causing psychological damage. The term 'bullying' is commonly associated with acts of violence, but some form of nonphysical bullying is experienced by most pupils at some period during their school career. Additionally, as noted in the school's Safeguarding Policy, bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development and therefore may be subject to the school's safeguarding procedures involving external agencies including, if a criminal offence is involved, the police. Although most bullying is repeated and deliberate, in some cases bullies act just once against a given target, for example when sending or posting attacks online: something which is 'out there' potentially for all time and may be read and re-read by the target as well as others. Hence, we are vigilant not just against repeated actions but also against any single action which has a similar impact. A number of physical and mental health factors may be associated with bullying. These may include:

- feeling embarrassed
- lowered self-esteem/confidence
- withdrawn behaviour
- sleep disturbance
- reduced ability to concentrate
- declining work standards
- negative impacts on relationships with family and friends
- increased levels of anxiety
- physical complaints, including headaches and nausea
- an unwillingness to attend school
- higher levels of depression/mental health issues.

For other behaviours to look out for, please see the list in Appendix B. The effects of bullying may have long-term consequences for those affected and may continue into adult life.

Child Protection /Safeguarding Related Issues

A bullying incident is treated as a potential child protection/safeguarding concern, and particularly so when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the school reports its concerns to Worcestershire Children first family Front Door. The school understands that bullying is potentially emotional and/or physical abuse and therefore may be subject to the school's safeguarding procedures involving external agencies including, if a criminal offence is involved, the police. Any kind of bullying is unacceptable. Children can abuse/bully other children. This is generally referred to as 'child-on-child' abuse and can take many forms, including (but not limited to) bullying, including cyberbullying, prejudice-based and discriminatory bullying. Further details are contained in the school's Safeguarding Policy. Members of staff are especially vigilant with those children identified as more vulnerable, for example looked after children or those with certain physical or mental health conditions or SEND, who might be disproportionately impacted by behaviours such as peer group isolation or bullying, including prejudice-based bullying.

Online Safety and Cyber Bullying:

In accordance with legislative requirements, we have a whole-school approach to cyber-bullying and online safety. Pupils understand that bullying online or via technology is just as unacceptable as any other type of bullying and sign an Acceptable Use Agreement stating they will not use technology in this way, at school or outside. We expect all pupils to adhere to the safe use of the internet as detailed in the school's Online Safety

Policy. There is annual online safety update training for staff, and the school also engages with parents/carers via regular communication on the school website. For further information, please see the Online Safety Policy.

The active management of hardware, software and connectivity, and the vigilance of teachers and parents, has an active part to play in the protection of pupils from cyber-bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy for the use of technology within the school setting and beyond is understood and respected by staff and it is important the pupils and the wider school community also respect this policy. Within our Online Safety Policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy, and how this links with other safeguarding policies (please refer to Safeguarding Policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's Online Safety Policy that references permissions/restrictions and agreed sanctions.
The policy also details how the school builds resilience in its pupils to protect them and their peers through education and information. Staff receive training in the professional development of safeguarding techniques that include online safety (please refer to online safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated. The management of all personal data is in line with statutory requirements.

Responsibilities of Staff:

- To be vigilant and, in the first instance, to Challenge, Record and Report the incidents. Challenge the behaviour of the bully immediately to ensure the behaviour is stopped. Record the incident on Epraise, including details of the incident, pupils involved, and any intervention given at the time. Report it to the Form Tutor and Head of Year, who will follow up with parents.
- To have a responsibility to help create an environment where pupils feel safe and supported.
- To model appropriate behaviour in all interactions with staff and pupils.
- To identify and respond to signs of distress that may indicate that a pupil is being bullied.
- To offer the victim immediate support and help, thereby showing care for the pupil. • To actively supervise pupils under their care to minimise opportunities for bullying. • To report incidents of bullying to the pastoral team.
- To be proactive in fostering social interactions between pupils.

Classroom Management: Classroom management links strongly to the school's Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward rather than punishment. The skills of self-discipline must be learned early in life. All pupils will know that their teacher is a person to whom they can talk.

Playground Management: Staff on duty on the playground should be patrolling the area and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour, a pupil is given the chance to apologise to the person against whom a misbehaviour has been directed, which may stop the situation developing into bullying. The supervisor reports the bullying/harassing behaviour to the member of SLT on duty who will inform the Form Tutor and Head of Year. Teachers are made aware that they can radically affect the incidences of bullying and that it must always be taken seriously. All incidents that happen at break times are recorded on Epraise.

If Bullying is Reported

- If bullying is reported to a staff member by a pupil or a parent, the staff member will:
- Listen without judgement or without offering a solution to the problem.
- Ask the pupil or parent to provide details of the situation in the form of a written statement and record this information on Epraise/CPOMs.
- Inform them that they will need to inform their Head of Year and Form Tutor.
- Thank them for sharing the information and assure them that this is a confidential process and that the Head of Year will contact them prior to the investigation beginning.
- Pass on all relevant information to the Head of Year and Form Tutor, who will commence an investigation into the incident. The management and follow up of bullying issues are conducted by the Head of Year and the Assistant Head. As appropriate.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges, including online access when encountering cyberbullying concerns, and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead and/or a senior member of staff.
- Advising them 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 off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- 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 perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Long-term Strategies

As well as short-term strategies and promoting fundamental British values as well as Christian values, which eliminate certain harassing and bullying behaviours, long term measures are needed to teach resilience, respectful and adaptive behaviours. This allows pupils to develop social skills, anger control and moral

values. Such behaviours help the pupil to adapt to the school's environment. This may be done collectively through the pastoral care systems or through a targeted intervention run by the Head of Year or well-being team. The Head of Year must follow up with the victim(s) shortly after the resolution of the incidence of bullying to ensure it has not continued, and again approximately 4-6 weeks after.

What Can Pupils do to Prevent Bullying and Avoid Being the Inactive Bystander?

If a pupil experiences or witnesses bullying, either as the victim or as a bystander, they need to recognise that they can take positive action, considering the following strategies and remembering that a solution can take time:

- Discourage harassment in all its forms.
- Build their own protection by establishing friends and avoiding high risk places and times.
- In the event of cyber bullying, take screen shots or print out of any derogatory comments made about them or someone else and report it to their Form Tutor or Head of Year.
- If a pupil witnesses an incident of bullying, they should consider the following strategies:

  - Avoid involving themselves in behaviours that may hurt others in any way.

  - Be an active bystander, speaking up against the perpetrator, if they feel comfortable to do so.

  - Provide their support to the person being bullied and make suggestions on how to handle the situation, encouraging them to speak to someone.

  - Report the incident to a staff member or a trusted adult, if required in a private conversation.

  - Be aware that reporting bullying takes courage and respect.

Action Pupils Can Take if they are Being Bullied/Harassed

These strategies should only be tried if there is no immediate threat or danger of physical injury:

- Remain calm and ignore the behaviour or remove yourself from the situation if necessary.
- Say 'no' or 'stop it' in an assertive manner.
- Take a copy of any offensive texts, messages or images.
- Speak to the person harassing you, ideally away from a crowd situation, telling them the behaviour offends you and/or is hurtful. If the harassment stops after you use these strategies, no more action is needed. Even so, it is a good idea to report it to your Head of Year so that they can make a note of it for future reference.

Talk to Someone

Sometimes the strategies you try on your own just don't work, and you will need some help to deal with the situation. Talking to someone and reporting bullying is not snitching or being a 'snake'. Talk it over with:

• Friends

• A trusted older pupil

• Parents

• Teachers

• Form Tutor

• Head of Year

• Safeguarding Team

• Any member of staff you feel comfortable with. Make a plan with this person to deal with the problem and follow it through. Remember: You can report bullying at any time to anyone in the pastoral or safeguarding team. This can be done in person or via email. You can get your parents to call on your behalf, and it will be dealt with in a subtle and gentle manner.

What Can Parents Do?

Parents have a role to play in the management of bullying behaviour. Effective communication between school and parents is important in helping to eliminate bullying behaviour at school and assisting the victim. Parents naturally want immediate action, but these situations often need careful consideration and the best interests of everyone involved need to be addressed.

- Watch for signs of distress in your child. These may include an unwillingness to attend school, physical symptoms, such as headaches or stomach aches, equipment that has gone missing, requests for extra pocket money, damaged clothing or bruising.
- Take an active interest in your child's social life. Encourage your child to be tolerant and sensitive to others.
- If you think your child is being bullied or harassed, inform the Form Tutor and Head of Year immediately.
- Advise your child to tell a trusted staff member.
- Do not encourage your child to hit back or respond verbally.
- Parents of the offending pupil will be requested to attend an interview and co-operate with the school, should any continuance of the offence occur.
- Parents will be assisted by the Head of Year and/or SLT to devise strategies that will help and support your child.

Appendix A: Useful Guidance Useful Guidance Provided by the DfE:

General Guidance

Preventing and tackling bullying (publishing.service.gov.uk)

Advice on cyber-bullying for schools

Cyber bullying: advice for headteachers and school staff (publishing.service.gov.uk)

Advice on cyber-bullying for parents:

Advice for parents and carers on cyberbullying (publishing.service.gov.uk)

Useful Guidance Provided by Other Organisations:

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/

https://www.bullying.co.uk/advice-for-young-people/

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

https://www.childnet.com/resources/cyberbullying-guidance-for-schools

Appendix B: Signs of Bullying

All members staff must be alert to the signs of bullying. Noting that this list is not exhaustive of all possibilities, these may include:

• an unwillingness to return to school

• displays of excessive anxiety, becoming withdrawn or unusually quiet

• failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others

• books, bags and other belongings suddenly go missing, or are damaged

• a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)

• psychological damage and diminished levels of self-confidence

• frequent visits to first aiders with symptoms such as stomach pains, headaches and so on

• unexplained cuts and bruises

• frequent absences, erratic attendance and late arrivals to class

• nervousness and jumpy when a cyber-message is received

• asking for extra pocket money or starts stealing money (to pay bully)

• choosing the company of adults

• displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;

• verbal taunts

• pupils sitting on their own and pupils left out of activity groups during lessons or play activities

• talking of suicide or running away

Although there may be other causes for some of the above symptoms, any significant indications and/or repetition or a combination of these possible signs of bullying should be investigated by parents and teachers whenever possible working together

Appendix C : Useful Links and Supporting Organisations:

- **Anti-Bullying Alliance** http://www.anti-bullyingalliance.org.uk/
- **Childline** http://www.childline.org.uk/
- **Family Lives** http://www.familylives.org.uk/
- **Kidscape** http://www.kidscape.org.uk/
- **MindEd** http://www.minded.org.uk/
- **NSPCC** http://www.nspcc.org.uk/
- **The BIG Award** http://www.bullyinginterventiongroup.co.uk/index.php
- **PSHE Association** http://www.pshe-association.org.uk/
- **Restorative Justice Council** http://www.restorativejustice.org.uk/
- **The Diana Award** http://www.diana-award.org.uk/
- **Young Minds** http://www.youngminds.org.uk/
- **Young Carers** http://www.youngcarers.net/

SEND

- **Changing Faces** http://www.changingfaces.org.uk/
- **Mencap** http://www.mencap.org.uk/
- **Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:** http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- **DfE: SEND code of practice:** http://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyber-Bullying

- **Childnet International:** http://www.childnet.com/
- **Digizen:** http://www.digizen.org/

- **Internet Watch Foundation: http://www.iwf.org.uk/**
- **Think U Know: http://www.thinkuknow.co.uk/**
- **UK Safer Internet Centre: http://www.saferinternet.org.uk/**
- **The UK Council for Child Internet Safety (UKCCIS) http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis**

Race, religion and nationality

- **Anne Frank Trust: http://www.annefrank.org.uk/**
- **Kick it Out: http://www.kickitout.org/**
- **Stop Hate: http://www.stophateuk.org/**
- **Tell Mama http://www.tellmamauk.org/**
- **Educate against Hate: http://www.educateagainsthate.com/**
- **Show Racism the Red Card: http://www.srtrc.org/educational**

LGBTQ

- **Barnardos LGBT Hub: http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm**
- **Metro Charity: http://www.metrocentreonline.org/**
- **EACH: http://www.eachaction.org.uk/**
- **Proud Trust: http://www.theproudtrust.org/**
- **Schools Out: http://www.schools-out.org.uk/**
- **Stonewall: http://www.stonewall.org.uk/**

Sexual harrassment and sexual bullying

- **Ending Violence Against Women and Girls (EVAW) http://www.endviolenceagainstwomen.org.uk/**
- **A Guide for Schools: http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf**
- **Disrespect No Body: http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters**
- **Anti-bullying Alliance: http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related**

Appendix D: Procedures for Responding to Bullying Behaviour in School

It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form (within, or outside school), or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher and logged on Epraise.
- Pupils should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness, or are told of the bullying should take a detailed record of the incident and names of those involved and report the concern to the DSL via CPOMS.
- The relevant Head of Year should also be kept informed of any instances of bullying. The DSL will work with the Head of Year to investigate the incident and speak to the pupil/s involved.

- Parents will always be informed if their child has been found to be either a target or a perpetrator of a bullying incident.
- Targets, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established, and evaluate the effectiveness of any approach adopted.
- The school will continue to monitor the wellbeing of the target, and the behaviour of the bully, meeting with the target on the agreed review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped, favourable comment will be made to the bully by staff, who will inform colleagues that the problem has stopped. The Headteacher or Deputy Headteacher will be informed if the bullying has continued and will take appropriate action.
- This process and related sanctions should impress on the person instigating any act of bullying that their action is totally unacceptable.
- It is meant as a deterrent to enabling repeat behaviour, and it is a signal to other members of the community that bullying is not tolerated.
- A restorative session will be held for all pupils involved allowing the voice of each pupil to be heard. These sessions will either be held by the DSL or HOY with the objective to have all pupils moving forward in a safe and positive manner. Further meetings may be held dependent on the case and needs. Action should then be taken with regard to each of the following:
- Offering advice and support for the target in accordance with the school Behaviour Policy.
- Imposing sanctions which will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the school Behaviour Policy.
- Informing the parent of the target, the bully and possibly others involved.
- Formally recording the incident on the pupil(s)' files on CPOMS.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to pupils.
- Accusations of bullying of a pupil or pupils by any member of staff will be dealt with as a safeguarding matter and will be governed by the procedures set down in the school's Safeguarding Policy.

Related Documents:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Staff Code of Conduct
- DfE statutory guidance 'Keeping Children Safe in Education', September 2023, and Working Together to Safeguard Children, July 2022
- DfE statutory guidance 'Preventing and Tackling Bullying – Advice for headteachers, staff and governing bodies, July 2017
- ChildNet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools'

Links to Legislation:

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

• The Education and Inspection Act 2006, 2011
• The Equality Act 2010
• The Children Act 1989