



Anti-Bullying – Pupils

SCHOOL POLICY & PROCEDURE

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Statement of Intent

Talbot House Children's Charity believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. Talbot House Children's Charity has a zero tolerance for bullying.

Talbot House Children's Charity challenges all forms of prejudice and prejudice based bullying

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1. Legal Framework

This policy has due regard to all relevant legislation, statutory guidance and policies including, but not limited to:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- **Child Protection and Safeguarding Policy**
- **Cyberbullying Policy**
- **Behaviour Policy**
- **Peer-on-Peer Abuse Policy**
- **Primary Relationships and Health Education Policy**
- **Secondary School RSE and Health Education Policy**

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** bullying is generally targeted at a specific individual or group.
- **Power imbalance:** whether real or perceived, bullying is generally based on unequal power relations.

2.1 Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Those who are adopted;
- Those suffering from a health problem;
- Those with caring responsibilities;
- Those from socio-economically disadvantaged backgrounds.

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2.2 Individuals with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+;
- Black, Asian and minority ethnic (BAME) pupils;
- Pupils with SEND.

3. Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

- **Racist bullying:** bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and bi-phobic bullying:** bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socio-economic bullying:** bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

3.1 Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

4. Roles and Responsibilities

Talbot House Children's Charity recognises the different levels of responsibility in tackling bullying.

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4.1 The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

We have an appointed safeguarding link governor who will work with the DSLs/DDSLS to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

4.2 The Head Teacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring the school is inclusive.
- Arranging appropriate training for staff members.

4.3 The Care Team is responsible for:

- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Corresponding and meeting with parents/carers where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

4.4 All staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

4.5 Parents/Carers are responsible for:

- Informing the school if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the school of any changes.

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4.6 Pupils are responsible for:

- Informing a member of staff if they witness bullying, or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory Implications

Talbot House Children's Charity understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

5.1 Talbot House Children's Charity understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.

- The Head Teacher will ensure that this policy complies with the HRA.
- The Head Teacher understands that they cannot do this without fully involving their teaching staff.

5.2 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003, makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

- Talbot House Children's Charity will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.
- All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

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- In our Primary provision all types of bullying will be discussed as part of the relationships and health education curriculum, in line with the **Primary Relationships and Health Education Policy**.
- In our secondary provision all types of bullying will be discussed as part of the RSE and health education curriculum, in line with the **Secondary School RSE and Health Education Policy**.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons including PSHE, Life Skills, and House Groups. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. focus days and our enrichment curriculum.
- Groups and seating plans will be organised and altered in a way that prevents instances of bullying. We will work to support potential victims of bullying by observing groups during lesson time and non-contact time to ensure pupils do not abuse or take advantage of others.
- A safe place, supervised by a member of staff, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The member of staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying from taking place.
- All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- When new pupils join the school, the Care Team will implement a strategy to prevent bullying from happening and share information with all staff. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL/DDSL. A support plan will be completed within two weeks of the child joining the school.
- The school will be alert to, and address, any mental health and well-being issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

7. Signs of Bullying

Although the signs outlined below may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school.
- Unwillingness to attend school.
- Repeated or persistent absence from school.
- Becoming anxious or lacking confidence.
- Saying that they feel ill repeatedly.
- Decreased involvement in school work.
- Leaving school with torn clothes or damaged possessions
- Missing possessions.
- Missing dinner money
- Asking for extra money or stealing.
- Cuts or bruises.
- Lack of appetite.

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- Unwillingness to use the internet or mobile devices.
- Lack of eye contact.
- Becoming short-tempered.
- Change in behaviour and attitude at home.

7.1 Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the Care Team, DSLs/DDSLs, who will investigate the matter and monitor the situation.

8. Staff Principles

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision
- Staff will treat reports of bullying seriously, they will not ignore signs of suspected bullying and will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.
- Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform a DSL/DDSL immediately.
- Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. (see: **Child Protection and Safeguarding Policy**).

- All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Children's Social Care Services (CSCS) where the DSL/DDSL deems this appropriate.

10. Cyber Bullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person.

It can also take place:

- Across age groups and target pupils, staff and others.
- Inside the school, within the wider community, at home or when travelling.

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- It can sometimes draw bystanders into being accessories (see: **Cyber-Bullying Policy**).

11. Procedures

Minor incidents will be reported to the victim's House Group staff or our Care Team, who will investigate the incident, enter it onto CPOMS, and will then share with the Care Team Lead and/or DSL/DDSLs in writing of the incident and outcome.

11.1 When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication.
- If a pupil is injured, members of staff take the pupil immediately to the reception for a medical opinion on the extent of their injuries.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- The DSLs/DDSLs will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Premature assumptions are not made, as it is important not to be judgmental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All pupils involved are informed that they must not discuss the interview with other pupils.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident should inform DSLs/DDSLs for further advice and the safeguarding processes will be implemented.

12. Sanctions

- If the DSLs/DDSLs are satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The DSLs/DDSLs will inform the perpetrator of the type of sanction to be used in this instance, e.g. reflection, and future sanctions if the bullying continues.
- If possible, we will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent.
 - Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
 - Parents are informed of bullying incidents and what action is being taken.
- All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.
- The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

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- The Care Team will informally monitor the pupils involved over the next half term.
- The school will remain cognisant of the fact that continued access to school can be important for the rehabilitation of harmful behaviour and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the **Behaviour Policy**.

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the Care Team.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).

The Head Teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them from sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups.

Staff, particularly the DSL, will work with the victim to build resilience.

14. Follow up Support

- The progress of both the perpetrator and the victim will be monitored by all staff.
- One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate, the Care Team will meet with them. If appropriate, follow-up correspondence will be arranged with parents/carers.
- Pupils who have been bullied will be offered continuous support. The Care Team will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped.
 - Formal meetings will continue to take place once a month until the victim feels confident the bullying has stopped.
 - The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

14.1 Pupils who have bullied others will be supported through:

- Receiving a consequence for their actions.
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents.

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- 14.2 Pupils who have been bullied will be assessed on a case-by-case basis and the DSL/DDSL will, if necessary, refer the victim of bullying to CAMHS.
- In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Head Teacher and SENCO will look to calling an EHCP review with the consent and involvement of the pupil's parents/carers.
 - Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the Head Teacher and SENCO will meet to discuss the next steps.

15. Bullying Outside of School

- Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside the school in line with the **Child Protection and Safeguarding Policy**
 - The Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- 15.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as:
- On school or public transport.
 - Outside the local shops
 - In a town or village centre.
- 15.2 Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

16. Record Keeping

Robust records will be kept by the Care Team with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

- 16.1 The Head Teacher will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:
- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
 - Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
 - Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.

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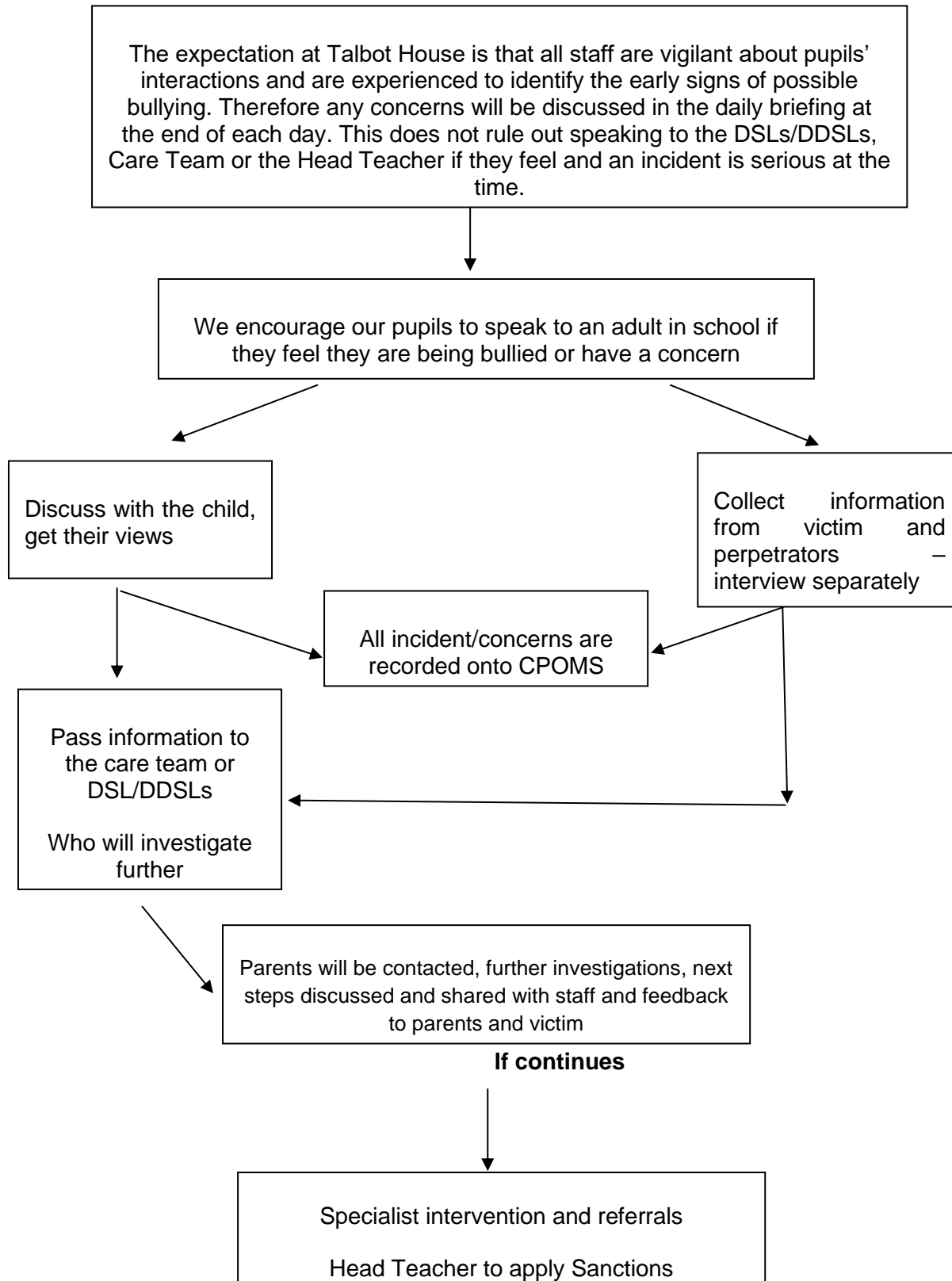
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

17. Monitoring and Review

This policy is reviewed every annually by the Head Teacher. Any changes to this policy will be communicated to all relevant stakeholders.

Appendix 1

RECOMMENDED PROCEDURES FOR REPORTING BULLYING Young Person is bullied



APPENDIX 2

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) www.ace-ed.org.uk
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) www.kidscape.org.uk
National bullying helpline <https://twitter.com/nationalecrime?lang=en-GB>
NSPCC www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

<https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word>

Childline – advice and stories from children who have survived bullying
08000 1111

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.
www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdancer - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdancer.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 3



At Talbot House

Anti-Bullying

If you think you are being bullied

- ✓ Tell someone you trust
- ✓ Try and ignore the bully and don't show them you are upset
- ✓ Avoid being alone

If you see someone being bullied

- ✓ Report it to someone you trust
- ✓ Don't join in bullying even if everyone else is

Always

- ✓ Think of other people's feelings
- ✓ Remember you are important and have the right to feel safe and happy

Never

- ✓ Pick on others

One kind word makes all the difference