

**Holme Grange School**  
**Including the Early Years Foundation Stage**  
**(Little Grange and Reception Classes)**



## Tackling Bullying Policy

<b>Date:</b>	<b>Amendment:</b>	<b>Reviewed by:</b>	<b>Authorised by:</b>
<b>October 2024</b>	<b>Next review due</b>		
<b>October 2023</b>	<b>Reviewed &amp; Revised</b>	<b>Tanya Bobela</b>	<b>SMT Nov 23</b>
<b>August 2022</b>	<b>Reviewed &amp; Revised</b>	<b>Jo Cooke</b>	<b>SMT Sept 2022, pending Governors' review</b>
<b>Sept 2021</b>	<b>Reviewed &amp; Revised</b>	<b>Jo Cooke</b>	
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<b>June 2020</b>	<b>Revised</b>	<b>M.Jelley</b>	
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<b>Dec 2018</b>	<b>Reviewed &amp; Revised</b>	<b>J Cooke</b>	

## Introduction

This Policy is written in the firm belief that every pupil at Holme Grange School has the right to enjoy their learning and recreation free from intimidation, oppression or abuse. We are fortunate to enjoy a positive environment, which we strive to maintain and improve continually. In preparing this Policy, we have taken into consideration the DfE guidance *Preventing & Tackling Bullying* (July 2017) and *Cyberbullying: Advice for headteachers and school staff* (2014); The use of social media for on-line radicalisation, <https://www.saferinternet.org.uk/about> and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk).

This policy is to be read in conjunction with a number of other documents (see page 11) and is made available via the School's website or is available in hard copy, on request, via the School Office.

At Holme Grange School, our community is based upon respect, good manners and fair play. Providing safe and happy places to learn is essential to achieving school improvement, raising achievement, promoting equality and diversity and ensuring the safety and well being of all the members of the school community

Holme Grange School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

As a community, we will not tolerate any unkind actions or remarks, as these can be considered as acts of bullying. Any instance of bullying is a serious matter. Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and will always be dealt with. We encourage our pupils to be supportive of each other and to report any instance of bullying to a teacher. We abide by the anti-discrimination law <https://www.gov.uk/discrimination-your-rights>. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Our policy is based upon the principles and ideals set out in the '**Holme Grange Way**' which acts as the pupils' Code of Conduct.

### **The Holme Grange Way**

Treat other people as you would be treated

Forgive

Share

Be honest and live with integrity

Listen to each other

Be kind and helpful

*Do your best to be your best self*

## **THE SCHOOL'S RESPONSE TO BULLYING**

At Holme Grange School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the School's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

## **DEFINITION OF BULLYING**

**In the context of this policy, the following definition will be used:**

Bullying may be defined as: a behaviour that may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

A further definition, which is provided by the Anti-Bullying Alliance, is: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim". Action will be taken to ensure serious one off attacks or incidents do not become a frequent problem.

Holme Grange School understands the seriousness of bullying, both physical and emotional and that it may cause psychological damage. Holme Grange School will adopt a zero-tolerance approach to any bullying issues. All staff will challenge any abusive behaviours between pupils that come to their notice and will report these to the DSL immediately.

Please see the Safeguarding and Child Protection policy for further details about dealing with child on child abuse.

### **Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

Prejudice based bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disability
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying related to gender
- Bullying related to homophobia
- Bullying of young carers, looked after children or adopted children or otherwise related to home circumstances.
- Sexist or sexual bullying and harassment
- Upskirting ( Voyeurism Act 2019)
- Cyber bullying.

## DEFINITIONS

There are the following different forms of peer-on-peer abuse: sexual violence, sexual harassment, physical abuse, sexting (youth-produced sexual imagery), upskirting, initiation/hazing type violence and rituals. All of these are defined in the Safeguarding Policy.

### **Bullying around Race, Religion and Culture:**

Religious bullying involves treating people badly because of their religious backgrounds or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

### **Sexual Bullying:**

Sexual bullying includes behaviours such as leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour about someone or calling someone gay, lesbian, a fag or other such names. Advice about what sexual violence and harassment look like can be found in this document- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **Disabled Bullying:**

Disabled bullying includes behaviours such as: leaving someone out or treating them badly because of a disability, making someone feel uncomfortable because of a disability or making comments or jokes to hurt someone with a disability.

### **Homophobic Bullying:**

Homophobic bullying involves any hostile or offensive action against lesbians, gay males, bisexual or transgender people or those perceived to be lesbians, gay, bisexual or transsexuals. Actions might include verbal, physical or emotional (social exclusion) abuse, harassment, insulting or degrading comments, name calling, gestures, taunts, insults or jokes, offensive graffiti, humiliation, ridiculing or refusing to work or cooperate with others because of their sexual orientation.

### **Cyber Bullying (see also, Tackling Cyberbullying, below):**

Cyber bullying is the use of Information and Communication Technology (ICT), particularly mobile phones and other mobile devices and the Internet to deliberately upset someone else. It can be an extension of face to face bullying providing the bully with another route to harassing their target. It involves the invasion of home and personal space. It takes different forms: threats and intimidation, harassment or 'cyber stalking', vilification, defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

Children will be taught about the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Mr Bill Belsey, the creator of the web site: [www.cyberbullying.org](http://www.cyberbullying.org) defined this unpleasant and particularly intrusive phenomenon in the following terms:

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”

Cyberbullying can involve Social Networking Sites, like Bebo, Snapchat, Instagram, Facebook and Myspace, emails and mobile phones used for SMS messages and as cameras. It is also understood that new social networking sites are created and used every day.

At Holme Grange School we realise the positive and the negative potential of these technologies. Consideration is given to the acceptable use of technology within the school setting. All children and parents are required to sign an annual Code of Conduct with regards to the use of technology. Our E-Safety Policy should be referred to.

### **Special Educational Needs and disabilities:**

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs.

Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies
- be more vulnerable to bullying behaviours;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

**By clear preventative steps and an open policy against bullying, we hope that Holme Grange will remain as free as possible from the problem.**

However, sometimes children can be and are nasty to each other and all adults in a school need to have help in how to deal with such situations.

### **The elements of the School's policy are:**

- \* Bullying (verbal or physical) is **not** tolerated. Everyone is expected to ensure that it does not happen and each person has the responsibility to tell - this is not telling tales.
- \* **Bullying is wrong** and all members of the School, children and adults, have a responsibility to report any incidents.
- \* Any reports of bullying will be taken seriously.
- \* The Headteacher should be informed of any incidents of bullying specifically any racist bullying.
- \* The appropriate Head of School will decide whether parents should become involved.
- \* Teachers should use the curriculum to get across messages about acceptable behaviour - drama, discussion groups, role play, PSHCE lessons, assemblies etc.
- \* The prevention of bullying is everybody's business.
- \* Staff are to log any bullying concerns onto the Alleged Bullying Daybook on Engage

**If in doubt - speak to the appropriate Head of School, Deputy Head or Headteacher or DSL**

## Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- 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 spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to Matron with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

## Preventative Measures

We take the following preventative measures:

- We discuss, monitor and review our anti-bullying policy on a regular basis.
- We use appropriate Assemblies to explain the school policy on bullying. Our PSHCE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded on CPOMS and investigated at once. SMT monitor reported incidents with a formal review at least termly.
- We support staff to promote positive relationships and identify and tackle bullying behaviour appropriately.
- We have a strong and experienced pastoral team of Tutors, SENCOs, Head of Prep and Eaton Grange and Assistant Heads, as well as the Deputy Head, Safeguarding, Wellbeing and Welfare. who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Staff have had training in spotting cyber bullying
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.

- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- School displays advise pupils where they can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans and posters are displayed around the school to remind children of who they can talk to.
- We provide leadership training to our Pupil leadership team (Head of School, Deputy, Head of Sport, Head Boys/Girls and their team of prefects/Heads of House]/ and Year 6 and 8 Peer Mentors, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- **We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils** (Ref: Sec 89/5 of the Education & Inspections Act 2011)
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- We report to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents in turn work with the school to uphold the Tackling Bullying policy.

We ensure that our curriculum, including our personal, social and health education (PSHCE) and citizenship curriculum:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- includes a clear progression that takes account of the age and maturity of pupils
- is tailored to the particular needs of the current and anticipated intake of the school
- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

### **Why incidents might not be reported**

#### **Victim:**

There are many reasons why a pupil who has suffered bullying may be reluctant to report it. S/he may become demoralised and may say, for example:

- it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight/too studious etc.;
- there are too many of them - there is nothing the staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin; or
- I will lie low and not audition for a part in the School play etc.

#### **Witnesses:**

There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. S/he may say:

- it is "grassing" and I will become unpopular;
- it is not my concern anyway; or
- I don't like the victim and I would find it embarrassing to be associated with him/her.

**Culture:**

Any of these responses would be contrary to our culture at the School.

When we drive and implement this policy we encourage every pupil to understand that:

- every complaint of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively

**Advice for children regarding how to deal with bullying/Cyberbullying is contained in Appendix A & B**

**Telephone Help Lines**

Childline 0800 1111 Anti-Bullying Campaign 0171 378 1446

**TACKLING CYBERBULLYING**

*For detailed information and guidance, regarding 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; clear guidance on the use of technology in the classroom and beyond for all users, including staff, pupils and visitors that references permissions/restrictions and agreed sanctions; and reporting mechanisms that are available for all users to report issues and concerns to the school and how these are managed and/or escalated, please refer to the School's E-Safety Policy and Acceptable Use (Pupils) Policy*

The Designated Safeguarding Lead has responsibility for safeguarding and child protection (including online safety). Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide; but their popularity provides increasing opportunities for misuse through 'cyberbullying'. The use of technology can often provide the platform that facilitates harm. School staff, young people and parents have to be constantly vigilant and work together to prevent this form of bullying and tackle it whenever it occurs.

**In addition to the preventative measures described above, Holme Grange School:**

- Expects all pupils to adhere to its Acceptable Use (Pupils) Policy and Codes of Conduct for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions\* for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own user profile to access the School's network, which is secure, filtered and monitored.
- Has regard to UKCCIS guidance for teaching to equip young people for a digital life including:
  - Offering guidance on the safe use of social networking sites and cyberbullying through the PSHCE scheme which covers blocking, removing contacts from 'buddy lists' and sharing personal data  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)
  - Offering guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not permit mobile phones in Pre-Prep or Prep school. However, if they are required for travelling to and from School on the school buses, they must be left in a locked box with the form teachers during the school day. Allows Eaton Grange students from Year 10 to bring mobile phones into the school. However, they must not be turned on without specific permission from The Head of School. If a pupil wishes to use their phone, permission must be sought from a member of staff. Eaton Grange pupils from Year 7-9 should hand their phones in whilst in school.



- Hosts a regular workshop on safety which includes aspects of cyber-bullying for pupils, parents and staff is hosted by an external specialist.
- Informs Eaton Grange pupils, particularly when on trips and excursions, that the use of cameras on mobile phones is not allowed in washing and changing areas.

### **Who is most vulnerable?**

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyberbullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying, for example, vindictive comments posted on a website can be seen by a large number, as can video clips sent by mobile phone.

### **School Policy**

We have a Code of Practice which promotes safe internet etiquette; this is agreed and signed by all parents/carers. Pre-Prep and Prep School Pupils are not allowed to bring a mobile phone into school or take one with them on a school trip.

As part of the ICT curriculum pupils will be taught about safe internet etiquette and the risks of new communication technologies, the consequences of their misuse and how to use them safely.

All e-communications used on the school site or as part of school activities off-site are monitored. We advise our pupils never to give out personal contact details online or post photographs of themselves on sites. We advise our pupils that they should not respond to abusive emails, text messages or phone calls and should always tell an adult.

Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside the school. We will work with other outside agencies to manage cyberbullying. **We will take action if a pupil is being cyberbullied or is bullying someone else.**

### **Procedures for dealing with Bullying**

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through whole school activities.
- Train all staff including teaching assistants and non teaching staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Staff meet regularly to discuss pastoral concerns which will be logged on the weekly pastoral briefing sheet and CPOMS

**If an incident of bullying is reported, the following procedures are adopted:**

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral/safeguarding team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident must be recorded on CPOMS.
- All relevant form tutors, Assistant Heads and the Head of School should be informed.
- The victim will be interviewed at a later stage by a member of the Safeguarding team or the appropriate Head of School, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- If a child is at risk of serious harm, then the matter should be treated as a safeguarding issue and the School's safeguarding procedures would be followed.
- The alleged bully will be interviewed at a later stage by a member of the Safeguarding team or appropriate Head of School, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions\*.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions\* and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head teacher has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Holme Grange to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- It may be that strong sanctions\* such as exclusion may be necessary in cases of severe and persistent bullying)
- When the investigation is complete all information will be logged on CPOMS. Racist and sexual harassment concerns must be logged as such.

\* The School's approach to sanctions as laid out in the "Discipline and Behaviour Policy" is to be followed in instances of confirmed bullying.

### **Involvement of pupils / students**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions\* which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools (Eg. Friendship Week, PSHCE Days) where the focus is on being kind to others

- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Help pupils to build their resilience to protect themselves and their peers against bullying in real life and online through education and information in PSHCE, LS, Assemblies, AS Tracker, Skills builder and talks from visitors
- Involve parents and make sure pupils know how to deal with bullying if it occurs and that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

### **Liaison with parents and carers**

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying

### **EYFS Children**

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

<ul style="list-style-type: none"> <li>• The Safeguarding including Child Protection Policy</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching of Citizenship and PSHCE Education</li> </ul>
<ul style="list-style-type: none"> <li>• Complaints policy</li> </ul>	<ul style="list-style-type: none"> <li>• The Pupil Code of Conduct</li> </ul>
<ul style="list-style-type: none"> <li>• Behaviour and Discipline Policy</li> </ul>	<ul style="list-style-type: none"> <li>• The Pupil Acceptable Use Policy</li> </ul>
<ul style="list-style-type: none"> <li>• ISI guidance</li> </ul>	<ul style="list-style-type: none"> <li>• KCSIE 2023</li> </ul>
<ul style="list-style-type: none"> <li>• Educare resources</li> </ul>	<ul style="list-style-type: none"> <li>• E-Safety Policy</li> </ul>
<ul style="list-style-type: none"> <li>• Data Protection Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion Policy</li> </ul>
<ul style="list-style-type: none"> <li>• Framework for Early Years Foundation 2023</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Monitoring & review, policy into practice**

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE\* and the Anti-Bullying Alliance\*\* to inform its action planning to prevent and tackle bullying.

**Responsibilities**

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- SMT to take a lead role in monitoring and reviewing this policy.
- The Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Pupils to abide by the policy.

[Preventing and Tackling Bullying \(July 2017\)](#)

[Cyberbullying: Advice for Headteachers and School Staff](#)

[\(2014\)https://www.gov.uk/government/publications/teaching-online-safety-in-schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)

<https://beinternetlegends.withgoogle.com/en-gb>

*\*\*Anti Bullying Alliance guidance*

<https://anti-bullyingalliance.org.uk/tools-information>

**Review schedule:**

Effective Date of Policy: **November 2012**

Reviewed: December 2013

Reviewed: December 2014

Reviewed:	December 2015
Reviewed:	December 2016
Reviewed:	December 2017
Reviewed:	December 2018
Reviewed:	September 2019
Reviewed:	September 2020

## **Appendix A.**

Advice for young people (taken from: [Kidscape](#))

### **How to respond to bullies - practical tips for being assertive**

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When you are being bullied, it's really hard not to show that you are upset or angry, we are human after all. But by not giving the bully the reaction they want, you will be able to take back the control and stop the bullying cycle in its tracks. How can this be done? By learning to be assertive!

#### **What does it mean to be assertive?**

Being assertive is about being at ease and feeling confident around others without being forceful or aggressive. Although this does come easier to some, nobody is born assertive - it is something that is learnt. First of all, look at the different styles of communication. Generally they can be divided into three main categories:

- Being **passive** is to behave as if other people's rights matter more than yours;
- Being **aggressive** is to behave as if your rights matter more than other people's;
- Being **assertive** is to respect yourself and others equally.

People usually behave in a mixture of the ways described above. However, those who are mostly aggressive are likely to bully others, and those who are mostly passive are often likely to be a target of bullying.

#### **Speaking assertively**

The following methods can be used to respond to bullies when they say something offensive. Remember, the key is to be assertive, which means not getting aggressive or insulting back.

**Start saying no:** Before you can try out any of the methods below, you must learn how to feel comfortable saying no. For a tiny word, it can feel very hard to say, but it's completely within your right to use it. Most importantly, say 'no' as if you mean it. Say it forcefully, clearly and loud enough to be heard. To be most effective, it must be backed up with the assertive body language explained in the next section.

**When someone asks you to do something:** Keep saying no until the bully gets the message. This method is based on repetition, and is something Kidscape refers to as the 'broken record' technique.

**When someone says an insulting comment:** No matter how hard it is, try not to let the comment upset or anger you. Pretend you are surrounded by a protective bubble or fog that swallows up the words before they can touch you. If the comment is based on truth, respond "that's right". If the comment is false, respond "it's possible" or "that's your opinion". We like to call this 'fogging'.

**Remember to stay safe!** These techniques should only be used when you feel safe. If you feel under threat, always YELL to attract attention, RUN away from danger and TELL an adult immediately. If you are being threatened for a possession, hand it over. No object, no matter how new or expensive, is more important than your safety.

## Using body language

Being assertive isn't just about how you respond to others verbally, but is also apparent in your body language - i.e. the way you hold yourself physically. Bullies pick on people who they think won't stand up for themselves, and will often target those who look nervous. Here are a few simple things you can do to 'stand tall' and appear confident (even if you don't feel it!).

- Keep your back straight;
- Hold your head high;
- Walk with purpose;
- Take a deep breath and relax your shoulders;
- Unfold your arms and try not to fidget;
- Hold eye contact.

## Using an assertive voice

When you use a verbal response with a bully, it's important to use an assertive voice, one that is strong, calm and sounds confident. Take a deep breath before speaking and don't let the bully rush you.

## Practising these skills

Being assertive has been proven to drastically reduce bullying. However, practising is key. These methods may not work instantly, but with regular use they will make a huge difference to the way that others treat you. There are some exercises you can do with your parents/carers or a trusted friend or teacher.

**Role play:** Team up with someone to role play typical bullying scenarios; getting them to play the bully. Discuss what the bully might say, prepare an action plan, and then practise your assertive response (saying no, broken record and fogging). You might want to role play further responses to any comebacks you might get from the bully.

**Mirror work:** Look at yourself in a full length mirror. How are you standing? Practise the assertive body language that is outlined above. Once you are feeling confident (or if you don't have a full length mirror), get someone else involved. Ask them to mirror the way you are standing, and judge how you think they appear.

**Eye contact:** Look someone in the eyes in a relaxed, non-aggressive way. Have a competition to see who looks away first. You can also practise this privately each time you have a conversation with someone you know and feel comfortable with. If you find eye contact difficult, you can look at the bridge of someone's nose instead.

## **Appendix B**

### **Staying safe on social media**

Most people use social media to stay connected with friends and have fun. However, there are many that don't play by the same rules, and instead merely use it as a platform to offend people or cause them harm.

Don't let these users ruin your experience, but make sure that you are sensible by keeping your profiles secure. Avoid being a target by following these simple steps.

#### **Simple steps**

Set your profiles to private

Do you really want the whole world seeing everything that you post online? Set profiles to 'friends/followers' only.

But don't get complacent

Even with strong privacy settings in place, it is important that you come to terms with the fact that what you post online is never really private. It is therefore imperative that you always think before you post.

Recognise the fakes

Not everyone on social media will be who they say they are. We don't want to scare you, but there will be adults who want to cause young people harm. These people might hide behind profiles that claim to be much younger, be enrolled in school and/or have similar interests to people your age. Be very wary of anyone you don't know taking an unusual amount of interest in connecting with you. Never meet up with anybody who you haven't met in person, and make sure that you only accept friend requests from people you know

There is no positive reason why a complete stranger would need access to your personal account. If you are posting for a wider, public audience such as for a fan account or campaign, do this in a separate dedicated profile.

Spring clean your contacts

Once you make a friend online, it doesn't have to be permanent. Regularly review and clean up your contacts by removing anyone you no longer engage with. Most sites also allow you to separate your contacts into lists so that that you are able to control who sees what.

Block anyone who bothers you

All social media sites allow you to block people who you don't want accessing your account. It is not permanent and they won't be notified.

Protect your identity

Your phone number, address, bank details and any information that may hint to your personal passwords should never be shared online. Experienced password hackers or phishing sites can piece together your information to gain access to your



account, or use your identity to create a new one. Make sure passwords are strong, change them regularly and always keep them private.

#### Avoid potential disasters

Be aware of what you send to people privately, as no matter how trustworthy they seem you can never be sure that they will not pass information on. If you would never want something to be seen in public, such as a sexual image or video, do not share it with anyone. If this ends up in the wrong hands, there can be severe consequences.

#### Inform your friends

Other people will never respect your privacy as much as you do. Make sure your friends know your preferences about uploading pictures, tagging your location or sharing information you expect to be confidential. This works both ways, so make sure that you respect other people's privacy in the same way.

#### Be wary of suspicious messages

Messages with a shortened URL alongside a statement such as 'OMG look at this picture of you...' or 'Have you seen what they are saying about you...' are not to be trusted. Never be fooled by the grabby statement, as it will only send you to a malicious site.

Phishing emails are also a problem. These are fake communications pretending to be a trusted organisation such as Facebook that will try and get you to log in. They can look very convincing, and even have your personal profile info, so only sign into a site through their official page or app. If something looks suspicious, check the email address and put it through a search engine. Malicious senders are usually named and shamed online!

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## **Appendix C**

### **Top tips for children**

Kidscape is here to help. We are here to help children and families going through a bullying situation, and we are here to work with teachers and other professionals to keep children safe.

**We can only stop bullying by working together.**

### **What is bullying?**

Bullying is any behaviour that is intended to hurt, is repeated and where it's hard for the person or people on the receiving end to defend themselves (in other words - the bully has the power). Children are most often bullied by other children, but can also be bullied by adults.

### **What does bullying look like?**

Children tell us that the most frequent form of bullying is name calling (don't believe the old sticks and stones rhyme - words can hurt as much or more). Bullying can also be physical and emotional, and can take place face to face and online (cyberbullying).

### **Targeting 'difference'**

Children that bully very often target any kind of 'difference'. We are all unique but for some of us there may be something which means we stand out. We should all be proud of who we are and if you are bullied it is never your fault.

### **Difference between bullying and banter**

'Banter', or teasing is very often fun between friends and family but it can slip into bullying behaviour if we're not careful. Make sure that what you say to others isn't actually hurting their feelings. If they are sad or distressed stop, and say sorry.

### **What to do if I'm being bullied**

- 1) Remember it's not your fault. You might feel scared, sad and embarrassed but it's the person or people doing the bullying that need to change, not you.
- 2) Get help. Don't suffer in silence. Think of an adult who could help you. Tell them you think you are being bullied and you need their help to stop it. If they don't give you the advice you need, go to the next person until you find someone that can help you stop it. No one has the right to hurt you. It is a strong person that asks for help.
- 3) Keep a record. Try and keep a diary of events. This should include what happened, when and with who. Your parent or carer might be able to help you do this.
- 4) Know your friends. Make sure you only hang around with people who make you feel good about yourself. If someone makes you feel sad, scared or makes you do things you don't want to do they are not your friend.

5) Practice standing up for yourself. It can help to practice standing or sitting up tall in the mirror, making eye contact and saying a clear, firm 'No'. Don't let the person bullying you get a reaction from you.

6) Seek a place of safety. If you are at risk of harm there is no shame in taking yourself away from the situation. Do whatever it takes not to get hurt. If that means finding a safe place at break or lunch time like a classroom or the library then do it. Just make sure you seek help as soon as you can.

7) Remember no one has the right to hurt you. If someone has physically hurt you in any way, has touched you in a way that made you uncomfortable or is trying to get you to do something dangerous or risky then seek help. If the person you talk to doesn't listen or take you seriously, don't blame yourself, find someone who will help.

8) Love yourself. When you are bullied it can make you feel sad and lonely and like you are rubbish. You are not rubbish. You are amazing and wonderful and life will get better. Do things that make you feel good about yourself. That might be playing with a pet, going for walks, doing sports, singing, watching funny videos, playing games, writing down your feelings as poems or songs. We want you to know you are not alone. Thousands of children go through bullying every day. Together we will stop it and you will be okay.

9) Stand up for others. We all have a part to play in stopping bullying. If you see children who are scared or lonely stand or sit with them. Don't join in bullying behaviour by laughing or sharing cruel posts. Make it clear to those doing the bullying that you don't find it funny or like it. Stand up for others who are different. Show them you think they are great just as they are.

### **Who can help?**

These are organisations that offer advice and help to children and teenagers going through a bullying situation:

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

The Mix: [www.themix.org.uk](http://www.themix.org.uk) (for under 25s)



## We Challenge Any Bullying

1

I will respect others with empathy and respect.

2

If somebody does not like what we do or say we stop.

3

I will not start or spread rumours about other people including sexual rumours.

4

I encourage each other to speak out if we are hurt or offended.

5

When I hear derogatory or offensive comments about others I will try and call it out with sympathy and understanding.

6

I will not take or share photos without the other person's consent.