



## Anti-Bullying Policy

Person responsible	Headteacher
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For Review	Reviewed	Signature
December 2023		Donna McInnes
December 2025		
December 2027		
December 2029		
December 2031		
December 2032		

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

'There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression);
- repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and
- difficult for victims to defend themselves against.

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites or forums. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

We believe it is our moral and legal duty to protect transgender pupils and school personnel from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils. We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

### **Aims & Objectives**

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident and informed children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

### **Procedures**

Bullying is one of the recognised behaviours of Peer on Peer Abuse and as such this policy is to be seen in conjunction with the Peer on Peer Abuse Policy, Child Protection Policy and Behaviour Policy.

### Stage 1 = Being made aware

We may be initially made aware by an allegation made by parents, other adults, staff, pupils, other pupils.

At this stage we will then:

- Discuss with the children concerned individually and then together (if appropriate) at both times explaining the definitions and expected behaviours. This record will be kept in the Child Protection system.
- We will notify both sets of parents . This record will be kept in the Child Protection system.
- Monitor to gather any evidence – in order to make a clear decision

If at any stage we have a significant safeguarding concern, we will follow Safeguarding procedures.

### Stage 2A = Decision – that it is not peer on peer abuse

- If, after a period of observation of at least a week, a decision is made that there is no peer on peer abuse then the record will be kept in the Child Protection system in order to be used in future allegations should the need arise. The children will be told that there is no peer on peer abuse and will be supported to manage their friendship in line with our pastoral procedures.
- If it appears that there are malicious allegations of peer on peer abuse being made by a child towards another we will regard this as a form of peer on peer abuse itself, the parent of that child will be informed. The parent of the child who had the original allegation made against them will also be informed. A record will be kept in the Child Protection system.
- If it appears that there are malicious allegations of peer on peer abuse being made by a parent then the parent will be issued with a 'notice of ban from the school premises' for a period of time. The school will decide on the period of time. If there are further negative developments from the parent the school will report the parent to the police.
- Support will be provided for children involved – see below

### Stage 2B = Decision – that there is peer on peer abuse

- If a decision is made that the behaviour is peer on peer abuse, then sanctions and support will be applied.

### Stage 3 = Sanctions & Support

A) Sanctions and support for a child who is abusing another may be in the form on one or more than one of the following:

- Communication with Social Services if it is at a level of significant concern as this is often an indication of a wider SAFEGUARDING CONCERN for this child themselves
- It may be that Social Services decide that an Early Support Assessment (ESA) is written with regular Team Around the Child (TAC) meetings involving parents, social services, the school Designated Safeguarding Lead (D/DSL). This would identify any additional support this child may require such as:
  - Home-school systems
  - Restorative Justice
  - Counselling/ELSA
  - Social Services visits

- Issuing of 'Confirmation of Peer on Peer Abuse' notification to both sets of parents with the school sanction identified. This record will be kept in the Child Protection system. Sanctions applied are at the discretion of the Headteacher, and may include any of the following in any combination:

- Internal exclusion for a period of time

- External exclusion

- Segregation from the other child as required in lessons, dependent on the situation, for a suitable period of time

- Segregation from the other child at playtimes. This is likely to be that the child will have their own playtime, not at the same time as the other children in the school, for a fixed period of time. This period of time will be determined by the school

- Withdrawal from any lunchtime or after school club privileges and withdrawal from any pupil councils, for a fixed period of time. This period of time will be determined by the school

- Counselling from staff or from an external provider for a period of time

- Social stories group work for a fixed period of time

- Behaviour support (eg behaviour chart) applied requiring playtime / lunchtime / end of school check-ins with a member of the Senior Leadership Team

- It may be that the school will need to produce a Risk Assessment against any further incidences. This will be kept on the Child Protection system.

B) Support for the child who has been abused:

- Records kept on the Child Protection system

- Support may include some of the strategies below:

- Counselling from an ELSA or SENCO or HT or from an external provider for a period of time

- Help and advice on assertiveness so as to help them develop healthy relationships

- Wellbeing checker applied so that their wellbeing can have regular check-ins so as to see how they are managing

- Additional Class PSHE sessions

- Additional Key Stage or School Collective Worship sessions

- Advice for parents as to how to support

C) Ongoing monitoring of the situation will continue