

# Anti-Bullying Policy (CST - MSA, LCA, BA)



This policy applies to the whole of CfBT Schools Trust (CST), including all schools.

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## 1. Scope and publication ¶

This anti-bullying policy applies to all pupils and staff at our schools, irrespective of their age and whether or not a pupil is in the care of the school when or if bullying occurs, including bullying incidents occurring off the school premises, such as on school transport, outside the local shops or in the town centre.

This policy is available on the school website and is provided to all staff in the staff handbook.

This policy can be made available in large print or other accessible formats if required.

## 2. Policy statement ¶

Bullying behaviour is always unacceptable and will not be tolerated at this school because:

- It is harmful to the person who is bullied as well as to those who engage in bullying behaviour and those who support them and can in some cases lead to lasting psychological damage, including suicide.
- It interferes with a pupil's right to enjoy his/her learning and leisure time.
- It is contrary to the school's aims and values.

## 3. Aims ¶

It is recognised that all schools are likely to encounter problems with bullying at some time. This school regards bullying as particularly serious and firm action will always be taken against it. The aims of this policy are to:

- Maintain and promote a positive and inclusive culture among all pupils and staff.
- Deter bullying behaviour by detecting it when it occurs and responding appropriately on a case by case basis which may lead to disciplinary sanctions and if necessary, expulsion.
- Produce a consistent response by the school to any bullying incidents that may take place.
- Comply with the school's duties under the Equality Act 2010.

## 4. Responsibilities ¶

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the school community to comply with this policy and work towards an inclusive, kind school culture with positive attitudes towards people with disabilities and towards ethnic, cultural and linguistic groups within and outside the school. Discriminatory words and behaviour should always be treated as unacceptable.

## 5. Definition of bullying ¶

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt or harm another individual, or group of individuals. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms.

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails) or unpleasant remarks or actions.

Bullying may also be:

- racist, or relating to someone's religion or culture
- sexual (i.e. talking to or touching someone in a sexually inappropriate way)
- sexist – related to a person's gender or gender reassignment
- related to someone's sexual orientation (e.g. homophobic or transgendered bullying)
- related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance
- related to pregnancy or maternity
- related to someone's home circumstances.

### **Low-level disruption**

Low-level disruption and the use of offensive language can itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### **Non-intended hurt**

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. However not all bullying is deliberate or intended to hurt. These forms of bullying are equally unacceptable, and it is not

a justification for a bully to say that he does not believe the victim is upset or hurt by his/her actions. It may however be that the bullying behaviour is not malicious and can be corrected with advice without the need to for disciplinary sanctions.

### **Safeguarding and peer-on-peer abuse**

Children and young people may be harmful to one another in a number of ways which would be classified as peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is '*reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm*'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Please refer to the [Child Protection and Safeguarding Policy](#) for further information.

## **6. Preventing bullying ¶**

The school is committed to promoting positive values of mutual respect and concern and to taking action to prevent bullying in a wide range of contexts.

### **Staff vigilance**

Members of staff are vigilant at all times but particularly before and after lessons, in the queue for lunch and in the lunch hall itself, in the queue for school transport and on school transport. Staff are expected to promote an anti-bullying culture and prevent bullying in various ways including:

- anticipating problems and providing support
- celebrating achievement and positive attitudes
- disciplining fairly, consistently and reasonably, taking into account any disability or special educational need of the pupil and the needs of vulnerable pupils
- making opportunities to listen to pupils

- acting as advocates of pupils
- discussing behaviour and concerns in meetings.

### **Staff training**

The school ensures that all members of staff receive appropriate training on preventing and tackling bullying behaviour, especially awareness of the risk and indications of bullying and child abuse, and how to deal with cases. The school also arranges training in counselling skills, including bereavement where appropriate.

### **Anti-bullying education**

The School ensures that a variety of measures are taken throughout the year to educate pupils about bullying and this policy. Pupils are taught that bullying will not be tolerated at the school and how to promote positive attitudes as well as how to share problems and raise concerns. Measures include:

- annual anti-bullying awareness week
- Personal, Social and Health education (PSHE)
- anti-bullying messages in assemblies

The schools use circle time and personal social and emotional aspects of learning (SEAL) to develop children's understanding of bullying. Through these activities as part of the curriculum children will develop awareness of difference including:

- Special educational needs and disabilities
- Race, culture and religion
- Gender
- Differences in family and lifestyle including homosexuality

Other activities may include:

- Learning about the school rules
- Writing stories or poems or drawing pictures about bullying
- Reading and sharing stories
- Role play
- Class discussions including class council
- Annual children's survey and monitoring of the PSHE curriculum

## 7. Reporting bullying complaints ¶

### **Pupils**

A pupil who is being bullied, or who is worried about another pupil being bullied should inform a suitable person straight away and can do so in several ways. He/she can tell his/her teacher, other member of staff or his/her parents/carers.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

Children with SEN or disabilities can often lack the social or communication skills to report such incidents so our staff will be alert to the potential bullying these pupils face and will help our mechanisms for reporting to be accessible to all.

### **Parents/carers**

Parents/carers are asked to let the school (normally the Class Teacher) know directly if they have any cause for concern, either on behalf of their own children or because of rumours about others.

### **Staff**

Any member of staff who becomes aware of any bullying behaviour should inform the Head of School/Headteacher without delay, in accordance with the procedures set out below. This policy focuses on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about bullying or harassment at work should refer to the school's Dignity at Work Policy.

## 8. Procedures ¶

In the event of an instance of bullying being observed or reported, the member of school staff must:

- Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.

- Report the allegation to the Head of School/Headteacher of the victim and the bully without delay.

**All incidences of bullying must be treated as serious and the above steps followed, however minor.**

### **Assessment and investigation**

All information gathered and observed will be logged on the school's CPOMS system before the end of the school day where possible.

The Head of School/Headteacher or SENCO will normally see the victim, the pupil(s) accused of bullying behaviour and any witnesses without delay. The investigation will consider:

- the nature of the incident
- whether the incident is a 'one off'
- whether the incident involves any other individuals or a group of pupils
- whether physical injury has been caused
- who needs to be informed (including the parents, designated member of staff for child protection, the Assistant Headteacher or the Headteacher, social services, the police, the Trust)
- whether there have been any misunderstandings
- whether the complaint is justified in whole or in part
- whether any further action needs to be taken, and if so what action is appropriate.

Information on searching pupils and pupils' property, including mobile phones, is included within the school's Behaviour Policy.

### **Resolving the incident after an investigation**

Once investigated, and if a complaint is upheld the school will make every effort to resolve the problem and prevent any further occurrences. The range of responses will include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from the school counsellor or external sources.
- Advice and support for the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- Consideration of the background behind the bullying behaviour and whether external

services should be used to help the school to tackle any underlying issues.

- A supervised meeting between the bully and the victim to discuss their differences and ways in which they can avoid any future conflict.
- A disciplinary sanction against the bully, in accordance with the school's behaviour policy such as an after-school detention. In a very serious case or a case of persistent bullying, a pupil may be permanently excluded.

#### **Action to break up a group of bullies**

- Moving either the victim or the bully to a different class after consultation with the pupil, his/her parents and the relevant staff.
- Involving external agencies including social services or the police.
- Notifying the parents of one or both of the pupils about the case and the action which has been taken.
- Taking anti-bullying measures within the school community, for example an assembly on bullying.
- Noting the action taken and the outcome in the incident book.
- Noting the action taken and the outcome in the personalised strategy.

## 9. Responsibilities ¶

The Head of School/Headteacher must:

- Record complaints of bullying in the incident book and on CPOMS.
- Contact the other Class Teachers (as appropriate) and agree on a personalised strategy which is recorded in writing, acted on and subsequently updated in writing.
- Inform the SENCO of the incident and strategy.

The SENCO must:

- Monitor the incident book at the end of each term in order to identify patterns, both in relation to individual pupils and across the school as a whole. Results of this monitoring will be provided to the Head of School/Headteacher at the end of each term.
- Liaise with the Head of School/Headteacher as to any particular issue as appropriate.

## 10. Continued monitoring ¶

The position should be monitored for as long as necessary thereafter and the personalised strategy kept up to date. If bullying continues after a response has been made, the Class Teacher will need to inform the Head of School/Headteacher and further responses will be necessary. The personalised strategy and the incident book must be kept updated if further bullying occurs and further responses are made.

## 11. Liaising with parents/carers ¶

The school will keep parents/carers informed if and when it may be dealing with a significant bullying situation relating to their child.

## 12. Complaints ¶

All complaints regarding the implementation of this Policy must be submitted and will be dealt with according to the [Complaints procedure](#).

## 13. Monitoring and review ¶

The SENCO monitors the incident book and reports on the results at the end of each term to the Head of School/Headteacher. The SENCO will look for patterns of behaviour and any concerns. All concerns will be reported to the Head of School/Headteacher and action will be taken.

## 14. The responsibility of the Local Governing Body and Education Director ¶

The Local Governing Body and the Education Director will, annually, receive a report from the Head of School/Headteacher on the implementation of the Policy and records of bullying behaviour and will review the effectiveness of the Policy following the report. Feedback should be provided to the Trust who review this policy annually.

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Provision Committee Review Date: Saturday 01st September 2018

Governing Body Review Date: Monday 15th January 2018

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