



# Anti-Bullying Policy

Cycle:	1
Approved by the full governing (date):	
Approved by the Executive Headteacher:	
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## **1 Introduction**

- 1.1 At the Horsted School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.
- 1.2 In line with the Equality Act 2010, it is essential that our school:
- Eliminates 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; and
  - Foster good relations between people who share a protected characteristic and people who do not share it.
- 1.3 We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil 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's safeguarding team.
- 1.4 This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values

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## **2 Aims and objectives**

- 2.1 We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.
- 2.2 We aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Curriculum time is dedicated to children understanding what good friendships look like and think about the consequences of negative behaviours towards others.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with our school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in school.

## **3 Definition of Bullying**

- 3.1 DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).
- 3.2 At the Bluebel federation, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.
- 3.3 We agree that:
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
  - Bullying usually happens when the relationship is imbalanced;
  - It could be prejudice-based or discriminatory

### **3.4 Types of Bullying**

#### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

#### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

#### **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

#### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

## **4 Signs of Bullying**

4.1 Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **5 Bullying Prevention**

5.1 Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

An annual 'Anti-bullying Week' is held to further raise awareness.

Online Safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## **6. School Rules**

Our School Rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Horsted School Rules are as follows:

- We listen to each other.
- We follow adult instructions.
- We try our best at all times and look after each other.
- We look after our property and equipment.
- We keep our hands, feet, other objects and hurtful comments to ourselves.
- We are kind and respectful to everyone.
- We walk around quietly and carefully in all areas of the school.

## **7. Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **8. Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff and recorded on CPOMS. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through

outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

## **9. The role of governors**

- 9.1 The governing body supports the Head of School in all attempts to eliminate bullying from the school. The governing body will not condone any bullying and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 9.2 The governing body, through the Head of School, monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head of School to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 9.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter (see Complaints Policy for procedure). The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

## **10 The role of the Head of School**

- 10.1 It is the responsibility of the Head of School to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 10.2 The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 10.3 The Head of School ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 10.4 The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **11 The role of the teacher and support staff**

- 11.1 All staff take all forms of bullying seriously, and seek to prevent it from taking place.
- 11.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Deputy Head of School or Head of School. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Deputy Head of School or Head of School, the teacher informs the child's parents or carers.
- 11.3 Adults record all incidents of bullying that occur both in and out of class using CPOMS. Incidents that happen at break time are reported on CPOMS by the adult who dealt with the incident. Incidents that happen at lunch time are written into a class notebook by the mid-day meal supervisor and the class teacher enters these on to CPOMS. We also record incidents that occur near the school, or on the children's way between school and home, when they are brought to our attention. Any adult who witnesses an act of bullying should report it, so that it can be entered in the incident book. The behaviour log is monitored every term by the Head of School.
- 11.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Head of School. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head of School may contact external support agencies for advice.
- 11.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 11.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, social stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Relationship education and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere in the school.

- 11.7 The school also regularly teaches children how to be good digital citizens aiming to build a culture of respect between pupils on digital platforms. Children learn about cyber bullying and why it harms in relationships education and computing. Please see the Online Safety policy.

## **12 The role of parents and carers**

- 12.1 Parents and carers who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy Head of School. If they remain dissatisfied, they should contact the Head of School, by following the school's complaints procedure (as detailed in the school's Complaints Policy and the school's Prospectus).
- 12.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **13 The role of pupils**

- 13.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 13.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

## **14 Monitoring and review**

- 14.1 This policy is monitored regularly by the Head of School, who reports to governors on request about the effectiveness of the policy.
- 14.2 The Governing Body review the effectiveness of the Bullying Policy every two years. They do this by examining the school's monitoring record of bullying, where incidents of bullying are recorded, and by discussion with the Head of School. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 14.3 This policy will be reviewed every two years, or earlier if necessary.