

## Anti-Bullying Policy

<b>Review Date</b>	November 2023	<b>Next Review by Date</b>	November 2024
<b>Reviewed By</b>	Headteacher		
<b>Approved by Governing Body</b>	December 2023		

### Rationale

The school's duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports many other policies including, but not limited to the school's Child Protection and Safeguarding Policy, Behaviour & Relationship Policy, Exclusions Policy, RSE Policy, E- Safety & Acceptable Use Policy and adheres to the guidance [Keeping Children Safe in Education](#) and [Preventing and Tackling Bullying](#) issued by the Department of Education and updated September 2022. It is accepted that when undertaking development or planning of any kind the school will consider safeguarding matters as part of this process. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; The Education and Inspections Act 2006; The Education (Independent School Standards) Regulations 2014, The Equality Act 2010 and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 (updated December 2020), and in accordance with the Prevent duty guidance (March 2015 and updated April 2021).

## Aims

- To develop an ethos where all members of the school community are kind and considerate toward one another
- 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 develop confident children who will notify staff of any incident of bullying

## School Commitment

Pathways Education are committed to providing a safe and secure school environment for all our pupils and staff. It is not an expectation of the school that staff or pupils are subjected to physical or verbal abuse or harassment in any form. We believe that effective teaching and learning occurs when pupils and staff feel safe and happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. All the pupils at Pathways Education have special educational needs and may present additional disabilities, e.g. multiple learning difficulties, sensory, physical, medical need, ASD, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, as well as the influence of specific types of special needs on the behaviour of some young person. While the school recognises this dilemma, it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid.

Pathways Education has a duty of care to protect pupils from bullying (even if it occurs outside of the school) 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, mentally, or emotionally. Our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 underpinning our commitment to promoting the welfare of all children in our care and being alert to children who may be vulnerable and at risk from bullying.

This policy is made available to parents on the school website. A printed copy of the policy may also be obtained from the school office. There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful;
- Difficult for victims to defend themselves against;
- Repeated often over a period of time, while recognizing that even a one-off incident can leave a learner traumatised and nervous of future recurrence;
- Often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, biphobia, transphobia, special educational needs and disability, or because a child is adopted or a young carer

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites (please see Acceptable Use of ICT Policy). It is our duty to look out for all signs of bullying and to take action to stop it. We will deal with all incidents of alleged bullying, supporting both the victim and the bully as appropriate.

We believe that by creating a safe, secure and caring school environment and incorporating anti-bullying and personal development into our PSHE curriculum and finding ways to embed it in our day-to-day practice and through events such as Anti-bullying week, to encourage all pupils to take responsibility for their behaviour as well as to feel confident to report any incidents of bullying to a member of the school team. Under no circumstances will we tolerate any form of bullying, and all incidents of bullying will be dealt with promptly and effectively so as to promote the wellbeing of all pupils.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy. The school will act promptly and firmly to combat bullying and aspects of behaviours that

may impact upon the emotional and well-being of all, whenever and wherever it occurs. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

As a school, we operate a zero-tolerance approach bullying/abuse and not pass it off as “banter” or “fun”. All forms of bullying are deemed unacceptable and will be taken seriously.

### **Specific Types of Bullying**

Bullying has been defined in Government policy and accepted in law as: Deliberate, hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves. Bullying behaviour may present itself through:

- Emotional - Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – a child may be physically punched, kicked, hit spat at etc.
- Verbal – verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical or social disability or personality.
- Sexual – or Sexual Harassment: This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery. The school also considers the showing of sexual and/ or pornographic material which could be upsetting to those who view it as a form of sexual harassment. Please note that further advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – December 2020.
- Exclusion – a child may be bullied simply by being excluded from or left out of discussions / activities by those they believe to be their friends.
- Damage to property or theft – pupils may have their property damaged or stolen.
- Threats - a statement of an intention to inflict pain, injury, damage, or other hostile action on someone in retribution for something done or not done.

- Cyber - All areas of internet, such as email & internet chat room misuse, social network sites, threats by text messaging & telephone calls, and misuse of photographic technology, e.g. cameras and videos. This includes sexting or threatening and/or blackmailing a person to share images of that person or purporting to be that person or connected with them in some way
- Teasing - intended to provoke or make fun of someone in a playful way.
- Prejudice due to gender - Sexism, prejudice or discrimination based on sex or gender
- Prejudice due to sexual orientation and/or gender re-assignment
- Racially offensive conduct - Derogatory name calling. Verbal threats, insults and racist jokes. Display of racially offensive material.
- Ridicule - the subjection of someone or something to contemptuous and dismissive language or behaviour.
- Relational Bullying - describes causing harm to a person by damaging friendships and feelings of group acceptance.
- Bullying related to physical appearance
- Prejudice due to religion, culture and/or belief - Treating others differently because of your/their religion or belief, or lack of religion or belief.
- Vandalism - action involving deliberate destruction of or damage to public or private property.
- Intimidation - the action of intimidating someone, or the state of being intimidated.
- SEND Related Bullying - Unkindness because of physical or mental disabilities or having Special Educational Needs.
- Family related - Unkindness because a child is adopted or is a carer, or the like.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Child on Child abuse/bullying takes different forms such as but not limited to: nudes, up skirting or initiations.
- Child on Child sexual abuse is recognised as a specific safeguarding issue with responses to this found within the Child Protection & Safeguarding Policy.

## Impact of Bullying

Bullying results in pain and distress to the victim. Bullying is serious as it can make the lives of its victims a misery. It undermines their confidence and self-esteem and can destroy their sense of security. Bullying impacts upon its victims' attendance and attainment at school, marginalises those groups who may be targeted and can have life-long psychological damage. At worst, bullying can be a factor in pupil

suicide. It is acknowledged that bullies have complex reasons for their behaviour and may need help. The consequences of the bullies being allowed 'to get away with it' can be detrimental to them as well as to their victim. All pupils deserve the right to be helped to understand what acceptable behaviour is.

## **School Procedures for the Management of Bullying**

All staff are responsible for implementing this policy and reporting any incidents of bullying immediately to the DSL. They have an important role to be proactive in the prevention and response to incidents of bullying. As a school we recognise and have the approach that an absence of reporting does not mean that it does not exist. The following procedures must be implemented by all members of staff.

- Identify and consistently apply school rules, responsibilities and respond to bullying or inappropriate behaviour, to ensure a safe school environment for all.
- View bullying from the perception of the victim and not the bystander
- All incidents of bullying will be challenged by staff and immediate action taken to secure the safety of the victim.
- Report any incidents, suspected incidents or claims of bullying or unacceptable behaviour to the DSL who will conduct an investigation using the Anti-Bullying Incident Report Form (see appendix) and upload onto CPOMS.
- For pupils with specific special needs or language problems that make it difficult to raise their concerns or fears, staff must be vigilant to ensure their safety and observe and explore any changes in their behaviour that may result from being bullied.
- For verbal pupils, staff must listen sympathetically to them – if a Young Person thinks it is important, it is important.

In the event of a complaint of bullying, the school will carry out an investigation into the allegation:

- Records will be kept of all such investigations on CPOMS.
- The person/s that have made an allegation will be informed of the outcome of the investigation.
- If the school concludes that bullying has taken place:

- the parents of all pupils involved will be contacted by the school and a strategy will be agreed to ensure that the bullying is stopped.
- accurate records of the incident and of any follow up action (see appendix) will be recorded on CPOMS.
- build in restorative practice, as per the Behaviour and Relationship policy and where appropriate.

## **Bystander**

A bystander is someone who is aware that bullying is happening but does nothing about it. As a school, we believe all members of the school community have a duty to report any unkind or bullying behaviour. It is unacceptable for any member of our community to watch bullying taking place and to do nothing about it. We encourage all pupils to bring their concerns to the attention of a member of staff and / or their parents. Pupils should speak out if they witness bullying and unkind behaviour. We create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed and that the action taken will be swift but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in this way.

## **Supporting the Victim**

In supporting the victim, actions may include:

- A staff member talking one to one with the young person in a safe environment in which the young person feels comfortable.
- Discuss with the young person their preferences for how the issue should be addressed.
- Discussing strategies for how the young person may deal with the current and potential future bullying incidents.
- Gaining access to a 'circle of friends' or older pupils trained as peer mentors to whom the victim may turn for help.

- Providing a safe play area or quiet room for pupils who feel threatened at break times or patrolling the areas where the bullying incident has taken place.
- Referring the young person for support or therapeutic intervention from relevant agencies.

## **Roles and Responsibilities**

### **Role of the Governing Body**

The Governing Body will not condone any bullying and has delegated powers and responsibilities to the Headteacher to ensure all school staff and visitors to the school are aware of and comply with this policy.

### **Role of the Headteacher**

The Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils. The Headteacher will work to create a safe, secure, caring and friendly school environment for all the children.

The Headteacher will ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school and will raise awareness of bullying with pupils, parents, school personnel and governors on the grounds of protected characteristics

### **Responsibilities of School staff**

School staff will be aware of the signs of bullying in order to prevent bullying taking place and report all incidents of bullying. Staff will encourage pupils to report any incidents of bullying to any member of the school personnel. The school and each individual member of staff have a responsibility to:

- Have a clear understanding of the school policy.



- Provide a safe and secure environment for all.
- Respond promptly, report and record all issues and claims of bullying.
- Promote through the curriculum the development of appropriate responses to inappropriate behaviour and an awareness of the impact of one's own behaviour on others.
- Provide/attend appropriate training opportunities.

### **Role of Pupils**

Pupils will treat others, their work and equipment with respect, and support their class norms and the necessary guidance it gives to ensure the smooth running of the school. Pupils will report if they are being bullied or if they see someone being bullied to an adult in the school (Appendix B: Visual for reporting bullying). Each Young Person has a responsibility to:

- Not become involved in bullying incidents or be a bully
- Tell a member of staff, parent, or carer if they think bullying is taking place.
- To be kind and work/ play with others.
- To value pupil differences and treat others with respect

### **Role of Parents/Carers**

Pupils will treat others, their work and equipment with respect, and support their class charter and the necessary guidance it gives to ensure the smooth running of the school. Pupils will report if they are being bullied or if they see someone being bullied to an adult in the school.

- Report any concerns immediately to the school.

- To be alert to and inform the school about significant behaviour changes and signs of distress to their young person.
- Commit to the home/school agreement and abide by that agreement.
- To work in partnership with the school on encouraging positive behaviour, valuing differences, and promoting a sensitivity to others
- Inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life.

## Prevention

We aim to minimise the likelihood of bullying taking place by:

- Promoting a school ethos which encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, learning needs, sexuality, ethnic background or academic attainment
- Providing a safe and stimulating environment in which children can work and play
- Providing positive adult role models
- Displaying behaviour norms around the school
- Utilising strategies such as Comic Strip Stories and Social Stories to help develop empathy and understanding
- Providing pupils with the tools to resolve conflict in an amicable way
- Use preventative strategies such as circle time and buddy systems
- Encourage children to realise that bullying is not restricted to physical violence but includes any form of behaviour which makes another child unhappy. Bullying includes pushing, hitting, kicking, threatening, name-calling, teasing, intimidation, ignoring, excluding, and taking, damaging or demanding things belonging to another child
- Develop children's sensitivity to differences between people
- Encourage children to empathise with victims of bullying (for example through role play, discussion and restorative justice strategies)
- Assure children that they should not tolerate bullying in any form

- Encourage children to seek adult involvement with the knowledge that their problem will be taken seriously
- Make children aware that bystanders condone bullying by doing nothing and that it is their responsibility to inform an adult
- Help our pupils understand that interpersonal conflict can take place between individuals without it becoming a bullying incident
- Ensure children have a means to share any concerns
- Engaging in Circle of Trust activities whereby a caring community ethos is developed

## **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – would be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.’ There are also criminal laws which apply to assault.

## **Associated Policies and Procedures**

The general principles and procedures presented in this policy are also supported through the following documents:

- Behaviour & Relationship Policy
- Safeguarding & Child Protection Policy
- Equality and Diversity Policy

- Whistleblowing Policy

## Monitoring

This policy will be reviewed annually by the DSL Team.

## Appendix A








Anti-Bullying Incident Report Form					
PART A					
Date of incident		Time of incident		Whereabouts of incident	
Type of Incident					
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Racial	<input type="checkbox"/> Forced into actions against will / hazing		<input type="checkbox"/> Spreading rumours	
<input type="checkbox"/> Prejudicial – SEN/Disability, Race, Religion	<input type="checkbox"/> Verbal – name-calling, taunting, mocking threatening		<input type="checkbox"/> Written		
<input type="checkbox"/> Extortion	<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions taken or damaged		<input type="checkbox"/> Sexual	
<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		<input type="checkbox"/> Other (specify):			
Individuals Involved					
Alleged victim(s)					







Alleged perpetrator(s)			
Reported by			
Summary of Incident			
<b>PART B</b>			
<b>Follow-up of Incident</b>			
Investigated by			
Details of Reports			
Investigation details		Resulting Actions	
Informing parents/carers of Perpetrator(s) (date and details)			
Informing parents/carers of Victim(s) (date and details)			
Signature		Date	

Following an incidence of bullying it is necessary to ensure that the matter has been resolved and the victim of bullying is no longer being treated unfairly or unpleasantly by previous perpetrator or her/his friends or any other party. The follow up checks should be carried out in private so that the pupil is not worried about other pupils over hearing. The completed form should be uploaded to CPOMS.	
Follow-up for victim	
Follow-up for perpetrator	
Follow-up with family	

## Appendix B: Visual for Reporting Bullying

Instructions: Present visuals alongside simple spoken questions and record how the student communicated report of bullying and what they reported

What happened:	 Hit  Kick	 Scratch
	 Took my things	 Used unkind words
It made me feel:	 Sad	 Angry

	 Frustrated	 Worried
I want them to:	 Say sorry	 Be my friend
	 Be kind	 Give me space