

Anti-Bullying Policy

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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 Safeguarding Children Policy, Peer on Peer Abuse Policy, Rewards, Behaviour and Sanctions Policy, Exclusions Policy, Special Educational Needs and Disabilities Policy, Sex and Relationships Policy, Images Policy, Online Safety & Acceptable Use of Smart Devices Policy and adheres to the statutory guidance [Keeping Children Safe in Education](#) issued by the Department of Education and updated September 2021. 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 'Keeping Children Safe in Education' September 2021, and in accordance with the Prevent duty guidance (March 2015 and updated April 2021).

Aims

Our aim is for every student to be able to attend school in safety and free from humiliation, oppression and abuse so they can learn in a relaxed, supportive, caring and secure environment.

School Commitment

The Governors and Staff at Pathways Education are committed to providing a safe and secure school environment for all our students and staff. It is not an expectation of the school that staff or students are subjected to physical or verbal abuse or harassment in any form. The Governors and Staff believe that effective teaching and learning occurs when students and staff feel safe and happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. All the students 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 students, 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 students feel threatened, unsafe or afraid. 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. Where appropriate, students will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that

these will be carefully investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable students who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

Objectives

- To ensure that all governors, members of staff and volunteers, students and parents understand what bullying is, what the school policy on bullying is and follow it when a suspected case of bullying is reported.
- To ensure that every allegation of bullying is taken seriously for it can cause physical and psychological damage, even leading to suicide.
- To ensure that members of the school support each other by reporting all instances of bullying.
- To ensure that all members of the school are aware that we take bullying seriously and that it will not be tolerated.

What do we mean by ‘Bullying’?

- The school views bullying to be the wilful and conscious desire to hurt, frighten or threaten another person or group, usually repeated over a period of time. It includes encouraging and manipulating others to bully. It may be overt and intimidatory but is often hidden and subtle. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, sexting, photographs or e-mail). 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.

This includes peer-on-peer abuse in the form of:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse
- grooming for sexual and criminal exploitation.

The school will not tolerate the use of the term 'banter' to in any way excuse what it deems to be inappropriate references to any person or persons. Please be aware that our Safeguarding Policy addresses peer on peer abuse and this should be read in conjunction with this Anti-Bullying Policy. The school distinguishes between the inappropriate behaviours to others that arise through the impact of special educational needs and associated social or behavioural problems and those that occur through bullying. While not underestimating the impact of any inappropriate behaviour on the physical and emotional well-being of the recipient, the approach to the management of bullying will differ. (Please see Behaviour & Relationship Policy). Although this policy relates to the management of bullying within the school, inappropriate behaviours that impact on the physical and emotional welfare of others is unacceptable whatever the cause or context and will be addressed immediately.

Bullying and harassment may occur between students, between staff at all levels, from students to staff, or staff to students. In all cases it is profoundly hurtful, disruptive and not conducive to effective teaching and learning. This policy deals with student-to-student incidents of bullying and harassment only. Where students or parents allege harassment by staff, the Head Teacher should investigate. Bullying occurs where somebody knowingly commits an unwelcome act (either verbal or physical) towards an individual or group. Harassment is a form of bullying where the intention of the unwelcome act is to cause insult or injury for specific reasons connected to the recipient's identity. This includes cyber-bullying, prejudice-based and discriminatory bullying.

Definition: 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.
- 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 – students 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.
- Prejudice due to religion 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.

Vulnerable Groups Most at Risk of Bullying

Some children and young people seem to be more susceptible to being bullied and may need additional support. Staff in all agencies should be aware of who these children are and consider their specific needs. Children and young people who fall into this category include those who:

- Have a physical disability and/or learning difficulty.
- Have experienced abuse or neglect.
- Are, or have been, Looked After;
- Have witnessed domestic violence and abuse.
- Are refugees or asylum seekers.
- Are members of faith communities.
- Are members of the travelling community.
- Are lesbian, bisexual, gay transgender, or those who are questioning their identity.
- Are young carers.
- Are overweight.
- Have other physical or linguistic characteristics that are perceived to be different from the norm.
- Have transferred schools, in particular mid-year; have had long periods of illness or spent extended time overseas.
- Have low self-esteem.
- Lack self-confidence.
- Are isolated or socially excluded.
- Live in families perceived as 'different' from the norm.

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 student 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 students deserve the right to be helped to understand what acceptable behaviour is.

Bullying and the Law

- 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 from, significant harm'. The normal procedures should then be followed in this matter. This applies to all forms of bullying, including racist incidents and a single serious incident or repeated incident may lead to consideration under child protection procedures. A log of incidents of bullying and of racist incidents is maintained in school.
- The Equality Act 2010 replaces previous anti-discrimination laws. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:
 - eliminate 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;
 - foster good relations between people who share a protected characteristic and people who do not share it.
- Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.
- Section 89(5) of the Education Inspections Act 2006 (updated 2011) gives head teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of staff. This can relate to bullying incidents occurring anywhere off the school premises.
- The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

- Although bullying is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be considered 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 (updated – Criminal Justice & Public Order Act 1994). For example, under the Malicious Communication 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.

Signs and Symptoms

A young person may indicate by signs or behaviour that he/she is being bullied or feels threatened. Adults must be aware of these possible signs, and they should immediately inform the Designated Safeguarding Lead (if unavailable then report to the Deputy DSL) and report it on CPOMS:

- Changes in normal routines or behaviour
- Shows by their behaviour they are frightened of others, i.e. defensive behaviour.
- Is unwilling to go to school.
- Clings to adults
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Develops poor sleeping patterns.
- Feels ill in the morning.
- Deterioration in schoolwork
- Has unexplained cuts and bruises.
- Becomes aggressive, disruptive or unreasonable.
- Stops eating.
- Disclosures to staff

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and should be investigated.

Bullying Outside of School

Where bullying outside of school is reported to school staff, it will be investigated and acted on in accordance with our policy and procedure. The Headteacher/ DSL will also consider whether it is appropriate to notify the police or other agencies of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Bystanders

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 students to bring their concerns to the attention of a member of staff and / or their parents. We encourage all students to be upstanders. Students should speak out if they witness bullying and unkind behaviour. We create an atmosphere in which students 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. Students 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 students trained as peer mentors to whom the victim may turn for help.
- Providing a safe play area or quiet room for students 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.

- Actively engaging with the young person to assess whether the bullying has stopped and initiating further action if required.

Support for The Person(s) responsible

Please refer to the behaviour and relationship policy under rewards and consequences

Actions may include:

- A staff member talking to the young person about their behaviour and the possible reasons for it.
- Referring the young person for support or therapeutic intervention from relevant agencies.
- Restorative Justice where they may have to face up to their behaviour and consider alternate ways of behaving in the resolution of conflict.
- Discussing strategies for how the young person manages their feelings of anger and frustration.
- Actively monitoring the young person to assess if the bullying has stopped and initiating further action if required.
- Serious incidents of bullying may require the removal of the bully from the class / area, withdrawal of privileges of participation in activities.
- Involvement of the police where their bullying constitutes a crime.

Responsibilities of the School and Each Individual Member of Staff

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.

Responsibilities of Young People

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 student differences and treat others with respect

Responsibilities of Parents/Carers

- 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 student circumstances which may affect the ways in which students respond to school life.

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. 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 students 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 students, 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 students 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.

The Curriculum and Learning

Issues associated with bullying and its management will form part of the PSHE curriculum embedded through Wellbeing and PBL, these may involve:

- Developing appropriate interactional and social skills
- Exploring feelings and emotions
- Exploring the impact of a person's behaviour on others
- Exploring the hurt that the bullying behaviour may have on others.
- Role play to explore such feelings.
- Being kind to others, sharing
- Developing group skills
- Developing strategies that address challenging bullying behaviour.
- Not allowing someone to be deliberately left out of a group.
- Telling a member of staff what is happening.
- Telling the bullying student that they disapprove of his or her actions.
- Discussions and agreement of school, class and playground expectations
- Promotion and modelling of co-operative behaviour and anti-bullying values
- Identifying and celebrating individual differences and talents and promoting mutual respect for all

Through other awareness-raising activities: Many occasions during school can be used to raise awareness of bullying, its effects and how to handle being bullied. These include break/lunch time, tutor-based time and the annual Anti-bullying Week (usually held in the second or third week of November each year).

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.

References and Sources of Information

Behaviour and Discipline in Schools and the Independent Review of Behaviour in Schools.

Gov.uk resources

Bullying at School; Guidance: Preventing Bullying documents:

- Preventing and Tackling Bullying (July 2017);
- Approaches to preventing and tackling bullying: case studies (June 2018);
- Cyber Bullying: advice for Headteachers and school staff (2013, last updated 2017) which includes supplementary advice for parents for tackling on-line bullying, <https://www.saferinternet.org.uk/advice-centre/parents-and-carers/safety-tools/social-networks-and-other-online-services>
- Supporting children and young people who are bullied: advice for schools.

- Make Them Go Away dfe.takeonedigital.co.uk (You Tube)
- Let's Fight it Together at digizen.org (You Tube)

Legislative links:

- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
- The Equality Act 2010 and the new public sector Equality Duty, April 2011, Part 6.

Specialist Organisations:

The Diana Award: Established by the British Government in 1999, the organisations mission is to foster, develop and inspire positive change in the lives of young people.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <http://www.anti-bullyingalliance.org.uk>

https://www.equalityhumanrights.com/sites/default/files/tips_for_tackling_discriminatory_bullying.pdf

Family Lives: A organisation devoted to transforming the lives of families, supporting parents and making happier relationships, happier families and a stronger society. <https://www.familylives.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

www.kidscape.org.uk

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying: ChildNet International specialist resources for young people to raise awareness of online safety and how to protect themselves. www.childnet.com and www.thinkuknow.co.uk

LGBT: <http://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/>

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

<https://each.education/education-training-consultancy-services>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

<http://www.schools-out.org.uk/>

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. (www.stonewall.org.uk)

SEN/D: Mencap: The voice of learning disability and represents people with learning disabilities, with specific advice and information for people who work with children and young people. (www.mencap.org.uk)

Serious Youth Violence – Home Office '[This is abuse campaign for schools](#)'

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					

PART B			
Follow-up of Incident			
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	
<p>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 student is not worried about other students over hearing. The completed form should be uploaded to CPOMS.</p>			
Follow-up for victim			
Follow-up for perpetrator			

Follow-up with family	
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