

Anti-bullying Policy



Document Information	
	NON STATUTORY
Created by	H. Portrey
Responsibility	Whole School
Review Cycle	2 Years
Last Review	July 2023
Next Review	July 2025
Date Ratified by Governors	
Signature - Head	
Signature - Chair of Governors I.P.	

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Types of bullying
4. Roles and responsibilities
5. Statutory implications
6. Prevention
7. Signs and symptoms of bullying
8. Staff principles
9. Child-on-child abuse
10. Cyberbullying
11. Procedures
12. Sanctions
13. Support
14. Follow-up support
15. Bullying outside of school
16. Record keeping
17. Monitoring and review

Appendices

- A. Bullying Report Form

Statement of intent

Delapre Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g., learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Anti-Bullying Campaign

At Delapre Primary School we strive to create an ethos where all children feel valued, safe, and supported to achieve their full potential. This is endorsed through our Core Values which permeate all that we do.

We work towards the prevention of bullying through:

- An ethos of good behaviour where pupils are encouraged to treat one another and school staff with respect because they know that is the right way to behave.
- Raising the children's awareness of bullying throughout the curriculum: particularly during PSHE, Circle Time and assemblies.
- Promoting teamwork and co-operation and discussing managing positive relationships with others.
- Creating a culture where pupils are 'prepared to tell', with all classes promoting a 'Listen to me' approach (Worry Monsters) and all staff prepared to provide a listening ear.
- Conducting regular questionnaires and group discussions to ascertain the pupils' view of their wellbeing and happiness in school.
- Having a group of trained 'Mini Mentors' who are known to all children and available to support their peers during playtimes and lunchtimes.
- Providing adequate supervision of the playground during playtimes and lunchtimes
- Providing update training for staff to ensure all staff members understand how to implement the policy; recognise the signs of bullying and know how best to respond in each situation.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'.
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'.
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Primary Relationships and Health Education Policy
- Suspension and Exclusion Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

At Delapre Primary School it has been agreed with both children and staff that we regard bullying as repeated action, taken by one or more children, with the deliberate intention of hurting another child, either physically or emotionally. This view is supported by the ABA (Anti-Bullying Alliance www.anti-bullyingalliance.org.uk) who define bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal, or psychological. It can happen face-to-face or through cyberspace.”

Relational Conflict	vs	Bullyin
Equal power Happens occasionally.		Imbalance of power Repeated negative action. Deliberate

ADDITIONAL CHARACTERISTICS

Remorseful Effort to solve problem.	No remorse No effort to solve problem.
--	---

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical

- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating, and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils based on their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy considering these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.

- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher 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.

The Governing Body responds to any request from a parent to investigate incidents of bullying via the school's complaints procedure. In all cases, the governing body notifies the Headteacher and asks him to investigate the case and to report back to a representative of the governing body.

A named governor supports the school in implementing the Anti-bullying Policy. They will provide feedback to the Governing Body following visits to school and through monitoring the schools' work. The Anti-bullying Policy will be reviewed annually by the Governing Body.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected (MYCONCERN).
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

It is the responsibility of the Headteacher 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 deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher 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.

Each term the head teacher will assess any incidents of bullying by updating all bullying records. This information is shared with the Governing Body.

Senior Leaders:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Staff keep records of all incidents that happen on My Concern - all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are logged here.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the Headteacher, the class teacher informs the child's parents.

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and other relevant staff (E.g., Family Support Worker). We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Children's Social Care.

All staff receive training on the implementation of the Anti-bullying policy annually. The policy is available on the school server and on the school's website. Staff induction materials include the Anti-bullying Policy. Any further relevant opportunities to attend training will be taken up by members of staff. Evaluation of training and next steps will be recorded and passed to the school's Continuing Professional Development Co-ordinator.

Staff attempt to support all children and to establish a climate of trust and respect for all. Through the PSHE/e-safety curriculum the children are taught how to develop positive relationships and how to manage difficulties and conflicts. These curriculum areas explore the different types of bullying and equip the pupils with understanding how they can get help. Whole school assemblies also address these issues with the children.

Within each classroom and inside the Head teacher's and Deputy Head teacher's offices there are 'Listen to Me' Worry Monsters – the children are encouraged to use these if they have any worries or concerns - staff check these each day.

Staff provide training and support for the Mini Mentors so that they feel equipped to support their peers to manage conflict and to know how to advise their peers on where and how to receive further support.

Staff representatives including the Headteacher attend Anti-bullying training ensuring they understand and are aware of the latest guidance. Additionally, each term the Senior Staff meet to discuss the Anti-bullying policy and provide input into how to move the school forward.

Staff (teachers/TAs) are made aware of any vulnerable pupils during transfer meetings and on a day-to-day basis.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Parents 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 a member of the Senior Leadership Team. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office and on the school website.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school through fostering in their children, acceptable standards of behaviour, good personal relationships, and respect for others. It is also important for parents to recognise the definition of bullying defined in this policy as being different from other incidents of misbehaviour.

A parent governor will, each term, meet with members of the Anti-bullying steering panel to provide input into continued development of the Anti-Bullying process.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

It is the responsibility of pupils to develop positive relationships in school and to demonstrate acceptable standards of behaviour, good personal relationships, and a respect for others.

Pupils should speak to an adult if they are upset by how they have been treated or if they are concerned about one of their peers. If they receive emails, texts or messages that make them feel uncomfortable, pupils should save them and show them to an adult - these messages should not be responded to.

Worry Monsters are available in each classroom and inside the Head teacher's and Deputy Head teacher's offices – children can post a note to alert staff members of any concern or worry if they find this easier than approaching a member of staff.

The Mini Mentors are available to support their peers with any friendship conflicts or incidents of bullying behaviour. The Mini Mentors regularly meet with the Anti-bullying Lead to feedback any concerns and to receive help and advice with how to respond to issues.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Representatives from the Mini Mentors/School Council attend the Anti-Bullying Steering Group meeting each term to provide input into how to move the school forward.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Stereotyping, prejudice, and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference, and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g., drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable, as defined in Section two, will be regularly monitored, where appropriate, to ensure any problems can be actioned quickly. All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional, and social development is not negatively influenced by outside factors, e.g., mental health issues.

7. Signs and symptoms of bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs (injuries, damaged clothing, general ill-health due to stress)
- Emotional signs (mood swings, changes in personality, constant anxiety/nervousness, depression or tearful for no apparent reason, lack of confidence, negative self-image, hostility, and defensiveness)
- Behavioural signs (withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour)
- General (frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults)

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated.
- They have been the victim of abuse.
- Their academic performance has started to fall, and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation and record on MYCONCERN.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding

concern. If a member of staff believes a pupil is in danger, e.g., of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g., as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment, and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g., creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff, and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress.
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails possibly sent using a pseudonym or someone else's name.
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites, and social networking sites, e.g., Facebook.

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in Section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away.

Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the headteacher if their child displays any of the signs outlined in this section. They will also be offered access to The National College (courses and useful guides available).

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times.
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity.
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising.
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [Section 13](#) and [Section 14](#) of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g., mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

11. Procedures

Minor incidents will be reported to the victim's teacher and documented on MYCONCERN. Each incident will be investigated and where necessary, set appropriate sanctions for the perpetrator.

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

If bullying is suspected, we will:

- Talk to the suspected victim and any witnesses individually.
- Talk to the child/children suspected of bullying about what has happened (to discover why they became involved) and make it clear that this behaviour is not tolerated.
- If the child/children suspected of bullying are found to have behaved in this way, appropriate sanction procedures will be followed (in line with the Behaviour Policy)
- Record the behaviour in the school's anti-bullying log (My Concern)
- Involve all parties together to discuss the issues (restorative approach)
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- Provide individual counselling and support for all children involved as necessary.
- Inform parents.
- Allow children time to sort things out, but, when necessary, support children individually or together
- Follow up with further discussions with individuals as and when appropriate.
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All pupils involved are informed that they must not discuss the interview with other pupils.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g., detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The class teacher informally monitors the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online.
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g., preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g., by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teacher. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, monthly, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the class teacher, SLT and victim are confident the

bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened.
- Being helped to reflect on why they became involved.
- Being helped to understand what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g., on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

16. Record keeping

The DSL will ensure that robust records are kept regarding all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g., sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g., with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g., whether school culture facilitates discriminatory bullying by not adequately addressing instances and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil being bullied:	
Year group and Class:	

How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

Handed to:

Date:

Placed on MYCONCERN: Y / N

SLT / DSL Aware:



What is bullying?

- Bullying is intentional (not an accident). A bully hurts someone on purpose.
- Bullying is repetitive. This means that the bully hurts someone over and over again. It isn't an incident that happens only once.
- Bullying can be by one person or by a group of people.

Bullying can be...

Emotional

Hurting people's feelings, leaving you out, gossiping.

Physical

Punching, kicking, pushing, damaging their belongings.

Verbal

Name calling, teasing, offensive remarks.

Cyber

Saying unkind things by text, email or social media.

Prejudice

Racial, religious belief, gender, sexuality, special educational need or disability.

Cyber bullying.

- Don't** share any personal information online.
- Think** carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online it's not just yours anymore.
- Never** give out your passwords.
- Don't** meet up with people you've met online. Tell an adult if someone suggests you should meet up.
- Never** use your own photograph but use an avatar instead.
- Remember** that not everyone online is who they say they are.
- Think** carefully about what you say before you post something online.
- Respect** other people's views. Even if you don't agree with someone else's views, it doesn't mean you need to be rude.

If you see something online that makes you feel uncomfortable, or worried: leave the website, and tell a trusted adult immediately.

Say NO to bullying

Our child friendly ANTI-BULLYING POLICY



DELAPRE
PRIMARY SCHOOL

delapreprimaryschool.co.uk

© 2023 Delapre Primary School

If you are bullied...

DO...

- TELL SOMEONE
- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Use the Worry Monster's or emotion registers if you are too nervous.
- Talk to a friend.

DON'T

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.

What will happen to a bully?

- Teachers will get involved and help you solve problems.
- We will investigate things fully.
- We will remind the child (or children) that bullying is not acceptable and expect bullying to stop.
- We will follow the Behaviour policy and contact the child's parents.

Who can I tell if I am being bullied?

There are so many people you can tell... but you must tell someone.

- Parents/carers.
- A friend.
- Teachers/ Teaching Assistants.
- Lunch time staff.
- Any other trusted adult.
- Worry Monsters.
- Anti-Bullying Ambassadors (Coming Soon)!

If you are being bullied: Start Telling Other People!

What should I do if I see someone else being bullied?

- Tell an adult straight away.
- Don't try and get involved - you might end up getting hurt or you could end up in trouble yourself.
- Don't stay silent or the bullying may keep happening.

childline
ONLINE OR BY PHONE, ANYTIME
childline.org.uk | 0800 1111



Our responsibilities.

As children at Delapre Primary School we:

- Act in a respectful and supportive way towards one another.
- Tell someone if they are being bullied or have seen someone being bullied.
- Support each other and ask for help to make sure that everyone feels safe, and nobody feels left out.

Contact Mr Portrey, Mrs Leivers, Mr Fisher or Mrs Simpson if you need someone to speak to.

