



# Arundel Church of England Primary School Anti-Bullying Policy

**Nominated Members of Leadership Staff Responsible for the policy:** Heidi Simpson (Deputy Headteacher) and Hayley Meyer (Assistant Headteacher)

**Designated Safeguarding Lead (s):** Andrew Simpson (Headteacher)

**Named Governor with lead responsibility:** Helen Summers



**Approved by:** Governing Body **Date:** September 2020

**Last reviewed on:**

**Next review due by:** September 2021\*

**This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures. Currently the policy reflects the current Covid-19 situation in our country and the significant changes related to Covid-19 are in blue and the summary of that can be found in Appendix 4.**

**\*or earlier if circumstances with Covid-19 changes.**





## Introduction

This policy is based on DfE guidance “**Approaches to preventing and tackling bullying**” and supporting documents - <https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying> . It also takes into account the DfE statutory guidance “**Keeping Children Safe in Education 2020**”

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf) . All members of staff have read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” <https://www.childnet.com/ufiles/Cyberbullying-guidance2.pdf>

It is recommended that those who read this policy read this guidance alongside information from this website <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and understand what the definition of bullying is for this school. It is also important to read appendix 6 in this document to see how the policy links to other regulations.

## School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. We aim to develop young people with understanding and compassion for others – “reaching out to our neighbours in love”, and the courage to act on their beliefs and therefore we expect all children to aim to be respectful and responsible members of our ACE community.

## Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- **To provide clear expectations of expectations of behaviour if a lockdown occurs and when children complete online learning.**

## 1) Objectives of this Policy

This policy outlines what Arundel Church of England Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

## 2) Links with other school policies and practices





This policy links with a number of other school policies, practices and action plans including:

- o Positive Behaviour policy
- o Complaints policy
- o Child protection and Safeguarding policy
- o Confidentiality policy
- o Online safety and Acceptable use policies (AUP)
- o Curriculum policies, such as: RSHE, Religious Education, Character Education and computing

### 3) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- o The Education and Inspection Act 2006, 2011
- o The Equality Act 2010
- o The Children Act 1989
- o The Education (Independent School Standards) Regulations 2014 ( *if appropriate*)
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988
- o Public Order Act 1986
- o Keeping Children Safe in Education 2020

### 4. Definition of Bullying

Definition of bullying Bullying is “Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally.” (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; teachers and staff at ACE have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.



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

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

## 5) Responsibilities

**It is the responsibility of:**

- o The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- o School Governors to take a lead role in monitoring and reviewing this policy.
- o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- o Parents/carers to support their children and work in partnership with the school.
- o Pupils to abide by the policy

### Reporting- individual roles and responsibilities

- **Staff** - all staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- **Senior staff** - The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school



upholds its duty to promote the safety and wellbeing of all young people.

- **Parents/carers** - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.
- **Pupils** - The ACE WAY ensures that pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it. We encourage our children to be courageous advocates when they see an injustice happening in front of them.

## 6) As a school community ACE:

### Arundel Church of England Primary School Christian Ethos

Micah 6:8 (CEV):

'The Lord God has told us what is right and what he demands: "See that justice is done; let mercy be your first concern, and humbly obey your God."'

Many of the prophets in the Old Testament spoke out against corruption and injustice in the society of their day, because this is something that God hates. The way we treat each other is seen by Christians as a true mark of their commitment to God.

A simple 'rule of thumb' on what is just behaviour and is acceptable at ACE is provided by the so-called 'golden rule', taken from Jesus' words in the Sermon on the Mount:

'Treat others as you want them to treat you' (Matthew 7:12).

However, this verse must be put in its wider context. Jesus calls his followers to see justice, not as a way of getting revenge and paying people back; instead, he calls them to forgive their enemies, go the extra mile and not judge other people.

We encourage our pupils to work for justice, as causes brings people together to form pressure groups that aim to change things for the better. Such things as courageous advocacy are encouraged and promoted by staff at school especially when it comes to bullying.

Arundel Church of England Primary School communities recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. This includes encouraging children to have an active role in that and being courageous when they seeing injustice happening.

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.





- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## 7) Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form (see appendix 2) and also record the incident centrally on CPOMS.
2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
4. Support will be offered to the target of the bullying from the appropriate team/individual. This includes the pastoral team, class teacher, peer mentor, buddy system or through the use of restorative justice or other programmes (see Appendix 1).
5. Staff will proactively respond to the bully who may require support from the appropriate team/individual. This includes pastoral team, class teacher, peer mentor, buddy system or through the use of restorative justice or other programmes (see Appendix 1).
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

## 8) Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

## 9) Cyber-bullying

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, 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.



If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

When responding to a cyberbullying concern the school will follow the steps outlined in Appendix 7.

## Online Behaviour outside of school during a local or national lockdown

We expect pupils to:

- **Be contactable during required times (although we will take into account that pupils may not always be in front of a device the entire time)**
- **Complete work to the deadline set by teachers**
- **Seek help if they need it, from teachers or teaching assistants**
- **Alert teachers if they're not able to complete work**
- **Use proper online conduct, such as using appropriate language in messages in line with the ACE Way.**

(Please see Positive Behaviour Policy 2020 Appendix 4)

### 10) Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

### 11) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- o Bullying related to race, religion, nationality or culture
- o Bullying related to SEND (Special Educational Needs or Disability)
- o Bullying related to appearance or physical/mental health conditions
- o Bullying related to sexual orientation (homophobic bullying)
- o Bullying of young carers, children in care or otherwise related to home circumstances
- o Sexist, sexual and transphobic bullying
- o Bullying via technology, known as online or cyberbullying

### 12) School strategies to prevent and tackle bullying

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. As a Church of England School we expect a Christian ethos to pervade all aspects of school life and include good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends





beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. The ACE Values of Faith, Hope and Love are developed through all aspects of teaching and learning and should be the cornerstones when any member of the ACE community is dealing with an incident.

The steps which staff take when dealing with an incident of bullying is reported can be seen in Appendix 1.

### **Intervention - Support for pupils who are bullied at ACE**

As a school, we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the relevant member of staff to provide support, providing formal counseling or coaching, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Vulnerable pupils**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff at ACE should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. As a school we try to work with various stakeholders to ensure we are aware of this to develop strategies to prevent bullying from happening.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.



## Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. As a school we try our best to ensure we make appropriate provision for a child's short term needs, including setting out what actions we are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then we would consider whether the child will benefit from being assessed for SEN.

## Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEN support, as a school and where appropriate the local authority will provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the **SEND Code of Practice: 0 to 25 years**, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

## Separate onsite provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. As a school we will try to respond sensitively where an absence arises as a result of bullying.

We will do all we can to ensure bullied children continue to attend school.

## Intervention - Discipline and tackling underlying issues of bullying

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

## 13) Supporting adults in the ACE Community

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- o Reassuring and offering appropriate support.





- o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

*Adults (staff and parents) who have perpetrated the bullying will be helped by:*

- o Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- o Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- o If online, requesting that content be removed.
- o Instigating disciplinary, civil or legal action as appropriate or required.

**Note:** Specific guidance is available for school leaders at ACE regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

## 14) Preventing bullying

### **Environment**

The whole ACE school community will:

- o Create and support an inclusive environment which promotes our Christian Values, a culture of mutual respect, consideration and care for others, which will be upheld by all.
- o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference, or children with different family situations, such as looked after children or those with caring responsibilities.
- o Challenge practice and language which does not uphold our Christian Values and the values of tolerance, non-discrimination and respect towards others in line with our ACE Vision Statement when it states "Reaching out to our neighbours in love".
- o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos built on our three Values of Faith, Hope and Love.

### **Policy and Support**

The whole school community will:

- o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.



- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

The school community will:

- o Train all staff, including: teaching staff, support staff (e.g. administration staff, Embrace staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through the teaching of Jesus, displays, assemblies, peer support, the school councils, etc.
- o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **15) Involvement of pupils**

*We will:*

- o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- o Regularly canvas children and young people's views on the extent and nature of bullying.
- o Ensure that all pupils know how to express worries and anxieties about bullying.
- o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- o Publicise the details of internal support, as well as external helplines and websites.
- o Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **16) Involvement and liaison with parents and carers**

*We will:*

- o Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.



o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### 17) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### 18) Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

**Date of Last review:**

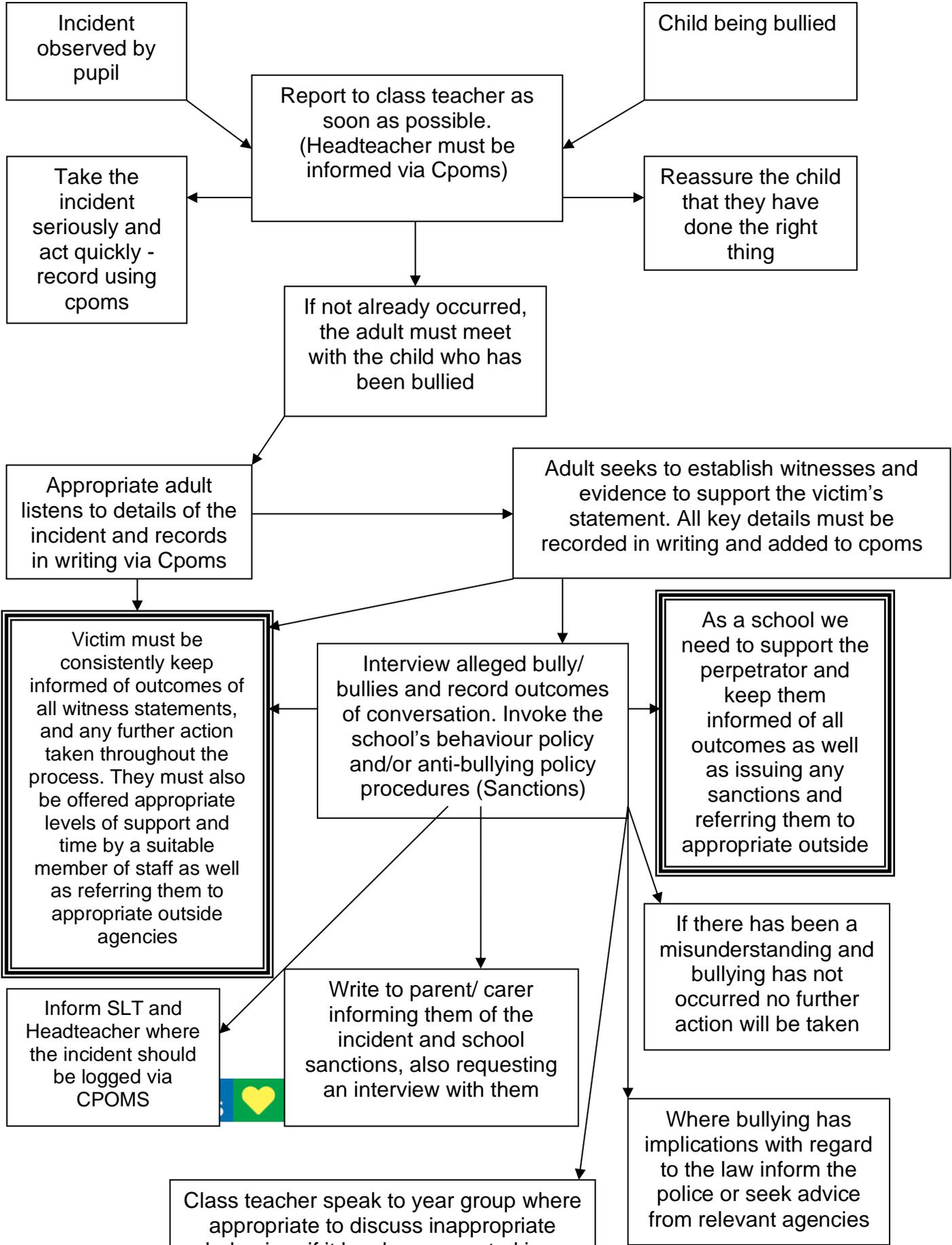
Headteacher signed:

Date:

Chair of governors signed:

Date:

**Appendix 1**  
**Anti-Bullying Immediate Response Chart at ACE**





## Appendix 2 School Bullying Incident Form

**Please report the incident on CPOMS immediately (see below) and then complete the "School Bullying Incident Form" and upload it to CPOMS.**

← Back

Incident

Categories

Behaviour  Bullying  Child Protection  Home Issues  Medical Issues  SEN

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Body map

Date/Time

 Fri 03 August 2018

10:24AM

Files

Click to browse or drag a file to upload

Alert Staff  
Members

Begin typing a staff member's name

Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Select Agencies



**SCHOOL BULLYING INCIDENT FORM**

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_ School name \_\_\_\_\_

Date of incident \_\_\_\_\_ Time of incident \_\_\_\_\_

Ethnic origin of victim \_\_\_\_\_ Ethnic origin of perpetrator \_\_\_\_\_

Male  Female

Male  Female

**Indicate type of incident – please tick**

Verbal		Physical	
Name-calling	<input type="checkbox"/>	Kicking	<input type="checkbox"/>
Taunting	<input type="checkbox"/>	Hitting	<input type="checkbox"/>
Mocking	<input type="checkbox"/>	Punching	<input type="checkbox"/>
Making offensive comments	<input type="checkbox"/>	Pushing	<input type="checkbox"/>
Teasing	<input type="checkbox"/>	Pinching	<input type="checkbox"/>
Other - please state	<input type="checkbox"/>	Other - please state	<input type="checkbox"/>
Emotional		Cyber	
Offensive graffiti	<input type="checkbox"/>	Offensive text messages	<input type="checkbox"/>
Excluding from group	<input type="checkbox"/>	Offensive e-mails	<input type="checkbox"/>
Spreading rumours	<input type="checkbox"/>	Sending degrading images	<input type="checkbox"/>
Being forced to do something against own will	<input type="checkbox"/>	Other - please state	<input type="checkbox"/>
Taking possessions/money	<input type="checkbox"/>		<input type="checkbox"/>
Other - please state	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.**

Appearance  Disability  Home circumstances

Gender  Race/ethnic origin  Medical condition

Religion  Sexuality

**Brief description of incident**

**Action taken**





Continued over . . .

Did the incident lead to the perpetrator(s) being excluded?    yes/no

Have you had contact with the victim's parent/carer?                    yes/no

Have you had contact with the perpetrator's parent/carer?            yes/no

Have you reported this incident to any other agencies?                yes/no  
If 'yes' which agencies?

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Signed \_\_\_\_\_

Return to Headteacher \_\_\_\_\_                    (Andrew Simpson)





## Appendix 3 Monitoring of Effective Anti-bullying Strategies Form

Name of School: \_\_\_\_\_

Please tick the strategies in place in our school **and** rate their perceived effectiveness in reducing bullying.

Strategy	Currently in place	Fairly effective	Very effective	Highly effective	Insufficient evidence of impact
<b>Whole School</b>					
PSHE programme					
SEAL					
Circle Time					
<b>Pupil lead strategies</b>					
Peer mediation					
Peer counselling					
Buddy systems					
Friendship stops					
Massage in schools					
<b>Targeted group work</b>					
Co-operative group work					
Circle of Friends					
SEAL small group work					
<b>Reactive strategies</b>					
Direct sanctions					
<b>Other - please state</b>					



## Appendix 4 Organisations Offering Support

Arundel Church of England Primary School does not necessarily endorse all the views expressed by these organisations.

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)  
DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)



## Arundel Church of England School Anti-Bullying Policy

### Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBT

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)



## Appendix 5

### Additional Content

#### Dealing with Incidents

The following steps may be taken when dealing with all Incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead.
- The head teacher/ designated lead will interview all concerned and will record the incident.
- Teachers will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

#### Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.



- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and permanent exclusions.
- Speaking with police or local services.

### Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### Adults

(staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.



## Appendix 6

Every school must have measures in place to prevent all forms of bullying.

### **The Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Education (Independent School Standards) Regulations 2014

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

### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty 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. Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil 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.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

### **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in



bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could 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 should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as 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 should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' – see further sources of information below.

## **Appendix 7**

### **Cyber-bullying and online safety**



ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people. Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### **Cyberbullying**

**Note:** The school will ensure they access the [Childnet Cyberbullying guidance](#) if they feel it is appropriate.

When responding to cyberbullying concerns, the school will:

- o Act as soon as an incident has been reported or identified.
- o Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- o Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- o Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (**Note:** Schools should [ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance](#) to ensure that the schools powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- o Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- o Inform the police if a criminal offence has been committed.
- o Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;



providing advice on blocking or removing people from contact lists;  
helping those involved to think carefully about what private information they may have in the public domain.

## Appendix 8

### **Frequently Asked Questions**

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further



information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.