



# **ANTI-BULLYING POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

<b>Ratified by Governors</b>	<b>February 2023</b>
<b>Review Date</b>	<b>January 2024</b>
<b>SLT Responsible</b>	<b>Mrs A Bhagat</b>

## **1. Introduction**

This policy takes into consideration and reflects all key aspects of the following documents:

- Preventing and Tackling Bullying – July 2017
- Keeping Children Safe in Education – September 2022
- Cyberbullying: Understand, Prevent and Respond Guidance for Schools – Childnet

## **2. Policy objectives.**

- This policy outlines what the school will do to prevent and tackle all forms of bullying.
- The school is committed to developing an anti-bullying culture where the bullying of children or young people is not tolerated in any form.

## **3. Links with other school policies and practices.**

- Behaviour for Learning and Inclusion Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as CPSHE, Citizenship and Computing
- Staff Behaviour Policy

## **4. Responsibilities**

It is the responsibility of:

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

## **5. Definition of bullying**

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include but not limited to name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child to child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

## **6. Forms and types of bullying.**

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics)
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## **7. School ethos**

- The school community 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 students are able to learn.

## **8. Responding to bullying**

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 by the appropriate pastoral team.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The pastoral team will interview all students involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate.
- Sanctions, as identified within the school Behaviour and Learning policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed. Other local services including Social Services, maybe contacted if a student is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), we suggest that the parent/carer contacts the police if they feel that the bullying is of a serious nature.

## **9. Supporting Students**

Students who have experienced bullying will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Giving the student the opportunity to discuss the experience with a member of the pastoral team or the Safeguarding Lead
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, restorative justice and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance including Social Services.

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the student.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Behaviour for Learning & Inclusion Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), internal or external suspension and fixed-term or permanent suspension.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance including Social Services.

## **10. Preventing bullying**

The whole school community will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).

- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Encourage the students to use the bullying box which is available in the library and student reception if students want to report issues in a confidential manner. This is emptied on a regular basis.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

## **11. Policy and Support**

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects students, even when they are not on school premises; for example, when using public transport (to and from school) or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will be the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **12. 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.
- 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.

## **13. Useful links and supporting 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-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### **Reviews and Operation of this Policy**

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Róisín Walsh**