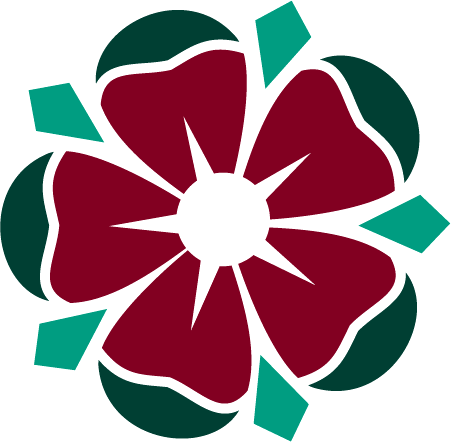
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St Edward’s School

Anti-Bullying Policy

This review: SLT/LB January 2021

Approved by the Board: February 2021

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## **Statement of intent**

St Edward’s 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 managed, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about Fundamental British Values which includes 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 bullyingamongst pupils. These measures are part of the school’s positive behaviour policy, which is available 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 approach to bullying at St Edward’s.

# Legal framework

* 1. This policy has due regard to all relevant legislation 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
  1. This policy has been written in accordance with guidance, including, but not limited to:
* DfE (2017) ‘Preventing and tackling bullying’
* DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and wellbeing provision in schools’
  1. This policy operates in conjunction with the following school policies:
* CSE Policy
* E-Safety Policy
* Positive Behaviour Policy
* Pupils’ Safety Policy
* Safeguarding and Child Protection Policy and Procedure
* Searching, Screening and Confiscation Policy
* Staff Behaviour Policy

# Definition

* 1. 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.
  2. Bullying is generally characterised by:
* **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
* **Intent**: The perpetrator(s) 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.
  1. 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.
  2. Vulnerable pupils may include, but are not limited to:
* Pupils with SEND.
* Pupils who are adopted / Looked After Children.
* Pupils suffering from a health problem.
* Pupils who are young carers.

# Types of bullying

* 1. Many kinds of behaviour can be considered bullying and can be related to almost anything.
  2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
  3. Bullying is acted out through the following mediums:
* Verbally
* Physically
* Emotionally
* Online (Cyber)
  1. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
  2. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
  3. **Transphobic bullying:** Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.
  4. **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.
  5. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
  6. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
  7. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

# Roles and responsibilities

* 1. The Board of Governors are responsible for:
* The effective implementation of this policy.
  1. The Therapeutic Services Manager and SLT are 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.
* Evaluating and reviewing this policy to ensure that it is not discriminatory.
* The overall implementation of this policy.
* Ensuring that the school adopts a tolerant and open-minded policy towards difference.
* Ensuring the school is inclusive.
* Ensuring that all incidents of bullying are recorded on the Management Information System (Arbor).
* Analysing the data regularly to identify trends, so that appropriate measures to tackle them can be implemented and a referral made to the Anti-Bullying Programme.
  1. The Therapeutic Services Manager is responsible for:
* Keeping a record of all Anti-Bullying Programme Referral forms.
* Arranging appropriate training for staff members.
* Providing follow-up support after bullying incidents.
* Offering emotional support to victims of bullying.
* Offering education to the perpetrators of bullying through the Anti-Bullying Programme.
  1. Keyworkers and Year Group Managers are responsible for:
* Corresponding and meeting with parents where necessary.
* Providing a point of contact for pupils and parents, when bullying incidents occur.
  1. All staff membersare responsible for:
* Being alert to social dynamics amongst the pupil group.
* Being available for pupils who wish to report bullying.
* Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Head of Pastoral Care of such observations.
* Refraining from gender stereotyping when dealing with bullying.
* Understanding the composition of pupil groups, showing sensitivity to those who have been victims of bullying.
* Reporting any instances of bullying once they have been approached by a pupil for support.
  1. Parents are responsible for:
* Informing their child’s Keyworker or the Head of Pastoral Care if they have any concerns that their child is the victim of bullying or involved in bullying.
* Being watchful of their child’s behaviour, attitude and characteristics and informing the relevant staff members of any changes.
  1. 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 cyber bullying and informing a member of staff should they fall victim to cyber bullying.

# Statutory implications

* 1. The school understands that, under the Equality Act 2010, it has a responsibility 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.
  1. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
  2. The Headmaster will ensure that this policy complies with the HRA; the Headmaster understands that they cannot do this without fully involving their teaching staff.
  3. 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.

# Prevention

* 1. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school:

*At St Edward’s, we work together with parents/carers and pupils to prevent bullying at the school. Bullying will not be tolerated here at St Edward’s.*

* 1. All reported instances of bullying will be investigated by a member of staff.
  2. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
  3. All types of bullying will be discussed as part of the curriculum.
  4. Diversity, difference and respect for others is promoted and celebrated through various lessons.
  5. All members of the school are made aware of this policy and their responsibilities in relation to it.
  6. All staff members receive training on identifying and dealing with the different types of bullying.
  7. All staff encourage pupils to discuss any bullying, whether they are victims or have witnessed an incident.
  8. Pupils are encouraged to use the red post box in the New Library to post their concerns in relation to bullying if they do not feel able to verbalise said concerns.
  9. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
  10. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn’t negatively influenced by outside factors, e.g. mental health issues.

# Signs of bullying

* 1. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
* Being frightened to travel to or from school
* Unwillingness to attend school
* Truancy
* Becoming anxious or lacking confidence
* Saying that they feel ill in the morning
* Decreased involvement in school work
* Returning home with torn clothes or damaged possessions
* Missing possessions
* Asking for extra money or stealing
* Cuts or bruises
* Lack of appetite
* Unwillingness to use the internet or mobile devices
* Becoming agitated when receiving calls or text messages
* Lack of eye contact
* Becoming short tempered
* Change in behaviour and attitude at home.
  1. 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.
  2. Pupils who display a significant number of these signs are approached by their Keyworker or a member of SLT, to determine the underlying issues, whether they are due to bullying or other issues.

# Staff principles

* 1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
  2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
  3. Unpleasantness from one pupil towards another is always challenged and never ignored.
  4. All staff act immediately when they become aware of a bullying incident.
  5. Staff always respect pupils’ privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
  6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
  7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

# Preventing peer-on-peer sexual abuse

* 1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.
  2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
  3. Sexual harassment violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
  4. Sexual violence refers to the three following offences:
* **Rape**: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
* **Assault by Penetration**: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
* **Sexual Assault**: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
  1. The school’s Safeguarding and Child Protection Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
  2. To prevent peer-on-peer 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.
  3. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
* Healthy relationships
* Respectful behaviour
* Gender roles, stereotyping and equality
* Body confidence and self-esteem
* Prejudiced behaviour
* That sexual violence and sexual harassment is always wrong
* Addressing cultures of sexual harassment
  1. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
  2. All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
  3. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
  4. LGBTQ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ, whether they are or not, can be just as vulnerable to abuse as LGBTQ children.
  5. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This is fully explained in the Pupil’s Anti-Bullying Policy.
  6. If a child has been harmed, is in immediate danger or is at risk of harm, the DSL will be informed, who will take necessary safeguarding actions.

**Managing disclosures and Confidentiality**

* 1. To be managed in keeping with the school’s Safeguarding and Child Protection Policy.

# Cyber bullying

* 1. The school has an e-Safety Policy in place, which outlines the school’s zero-tolerance approach to cyber bullying.
  2. The school views cyber bullying in the same light as any other form of bullying and will follow the actions set out in [section 12](#_Sanctions) of this policy if they become aware of any incidents.
  3. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#_Support) and [section 14](#_Follow_up_support) of this policy.
  4. 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.
  5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is practicable.
  6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the SLT will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
  7. The school’s Searching, Screening and Confiscation Policy will be followed at all times.

# Procedures

* 1. All bullying incidents are reported to the Head of Pastoral Care, who will initiate a full investigation.
  2. When investigating a bullying incident, the following procedures are adopted:
* The victim, alleged bully and witnesses are all interviewed separately
* Members of staff ensure that there is no possibility of contact between the pupils being interviewed during the school day
* If a pupil is injured, members of staff take the pupil immediately to the school nurse to be body mapped
* A room is used that allows for privacy during interviews
* A witness is used for serious incidents
* If appropriate, the alleged bully, 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
* Premature assumptions are not made, as it is important not to be judgemental at this stage
* Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
* All concerned pupils are informed that they must not discuss the interview with other pupils.

# Actions

* 1. If the SLT is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions.
  2. The SLT informs the pupil of the plan regarding actions, including their engagement in the Anti-Bullying Programme.
  3. A repair and rebuild meeting may be deemed appropriate by the SLT as a feature of resolving an issue involving pupils and may be arranged if all parties agree to proceed. These meetings are typically chaired by the Head of Pastoral Care and Keyworker.
  4. Parents are informed of bullying incidents and what action is being taken.
  5. The Year Group Managerinformally monitors the pupils involved over the next half-term.

# Support

* 1. Pupils involved in incidents of bullying will be given support and guidance through the School’s Anti-Bullying Programme.
  2. The victim is encouraged to tell a trusted adult in school if bullying is repeated.
  3. Pupils will be offered support from the school’s Therapeutic Services.
  4. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

# Follow-up support

* 1. The progress of both the bully and the victim are monitored by the Therapeutic Services Manager via the Keyworker.
  2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate (facilitated by Therapeutic Services).
  3. Pupils who have been bullied are supported in the following ways:
* Being listened to
* Having an immediate opportunity to meet with their Keyworker, therapist or a member of staff of their choice
* Being reassured
* Being offered continued support
* Being supported through the Repair and Rebuild process
* Being offered counselling by the Therapeutic Services Team, where appropriate.
  1. Pupils who have bullied others are supported in the following ways:
* 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
* Being supported through the Repair and Rebuild process
* Appropriate assistance from parents/carers.

# Bullying outside of school

* 1. The Headmaster has a specific statutory power to implement consequences for unexpected behaviour, including bullying, that takes place outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headmaster 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.
  2. Where bullying outside school is reported to school staff, it is investigated and acted on.
  3. The SLT is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.
  4. If the behaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

# Monitoring and review

* 1. This policy is reviewed every two years by the Therapeutic Services Manager and SLT.
  2. The scheduled review date for this policy is January 2023.

# Appendix 1 – Anti-Bullying Programme Referral Form

St Edward’s Therapeutic Services

**Anti-Bullying Referral From**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Name:** | Click here to enter text. | **Date of referral** | Click here to enter a date. |
| **Staff Member making referral** | Click here to enter text. | **Is the pupil aware of this referral?** | Choose an item. |

|  |
| --- |
| **Important note –Please complete with as much information as you have, in order to help us to put in place the most appropriate support and programme of education.** |

|  |
| --- |
| **According to the victim, how often does the bullying take place?** |
| Click here to enter text. |

|  |
| --- |
| **According to the victim, how long as the bullying been going on?** |
| Click here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Bullying Behaviours** | **Concern?** | **If answered ‘yes’**  **What is the duration of concern** | **Is this behaviour a**  **Main Concern** |
| Verbal | Select | Select |  |
| Physical | Select | Select |  |
| Emotional | Select | Select |  |
| Racial | Select | Select |  |
| Cyber-Bullying | Select | Select |  |
| Sexual | Select | Select |  |
| **Other (Please specify)** |  |  |  |
|  | Select | Select |  |
|  | Select | Select |  |
|  | Select | Select |  |

|  |
| --- |
| **Relevant additional information** |
| **Please give as much detail regarding what has prompted this referral.**  **Would you consider this pupil to be a perpetrator or a victim of bullying? Or both?**  **Has this pupil been involved in incidents of bullying in the past?** |
| Click here to enter text. |

|  |
| --- |
| **Sensitive issues to be aware of? Historic or Current?** |
| Click here to enter text. |

Please email completed referral forms to [louise.bartel@melchetcourt.com](mailto:louise.bartel@melchetcourt.com)

**To be completed by Therapeutic Services Manager**

|  |  |
| --- | --- |
| **Form of anti-bullying support required?** | |
| Choose an item. | |
| **Member of staff to provide therapeutic support** | |
| Click here to enter text. | |
| **Date of commencement of support** | |
| Click here to enter a date. | |
| **Date of completion of support** | |
| Click here to enter a date. | |
| **Summary of pupil’s response to the support offered and any continuing concerns** | |
|  | |
| Staff Member Completing Form | Click here to enter text. |
| Form Shared with SMT & Year Group Staff | Click here to enter a date. |