



Anti-Bullying and the Prevention of Bullying Policy

Policy Review and Approval

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Approved by:	Executive Head Teacher
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A copy of this policy and other related policies can be obtained from the School Office

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We have the highest aspirations for our school and every member of our school community. By promoting a culture of Ambition, Support, Perseverance, Integrity, Reflection and Empathy, we strive to Aspire, in all that we do.

This policy has been subject to a workload impact assessment as part of our commitment to reducing workload. The addition of Assistant HoYs will support both students, parents and staff when completing bullying logs for any given incident.

Aim

The Gildredge House Anti-Bullying and Prevention of Bullying Policy outlines what our school will do to prevent and tackle bullying. All children and young people at Gildredge House are entitled to learn in a safe and supportive environment. This means that they should be free from all forms of bullying behaviour.

At Gildredge House, our students are at the heart of everything we do. They should be able to learn in a supportive, friendly and safe environment based on outstanding pastoral care, without fear of being bullied, so that they can develop to their full potential. Our Anti-Bullying and the Prevention of Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as teaching students about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at Gildredge House. All staff, parents and students will work together to prevent and reduce any instances of bullying at our school.

This policy will be disseminated to the whole school community, , and reviewed regularly.

All members of the school community should understand:

- the definition of bullying and that it will not be tolerated at Gildredge House;
- the Anti-Bullying and Prevention of Bullying Policy and know how to follow it when bullying is reported;
- that support will be given when bullying is reported;
- that, through monitoring, reviewing and training, the school aims to develop a positive atmosphere where students feel confident to report if they are being bullied; and
- that students can be supported to overcome and change harmful behaviour

Definition of bullying

Bullying is: 'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either verbally, physically or emotionally' - *DFE July 2017*.

Bullying is generally characterised by:

- repetition: incidents are not one-offs, but frequent and happen over a period of time;
- intent: the perpetrator means to cause verbal, physical or emotional harm. It is not accidental;
- targeting: bullying is generally targeted at a specific individual or group, for example, because of race, religion, gender or sexual orientation; and / or
- power imbalance: whether real or perceived, bullying is generally based on unequal power relations.

Bullying can take the form of cyberbullying - bullying via a mobile phone or online.

It is not bullying when:

- there is no intention to hurt or harm i.e. behaviour is thoughtless or accidental;
- there is a one-off fight / argument between students;
- there is a good reason why others cannot be included in a group activity;
- there is a falling out between friends; and / or

- a student is called a nickname with which they are happy.

Some students are more vulnerable as targets to bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- students with special educational needs and disabilities;
- students who are looked after / adopted;
- students suffering from a physical and / or mental health problem; and / or
- students with caring responsibilities.

Our school community:

- discusses, monitors and reviews the Anti-Bullying and Prevention of Bullying Policy on a regular basis;
- is aware of the potentially serious actions that can follow bullying. These include psychological damage as well, in extreme cases, leading to harmful behaviours;
- supports staff to promote positive relationships and identify and tackle bullying appropriately;
- ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the Anti-Bullying and Prevention of Bullying Policy;
- reports back to parents regarding their concerns on bullying and deals promptly with complaints. Parents, in turn, work with the school to uphold the Anti-Bullying and Prevention of Bullying Policy; and
- seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate.

Gildredge House is committed to providing a caring, friendly and safe environment for all students so they can learn in a positive and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively.

Forms of bullying covered by this policy

This policy follows the latest Ofsted guidance around bullying which is that schools will record and analyse bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents. Bullying can take many forms:

Physical bullying e.g. hitting, punching, inappropriate touching, pinching, jostling, breaking or taking of property;

Verbal bullying e.g. name calling, put-downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm;

Emotional bullying e.g. rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection;

Cyber bullying e.g. inappropriate phone calls or messages / images sent by text, email or social media;

Racist bullying e.g. 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;

Transphobic bullying e.g. bullying based on another person's gender 'variance' or for not conforming to dominant gender roles. This also includes bullying of students who identify as transgender and/or non-binary;

Sexist bullying e.g. 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;

Prejudicial bullying e.g. bullying based on prejudices directed towards specific characteristics, for example. SEND, disability or mental health issues; and

Relational bullying e.g. bullying that primarily constitutes of excluding, isolating and ostracising someone - usually through verbal and emotional bullying.

Cyber Bullying

Cyber bullying is: 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself'. (*Report to the ABA by Goldsmiths College*).

Cyber bullying can include: bullying via websites, text message, picture or video-clip via mobile phone cameras, phone call via mobile phone, email, chat room or through instant messaging (IM).

Setting and promoting online safety

Bullying can occur in and out of school and therefore parents and the school need to work together. An ICT Acceptable Use Policy Agreement is signed by each student and every parent, agreeing to safe and responsible internet use at school to highlight the responsible use of the internet and promote the school's anti-cyber bullying message (see Online Safety Policy).

Roles and responsibilities

Students: Report any bullying to a member of staff immediately. If you see another person being bullied, you should report it immediately to a member of staff. Students also have the opportunity to report bullying or other concerns via a specific email address - yourconcern@gildredgehouse.org.uk. This mailbox is monitored by the safeguarding team who liaise with SLT and the pastoral team to support bullying and/or safeguarding concerns. In addition, students also have access to a 'YourConcern' post box system, which is located in the Westfield Corridor. This option gives students the opportunity to write down any bullying concerns.

Parents: If you think your child may be being bullied, or they tell you that they are, please let us know straight away by informing your child's Class Teacher in Primary, Tutor or Head of Year in Secondary. Please reassure your child that we will deal with it sensitively but firmly. If your child tells us they are being bullied, or we discover that they are bullying others, we will contact you and discuss with your child how the situation can be improved.

Staff: Monitor students in your care by being observant. If you suspect a student is the victim of bullying, ask the student what is happening to them. You will liaise with key staff, especially the Class Teacher, Tutor or Phase Leader or Head of Year. You should know the Anti-Bullying and the Prevention of Bullying Policy and deal with incidents in accordance with school procedure. You will also take part in anti-bullying measures and contribute to strategy and solutions. If a student informs you that they are being bullied or have witnessed someone else being bullied, you must inform the Class Teacher / Phase Leader / Tutor and Head of Year immediately. If incidents are deemed as an action of bullying, staff should log this to the safeguarding team via MyConcern. Staff are also responsible for logging the bullying record/file

into the Anti-Bullying folder in the teacher shared drive. Please see Appendix A 'Procedures for Responding to all Alleged or Witnessed Bullying Incidents' for logging any form of reported bullying.

Preventing, identifying and responding to bullying

Bullying of any kind is unacceptable at Gildredge House, and this message will permeate throughout our culture. At Gildredge House, we use a range of proactive strategies to create an environment that promotes anti-bullying throughout the school. These include:

- a Class Teacher (Reception-Year 6) or Tutor (Years 7-11) who meets daily with students, considers their wellbeing and works closely with parents in line with the Teachers' Standards;
- a dedicated Assistant Head of Year/Head of Year in the Secondary is responsible for the wellbeing of all students in the Year Group;
- the Class Teacher/ Tutor and / or Head of Year delivers high quality values that include accepting differences, tolerance, and forgiveness as well as explicit sessions on anti-bullying. This is also supported in the delivery of Personal Development which covers safe behaviour, wellbeing and anti-bullying;
- the creation and support of an inclusive environment, which promotes a culture of mutual respect, consideration and care for others which is upheld by all;
- the challenging of practices which do not uphold the values of tolerance, non-discrimination and respect towards others;
- staff training, including the importance of showing children that any bullying matters have been taken seriously, the importance of first class communication with parents and the insistence that all incidents are recorded effectively, following the school's policy;
- a culture of listening to students. There are a wide range of adults to whom students can speak and these conversations will be followed using the correct procedures;
- a dedicated member of staff to lead on anti-bullying;
- the promotion of appropriate behaviour through Personal Development Time, Assemblies, Circle Time, Peer Mentoring and Tutor Sessions;
- the promotion during Anti-Bullying Week of the importance of reporting bullying and not being a bystander, through displays and during the community curriculum delivered by staff;
- the promotion of the British values of tolerance and raising awareness of different cultures through Personal Development Time, Assemblies, Circle Time and Tutor Sessions;
- actively providing opportunities to develop students' social and emotional skills, including resilience;
- Peer Mentors for Year 7 students;
- the development of student diversity groups to offer time to listen and share experiences;
- the offer of 'Safe Zones' throughout the school, as a safe haven for vulnerable Primary and Secondary phase students during lunch times;
- education on safer internet use as part of the ICT curriculum;
- regularly updating and evaluating the school's approaches to take into account the developments of digital technology;
- vigilant supervision at break and lunch times;
- formal annual evaluation of anti-bullying work with staff and students, alongside regular ongoing reflections and review;
- working with staff and outside agencies to identify all forms of prejudice-driven bullying;

- actively providing systematic opportunities to develop students' social and emotional skills, including their resilience;
- considering all opportunities for addressing bullying, including through the curriculum, displays, peer support and whole school activities;
- training all staff to identify bullying and follow the school's policy and procedures on bullying;
- regularly canvassing children and young people's views on the extent and nature of bullying;
- ensuring students know how to express worries and anxieties about bullying;
- ensuring all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- ensure students are made aware that the bullying incident was addressed and what the outcomes were;
- involving students in anti-bullying campaigns in school;
- publicising the details of helplines and websites;
- offering support to students who have been bullied; and
- working with students who have been bullying in order to address the problems they have. This will include reflection on behaviours and / or restorative justice work.

Procedure for dealing with bullying

The school has a clear procedure so students know who to talk to about bullying, and staff know how to record incidents of bullying so that patterns can be observed. The bullying behaviour or threats of bullying will be investigated, and the bullying stopped quickly. The student being bullied will be consulted with throughout the process. In all cases of bullying being proven, staff will record the incident to the safeguarding team via MyConcern.

The student being bullied:

- The student will be spoken to by a member of staff and asked to write a statement, or an adult will take a statement if the child is very young.
- Any witnesses will be spoken to and asked to write statements (if possible).
- The student being bullied, the alleged bully and witnesses will all be interviewed separately. All students concerned will be informed that they must not discuss the interview with other students.
- The student being bullied will be given support determined by the Head of Year, Pastoral Team or Class Teacher, if required, support from a member of the Senior Leadership Team.
- If bullying outside school is reported, the incident will be investigated and acted on.
- Action(s) to be taken will be decided on with the relevant Head of Year / Phase Leader / Class Teacher and in conjunction with the school's Behaviour for Learning Policy.
- Agreed action(s) will be carried out.
- The parents will be consulted and informed of the action(s) taken.
- All updates and parental conversations will be logged.
- The Class Teacher in Primary phase / Head of Year in Secondary phase will monitor the situation and log all details on MyConcern and in the Anti-Bullying Folder.
- In the majority of cases, restorative justice is used in the first instance. Restorative Justice is a restorative approach based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

Aggressor:

- If a staff member is satisfied that bullying has taken place, the staff member will help the student to understand the consequences of their actions and warn them that there must be no further incidents.
- The student will be informed of the type of consequence to be used in this instance and future consequences if the bullying continues. Any of the school's formal behaviour consequences can be used as appropriate. Consequences will occur in line with the school's Behaviour for Learning Policy.
- The student's behaviour will be monitored.
- Within Secondary, if required, movement will take place within the curriculum e.g. across bands / change of Tutor Group. Within Primary consideration will be given to moving to the parallel class if there is capacity and the need.
- The parents will be consulted and informed of the action(s) taken.
- All updates and parental conversations will be logged on MyConcern.
- The school will endeavour to change the attitude and behaviour of the student in line with the positive procedures identified in the school's strategies.
- The student will undertake reflection work to help change or eradicate their behaviour, usually by talking through issues and offering the student strategies that help and aid friendship. The student may be asked to genuinely apologise.
- If possible, the students will be reconciled.

All cases are looked at on an individual basis and the most appropriate response to continued bullying will be implemented. Possible responses may include:

- involvement of the school's Police Liaison Officer;
- internal isolation or fixed-term exclusion for persistent bullying or particularly serious incidents;
- referral to an external agency;
- involvement of the Heads of School, Executive Head Teacher and / or Governors; and / or
- permanent exclusion by the Executive Head Teacher (in extreme one-off situations or if every other intervention has failed).

After the incident has been investigated and dealt with, staff will closely monitor the situation to ensure repeated bullying does not take place.

Further responsibilities

- The Head of Primary and Head of Secondary take a lead role in monitoring and reviewing this Anti-Bullying and the Prevention of Bullying Policy.
- The Executive Head Teacher, Senior Leaders, teachers and support staff should be aware of this Anti-Bullying and the Prevention of Bullying Policy and implement it accordingly.
- The Head of Primary and Head of Secondary communicates the Anti-Bullying and the Prevention of Bullying Policy to their phases of the school community.
- Students should abide by the Anti-Bullying and the Prevention of Bullying Policy.

Legal framework

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
- DfE - Preventing and Tackling Bullying 2017

Equality Act

Gildredge House 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; and foster good relations between people who share a protected characteristic and people who do not share it.

Human Rights Act

Gildredge House 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.

Protection from Harassment Act

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Communications Act

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.

DfE Guidance

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 Academies' and Colleges'; and
- DfE (2018) 'Mental health and wellbeing provision in Academies'.

Links with other school policies and practices

This Anti-Bullying and the Prevention of Bullying Policy links with a number of other school policies, practices and action plans including:

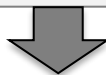
- Safeguarding and Child Protection Policy and Procedure
- Staff Behaviour and Code of Conduct Policy
- Complaints Policy and Procedure
- Behaviour for Learning and Exclusions Policy
- Online Safety Policy

The school will continue to use guidance from DfE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Appendix A: Procedures for responding to all alleged or witnessed bullying incidents

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident. **CONSIDER WHETHER IT IS APPROPRIATE TO INFORM THE POLICE IN DISCUSSION WITH SLT.**

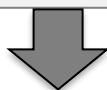


Investigation

- Open an incident record report
- Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved
- Place into the **Anti-Bullying file (Title: Victim name/Bully name/date)** if the incident record proves to be an act of bullying - **Logged in MyConcern**
- If deemed not to be bullying, please refer to the Behaviour for Learning and Exclusion Policies



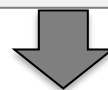
Staff should look for evidence that the behaviour; has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident; was deliberately intended to cause distress and/or harm; or has created a sense of powerlessness on the part of the individual being targeted and consider whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed.



Hurtful behaviour has occurred but it **was not** identified as bullying

Further action staff should take:

- Ensure incident record has been completed fully;
- Identify any harm caused: **Restorative Questions in Response to Challenging Behaviour and Restorative Questions when someone has been harmed;**
- Provide support if required to all;
- Inform parents of the students involved;
- Decide if any sanction needs to be applied in line with the school Behaviour for Learning and Exclusion Policies;
- All documents to **HOY File** and update **EduLink** with behaviour.



Evidence of **bullying** is found

Further action staff should take:

- If the **Police** decide to take the incident seriously and do not hand the matter back to the school, please be guided by their support;
- **Incident record is fully completed** and **MyConcern** is updated;
- Log bullying on **EduLink** and decide if any sanction needs to be applied in line with the school Behaviour for Learning and Exclusion Policies;
- Identify any harm caused with **Restorative Questions Form;**
- Provide support to those involved and record;
- Inform parents of those involved;
- Engage and inform external agencies if necessary;
- The final completed report placed into **Anti-Bullying file and MyConcern;**
- Follow up with a review of the incident in the appropriate time using a **Bully Review Sheet - Record in MyConcern and Anti-Bullying file.**