



**St Edward's  
School**

Unity - Achievement - Faith

# Anti-Bullying Policy

**Reviewed and Approved by the Personal Development, Behaviour and Attitudes Committee**

**On: 16<sup>th</sup> November 2023**

**Reviewed and Ratified at the St Edward's Full Governing Body**

**On: Autumn 2023**

**Next review date: Autumn 2024**

**SLT are responsible for oversight of this policy's implementation**

## Mission Statement

### MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

St Edward's Mission statement of "May we be one" has clear ramifications for the school's approach to bullying. Bullying behaviour is harmful and divides people. The whole school community should therefore work together in order to challenge any bullying and ensure that St Edward's is a caring, friendly and safe environment for all of our students where they can learn in a positive and secure atmosphere. We believe that all members of our community should be treated with respect, and that bullying is never acceptable.

This policy aims to:

- support all members of our community in the development of high levels of self-esteem.
- ensure all members of the school community have a common understanding of what constitutes bullying.
- make clear the roles and responsibilities held by different groups and individuals.
- outline the ways in which bullying should be reported.
- summarise the statutory duties of the school.

### What is Bullying?

The Anti-Bullying Alliance defines bullying as 'the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- **Online** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature includes all areas of internet, such as email & internet chat room misuse

Bullying can include discrimination based on:

- Race
- Faith
- Gender, including transgender
- Ability
- Appearance
- Sexuality
- Socio-Economic Background

Bullying can take place at any age and in any place. Section 89 of the Education and Inspections Act gives the headteacher the right to regulate students' conduct when they are not on school premises. This can relate to bullying incidents occurring on school or public transport, outside local shops or in any other public place when students are in school uniform. Bullying can also take place beyond school via social media.

### **The difference between Bullying and Relational Conflict**

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree strongly and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. Students exchanging unpleasant comments via social media is an example of such conflict, and may not represent an instance of bullying.

Conflict may be an inevitable part of group dynamics, but bullying is not. Both relational conflict and bullying require intervention, however they will often take different forms. When trying to determine whether an issue should be regarded as bullying the STOP acronym can be helpful; this stands for Several Times On Purpose.

### **Possible signs of bullying**

Students who are being bullied may not always report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness or unexplained injuries. To those who know the child it may simply be a feeling that 'things aren't quite right'. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

### **Roles and Responsibilities**

#### **Governing Body**

The Governing Body is responsible for ensuring that the anti-bullying policy:

- reflects the ethos and mission of the school and promotes the wellbeing of all members of the community.
- fulfils the statutory responsibilities of the school in relation to wellbeing, safeguarding and safety.
- is implemented across the school community.
- is reviewed and updated in the light of the review of practice, new research or best practice or changes to statutory requirements.

#### **Headteacher**

The headteacher has a responsibility to advise the governors in the preparation, review and implementation of the anti-bullying policy. They have a duty to ensure the policy is consistently and effectively implemented throughout the school.

The Headteacher will ensure:

- All incidents of bullying and the parties involved will be recorded and retained on a student file until the student reaches the age of 25.
- Ensure there is a named Anti Bullying champion within school.

#### **Anti Bullying Champion**

- Promote an anti-bullying environment.
- Work with SLT, ensuring that anti bullying and anti prejudice work is kept high on the agenda.
- Collate statistics, ensuring that significant incidents are recorded.
- Noting any patterns of behaviour and raise awareness of this to the SLT.
- Work collaboratively beyond the school, including attending the anti bullying forum.
- Create opportunities for staff to undertake appropriate training.

#### **Staff**

- Staff will actively promote anti-bullying strategies.
- If bullying is suspected, witnessed by or reported to a member of staff they will respond appropriately and record what has happened using the My Concern software.

- The Director of Learning will work with tutors to co-ordinate the investigation, ensuring parents and carers are informed and issues are resolved in a robust, effective and timely manner. Appropriate action will be taken in each case and this will vary from incident to incident.
- Action may include, but is not limited to, restorative justice meetings, inclusion, exclusion or police involvement where necessary.
- Educating young people on both the advantages and risks involved with social media is the joint responsibility of parents and carers and the school community.

### **Students**

- A student experiencing or witnessing bullying should report it in one of the following ways:
  - Speaking to a trusted adult such as their form tutor, Learning and Behaviour Support Worker or Director of Learning.
  - Speak to a Student Leader.
  - Speak to their parent or carer.
  - Report online via the Sharp System.
  - Speak to the Anti bullying champion.

### **Parents and Carers**

- If parents and carers suspect their child is being bullied they should contact the child's tutor in the first instance.
- Parents and carers must leave the initial investigation to the school. Any attempt to resolve the issue themselves may make the matter worse. Parents and carers must understand that the school may have access to information that they do not have.
- The school will take all reasonable steps to investigate the allegations of bullying thoroughly. The school does not have the powers of the police, and does not operate in the same way. Conclusions are reached on the balance of probabilities.
- Parents and carers should encourage their child to talk to their tutor or other member of staff.
- Educating young people on both the advantages and risks involved with social media is the joint responsibility of parents and carers and the school community.
- The school expects parents and carers to monitor their child's access to social media and ensure that such access is age-appropriate.
- Parents and carers may also report concerns to the police, and restrict or cease their child's access to social media.
- In line with its behaviour policy, the school expects the full support of parents and carers in managing their child's behaviour, including online.

### **Bullying of adults within the school environment**

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

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

- Offering an opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place either on line or over the phone, the school will still investigate the concern and ensure that appropriate action is taken in accordance with the relevant school policies.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- 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 perpetrated the bullying will be helped by:

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

### **Legislation, Statutory Duties and Supporting Documents**

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

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010, which outlines the responsibilities of schools to respond to discrimination and promote equality.
- The Children Act 1989, which makes clear the expectation that bullying incidents should be addressed as a child protection issue where there is 'reasonable cause to suspect that a child is, or is likely to suffer, significant harm.'
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

This policy has also been written in the light of

- DfE guidance "Preventing and Tackling Bullying" (2017) and supporting documents.
- "Working together to Safeguard Children " (2018) which stipulates that 'safeguarding' extends beyond child protection and includes issues such as health and safety and bullying.
- DfE statutory guidance "Keeping Children Safe in Education" (2023)

### **Links to other policies**

This policy is linked to a number of other policies including:

The Positive Behaviour for Learning Policy

Safeguarding Policy

SEND Policy

The Acceptable Usage Policy

### **Policy Review**

The Governing body will review this policy annually and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents and carers.

*This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.*

*Appendix 1*

**Anti bullying Policy – Student Summary**

## Anti-bullying Policy – Student Summary

The Anti-Bullying Alliance defines bullying as ‘**the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.**’

Bullying can be:

- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Cyber** - typically by sending messages of an intimidating or threatening nature includes all areas of internet, such as social media, online gaming and email.

Sometimes friends fall out and have arguments. This isn't necessarily bullying but we would still want to help you resolve it. When trying to identify bullying the **STOP acronym** can be helpful; this stands for:

Several  
Times  
On  
Purpose

Anonymous student voice surveys in 2023 told us most students do not experience bullying and when they do, the school is normally effective at stopping it quickly.

**75%**

I haven't experienced bullying.

**18%**

I have experienced bullying but the school has managed it effectively.

**7%**

I have experienced bullying but the school not managed it effectively.

*Those who said that bullying had not been resolved have been contacted and follow-up support offered.*

The school can support with issues of bullying that take place outside of the school day, including to and from school and online.

### Spotting signs of bullying in others

Students who are being bullied may not always report it. However, there may be changes in their behaviour, such as becoming shy and nervous, faking illness or having unexplained injuries.

### How do I report bullying?

If you experience or witness bullying you should report it in one of the following ways:

- Speaking to a **trusted adult** such as your form tutor, Learning and Engagement Support Worker or Director of Learning.
- Speaking to a **student leader**.
- Speaking to your **parent or carer**.
- Report using **the Sharp System**. This can be found on the intranet page and on the school website.

### What will happen if I report bullying?

- A member of staff will **talk to you** and make a note of exactly what has been happening. Give as much detail as you can. They will listen carefully and you will be

believed. We will then begin to look into what has been happening.

- They will **talk to other students** including people who may have witnessed what's happened.
- They will have a discussion with you so **you can agree on what to do next**. The response can vary from a restorative justice meeting all the way through to informing and involved the police.

### How can home support you?

- If you report bullying to your parents or carers they can agree with you the best way to report it. Parents can also use the Sharp System to report bullying.
- Parents and carers must leave the initial investigation to the school and any attempt to resolve the issue themselves may make the matter worse.
- Parents and carers may also report concerns to the police or take other steps to protect you from potential harm in person or online.

