



ABU BAKR AL-IHSAAN ACADEMY

Anti-Bullying Policy

A Muslim is one whom other people are safe from his tongue and his hand.'

Bukhari

Introduction

This policy, which incorporates a set of procedures, makes clear the school's commitment to be known amongst the pupils and the community as an Anti-Bullying School.

At Abu Bakr Al Ihsaan Academy, every pupil and member of staff should feel safe from any abusive, threatening or unpleasant behaviour. Members of staff should be able to operate on the clear understanding that pupils will behave towards them with courtesy, cooperativeness and obedience to legitimate rules and instructions. Pupils must be able to expect the highest standards in teacher's behaviour and attitude towards them.

Members of staff should always set high standards for how pupils behave towards each other.

To this end, we recognise that bullying exists within our society, and that its consequences can sometimes be traumatic for the individuals and families concerned.

We uphold the principle that *Every Child Matters* and, through this policy, affirm our commitment to ensuring that all students both *Stay Safe* and *Enjoy and Achieve*. These goals are far less attainable in an environment where a young person lives in fear of bullying.

Relevant publications:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, 2013)
- Safe to learn: Embedding anti bullying work in schools (DCFS, 2007)
- Cyberbullying (DCFS, 2007)
- Homophobic Bullying (DCFS, 2007).
- Preventing and Tackling Bullying (DfE, July 2017)
- Keeping children safe in education (DFE September 2025)

- Child on Child Sexual violence and sexual harassment Part five of KCSIE (DFE September 2025)

Our school's response to bullying does not start at the point at which a child has been bullied. We take an approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for our pupils, depending on the particular issues they need to address. We work to an ethos of 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.

Aims

- To raise awareness of bullying and create a school ethos which encourages pupils to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and if possible, to eradicate instances of all types of bullying
- To clarify the reporting processes
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

Definition of Bullying

The Government defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE, 2013).

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences.

Bullying can take many forms which include:

- Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)

- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours)
- Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGB people, or against those perceived to be LGB. It can also be targeted towards pupils who are seen to be 'different' in some other way, for example, because they may be considered shy by other pupils.
- Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- Exclusion (deliberately ignoring and refusing to allow someone to join in)
- Interference with possessions (hiding, stealing and destroying belongings).

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered to be bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow pupil, as the 'victim' had kept their feelings to themselves.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It 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.

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.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

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 staff feel that an offence may have been committed, they should seek assistance from the Executive head teacher and the police may be contacted. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

Signs of Bullying

Bullying can cause serious psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

A pupil who is being bullied may:

- become frightened of coming to school, attending specific lessons or entering specific areas of the school
- change their usual routine
- become more withdrawn or anxious than previously
- threaten to run away or run away
- threaten suicide
- begin to perform poorly at school
- frequently have missing or damaged possessions
- repeatedly ask for extra money or never have money
- have unexplained injuries
- become aggressive, disruptive or unreasonable
- begin to bully others
- stop eating or attending meals
- be afraid to use the internet or a mobile phone

- become nervous when a cyber-message is received
- choose the company of adults over fellow pupils
- be frequently absent from school or regularly arrive late to class
- be reluctant to discuss reasons for any of the above.

What May Constitute Bullying

Things to look for:

- Name Calling
- Dirty Looks
- Personal Insults
- Racial Insults
- Destruction or removal of possessions without permission
- Being the butt of constant jokes
- Being left out from groups
- Family Insults
- Sexist Insults
- Hitting
- Pushing
- Touching
- Being Hurt

If you witness any of the above, please do NOT ignore it or think it is not your problem and it does not concern you- It is your duty to protect the pupils at all times.

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 Executive head teacher, 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. 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

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the links below:

Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

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

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Preventing Bullying

This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and the wider community. The school incorporates the Anti-Bullying Policy into staff handbooks, the school curriculum, whole school assemblies, and all school staff training as well as taking on board other opportunities to raise awareness e.g. Anti-Bullying Week and targeted group work. The policy is shared with all staff, pupils, parents, and governors, at their respective points of contact with the school.

Bullying can arise from, amongst other things, perceived differences in race, culture, gender, sexuality, ability or disability. The school takes a zero-tolerance stance of all forms of bullying and discriminatory language (e.g. the use of homophobic language).

The school is responsible for promoting a climate of openness, trust, and support and for ensuring that all the young people in school are aware both of their rights and their responsibilities with respect to bullying. This will take place primarily through the following structures:

- Citizenship lessons
- Displays around school
- PSHEE lessons
- Multi-agency working
- ICT Acceptable Use Policy
- E safety training
- Making it easy for pupils to report any bullying and reassure them that they will be listened to and incidents acted upon.
- Celebrating success to create a positive environment

The school will take the following measures to prevent bullying including cyberbullying, prejudiced based bullying and discriminatory bullying:

- Through the curriculum by creating effective learning environments in which:

- the contribution of all pupils is valued
 - all pupils can feel secure and are able to contribute appropriately
 - stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
 - pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
 - all forms of bullying and harassment are challenged
 - pupils are supported to develop their social and emotional skills.
- We communicate the schools' expectations with parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
 - Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
 - We involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
 - We regularly evaluate and update our approach including reviewing any acceptable use arrangements in school.
 - We implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
 - We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
 - We also teach children that using any prejudice-based language is unacceptable.
 - We use external organisations and resources for help with particular problems.
 - We provide effective staff training.
 - We regularly reinforce how Bullying is unacceptable and will not be tolerated.
 - Staff understand the principles and purpose of the school's Anti Bullying policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
 - We work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
 - We make it easy for pupils to report bullying so that they are assured that they will be listened to and action is taken.
 - We encourage pupils that they should report bullying which may have occurred outside school including cyber-bullying, prejudiced based bullying and discriminatory bullying.
 - The school provides pupils and parents a dedicated safeguarding email safeguarding@abubakrschool.org.uk to which they can communicate any worries or

concerns they may have or report any bullying, cyber bullying, prejudiced-base bullying or discriminatory bullying they may be experiencing.

- We create an inclusive and a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- We celebrate success by sharing with pupils what is working well and applauding their efforts in order to create positive school ethos around the issue.

Child on child abuse

Staff are aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. Staff must understand, that even if there are no reports in the schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy) immediately.

It is crucial that all staff understand the importance of challenging inappropriate behaviours between children of which are listed below, that are actually abusive in nature.

Staff **must** ensure they do **not** downplay certain behaviours as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of

- initiating a person into a group and may also include an online element).

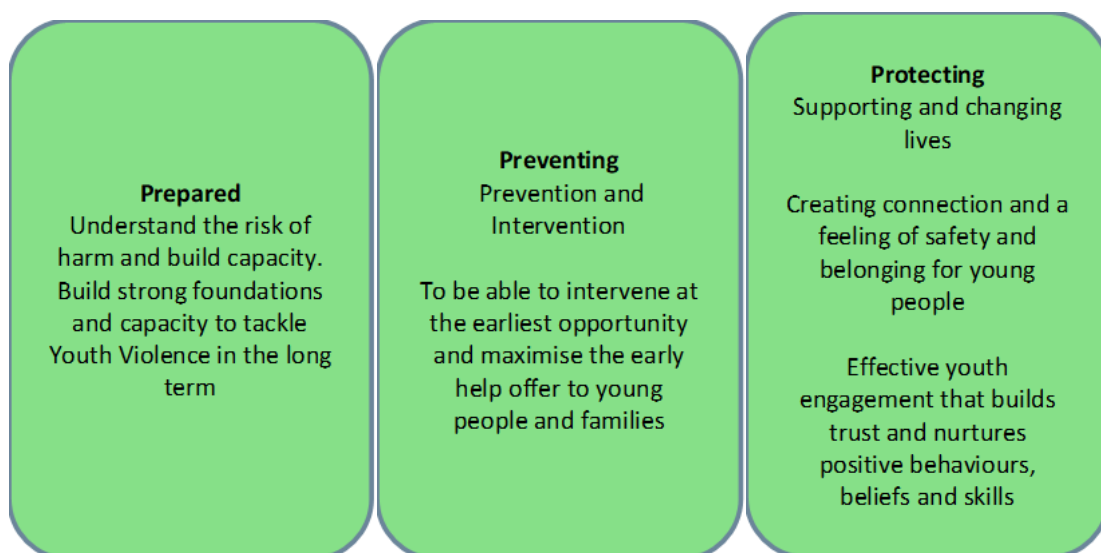
Any form of child-on-child abuse is unacceptable and should **never** be tolerated or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. The school has a **zero-tolerance approach** to any form of abuse. The school recognises that different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched / assaulted or boys being subject to initiation-type violence, however **any form of child-on child abuse is unacceptable and will be taken seriously.**

Child on child Sexual violence and sexual harassment

All of our staff and volunteers are aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are **never acceptable**. We know this abuse may be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language and adapt our curriculum as below to overcome this wherever we can.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is vital that we deliver a curriculum that is balanced in supporting children and young people to understand what peer on peer sexual abuse is, and this needs to be delivered to all key stages to ensure that we are:-



Sexual violence is defined as:

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. (We are aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is defined as:

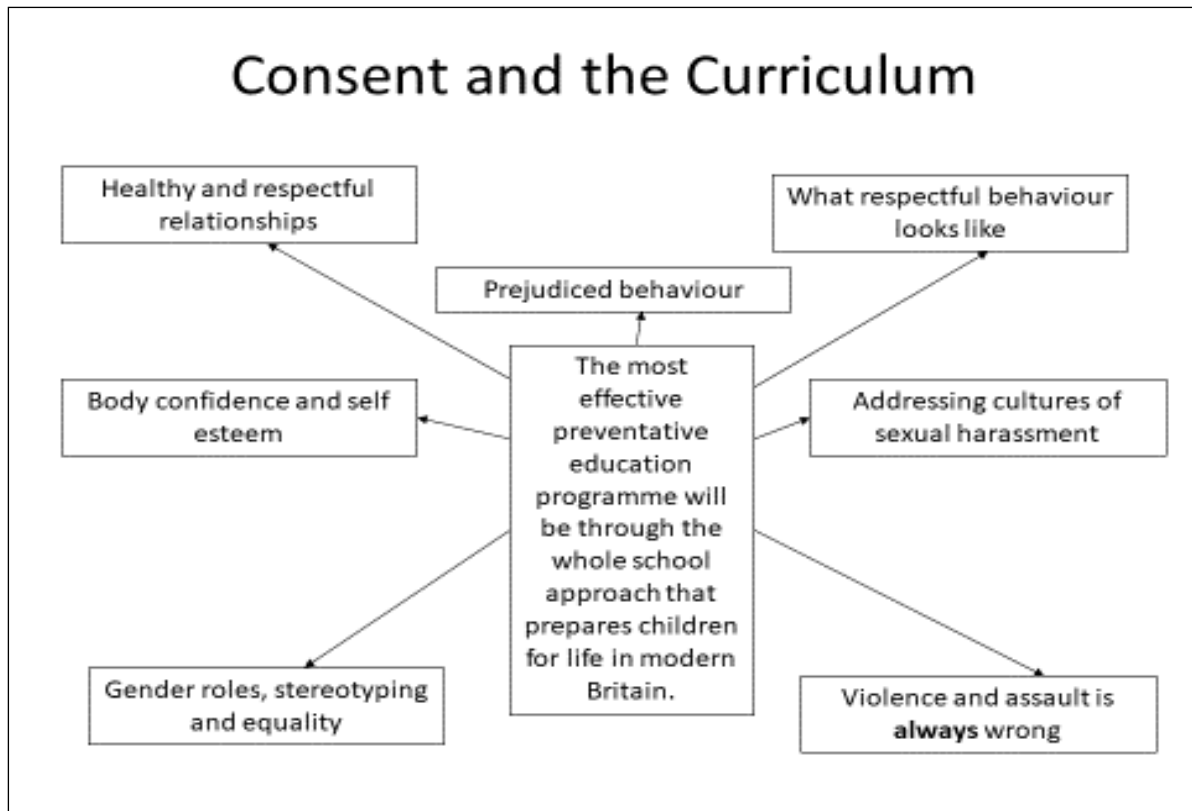
Having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Consent and the Curriculum



Sexual harassment is defined as:

- ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school.
- Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (we consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- consensual and non-consensual sharing of nude and semi-nude images and videos
- sharing of unwanted explicit content is an offence
- upskirting (is a criminal offence)
- sexualised online bullying is an offence
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

Harmful sexual behaviour (HSB):

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and

violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB will be considered in a child protection context and Walsall Right Help, Right Time Continuum of Need guidance will be referred to.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Online:

Sexual violence and sexual harassment occurring online (either in isolation or in connection to face to face incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services, and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a schools local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator(s)) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

sexual violence and sexual harassment is **not** acceptable, will **never** be tolerated and is not an inevitable part of growing up

Sexual violence or sexual harassment must **never** be tolerated or dismissed as **'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'** as dismissing inappropriate behaviours leads to:

- ✓ A culture of unacceptable behaviours
- ✓ An unsafe environment for children
- ✓ A culture that normalises abuse, leading to pupils accepting it as normal and not coming forward to report it

All cases of child-on-child abuse sexual violence and sexual harassment will be dealt with on a case-by-case basis.

Online Safety:

All online behaviour that may pose a risk to pupils or others must be recorded on a Child Concern Form and reported to the DSL.

Key Responsibilities

Young people have a right to expect that they will be listened to, have their concerns taken seriously and that appropriate steps will be taken to put right any unpleasant situations or cases of bullying.

The School has a responsibility to ensure that:

- bullying incidents can be reported confidentially
- all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- victims of bullying are encouraged to report what has happened
- victims are reassured that it is not their fault and that they will be taken seriously.
- professionals work in collaboration with parent/carers when appropriate.

The School will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is made available to the Board of trustees as and when required. It is also available on request to the Trust.

Procedure for Dealing with Incidents of Bullying

Many incidents where a young person is emotionally distressed by the behaviour of another pupil will have been observed by a classroom teacher and should be dealt with by them. This is because the response by the teacher will have been both immediate and personal.

It is to this person that any potential incidents of bullying should be referred, as they have the all-round knowledge of the young person. Further guidance is available in the appendices of this document.

The Behaviour lead is then responsible for investigating the incident and taking appropriate steps to resolve the problem.

Where it is established that the incident can be resolved by the intervention of the behaviour lead, and that, following the definitions above, the incident is not a case of bullying, the matter can be dealt with by the behaviour lead alone.

If the behaviour lead suspects that this may in fact be a case of bullying, then they should refer the matter to the DSL.

The investigation will ensure that all parties have the opportunity to speak openly. If the behaviour lead believes that bullying has in fact taken place, the following will happen:

- the behaviour lead will record the incident on the appropriate form.
- the parents/carers of the victim will be informed
- the parents/carers of the perpetrator will be informed.

The use of the Central Bullying Record is a key part of the process as it enables the school to spot trends and patterns of behaviour.

Those dealing with the young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- avoiding the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the person
- allow the victim to put to the perpetrator how they have been made to feel, if appropriate
- allow the perpetrator the opportunity to put right any hurt they have caused
- not to immediately resort to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on and how many people are involved.

The focus is on:

- the removal of the feeling of helplessness and fear that the victim is experiencing
- the restoration of pride, dignity, and belonging.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The school will make a decision whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

Addressing the Needs of Pupils Who Are Bullied

In all cases schools 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 pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, making an Early help referral or referring to Child and Adolescent Mental Health Services (CAMHS).

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong and unacceptable. Disciplinary measures will be applied fairly, consistently, and reasonably taking into account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will consider the motivations behind bullying behaviour and whether it reveals any concerns for

the safety of the perpetrator. Where this is the case the pupil engaging in bullying may need support themselves.

In very serious cases, the Executive head teacher will take the final decision about how the matter is to be dealt with and resolved.

Vulnerable Pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff 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. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

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. Schools should ensure they make appropriate provision for a child's short-term needs, including setting out what actions they 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 schools should consider whether the child will benefit from being assessed for SEN.

In July 2012 the cross Government No Health Without Mental Health: Implementation Framework was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

Special Educational Needs and Disabilities (SEND) or health issues.

While bullied children will not be routinely considered as requiring SEN support or to have certain medical or physical health issue, our school will provide support in a proportionate and tailored way to meet individual needs of each child. 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.

Separate on Site 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. Schools should respond sensitively where an absence arises as a result of bullying.

Schools should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Safeguarding Children and Young People

Under the children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may 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.

Bullying Outside School Premises

Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any 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 staff, it will be investigated and acted on “to such an extent as is reasonable”. This can relate to any 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 will be investigated and acted on. The Executive head teacher will 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 will always be informed.

In all cases of behaviour or bullying staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Parental Involvement

The School endeavours to have open and supportive communication with parents in relation to all bullying incidents. The School ensures that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to.

Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the Welfare Officer immediately. Parents have a responsibility to support the School’s Anti-Bullying Policy and to actively encourage their child to be a positive member of the School.

Staff Training

The School will ensure that the all staff receive training on, especially those in positions of responsibility, have received sufficient high-quality training.

Staff Guidelines

1. The staff should make clear to parents of victims and perpetrators the action being taken, why we are taking them and what the parents can do to help us and reinforce our actions.
2. In dealing with the perpetrator, staff should make it clear that their behaviour is unacceptable and also stress the serious consequences of repetition.
3. Pupils must be made aware of who they can talk to in confidence and must know that information will be acted upon discretely and sensitively.
4. Staff need to be aware of areas of the school where bullying might take place and be sensitive to the times and situations when it may occur.

Further sources of information

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

Legislative links

[Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

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.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

Bullying: Advice to Pupils

The school aims to create a friendly, happy environment where every pupil can feel safe from any abusive, threatening or unpleasant behaviour. You can help us to achieve this by doing all you can to watch out for, avoid report and even prevent BULLYING.

What is bullying?

Some types of bullying are obvious e.g. physical attacks on people, such as hitting, pushing, barging, and mobbing in a queue- all intended to hurt or upset the victim. There is also non-physical bullying, e.g. verbal abuse making fun of someone's name, looks intelligence, size or race; taking someone's bag or possession: threatening someone: excluding someone from a particular group or event or activity: extorting someone's homework to copy: putting pressure onto someone to lend money.

But there are also types of behaviour which are not so obviously 'bullying', they may seem to be excusable as 'just having fun', but they can cause distress or pain, and so are unacceptable; e.g. 'gentle' ribbing, tripping up someone 'for fun', throwing around someone's pencil case. There is a very fine line between friendly teasing where the 'victim' shares the joke and the kind of teasing which upsets the victim even if he or she tries not to show it.

Who does the bullying?

- Sometimes there is only one person who hurts others, they may be younger, smaller or weaker.
- Sometimes a group of people may cause the problem- perhaps led by one dominant person with whom the others want to keep in favour.
- Often there is a regular victim who is teased by nearly everyone-even you.

Why do people bully?

- By making someone else feel or look small, they can feel more powerful or 'better' or 'bigger'.
- By making fun of someone, they get others laughing- so you feel 'clever' and approved of.
- They may want to keep in with an individual or a group to show how 'big' they are will help achieve this.
- They may simply not realise the hurtful effect their words or actions are having on someone.
- They may get involved in a conflict with someone else that gets out of hand.

- They may feel angry or hurt about something and take out their feelings on someone who irritates them or gets in their way.

What do you do about bullying?

- Don't be unpleasant yourself! Observe your own behaviour to make sure you are not guilty of any types of unpleasantness mentioned above- or any others.
- As far as you can, persuade others not to be unpleasant; don't join them.
- If you yourself are bullied, do not retaliate; that puts you in the wrong, and makes it easy for the bully to claim that the incident was as much as your fault as his.
- If you tend to be picked on, avoid the times and place where this is most likely to happen; try to walk with a friend;
- If you find someone's behaviour unacceptable or threatening, whether to you or to someone else **REPORT IT** to someone in authority: a teacher, your parents. Persuade a friend to go with you to do this if you are worried about accusations of 'dobbing' or any other retaliation.
- **Remember: your silence makes it easier for bullies to bully.**
- **Most incidents of bullying can be sorted quite easily if they are reported in time. The school is committed as far as humanly possible to eliminate bullying; everyone will help.**

How to defeat the bully

Some things to do if you are being bullied:

- Try not to show you are upset- which is difficult
- Tell yourself that you do not deserve to be bullied
- Tell an adult that you trust
- Try to ignore the bully
- Fighting back may be worse. If you decide to fight back talk to an adult
- If you are different in some way, be proud of it! It is good to be an individual
- Stay with people, even if they are not your friends, there is safety in numbers
- If you are in danger, get away. Do not fight to keep possessions
- Walk quickly and confidently even if you do not feel that way inside. Practice!
- Try to be careful about what you may say to other pupils, they may be personal remarks and they may not see the funny side of your remarks.

Cyber-bullying: Advice to pupils

Anti-cyber-bullying code

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company or even the police to investigate the cyber-bullying.

Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like Child Line in confidence.
- Tell the provider of the service you have been bullied on, for example, your mobile phone operator or social network provider. Check their websites to see where to report.
- Tell your school. Your teacher or the anti-bullying coordinator at your school can support you and can discipline the person bullying you.
- Finally, don't just sit there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

When a child/young person is the target of cyber-bullying (bullying via mobile phone or the internet) they can feel alone and very misunderstood. It is therefore vital that as a parent or carer you know how to support your child if they are caught up in cyber-bullying. This short guide will help you.

Advice to parents and carers on cyber-bullying

Preventing cyber-bullying

Where to start

The best way to deal with cyber-bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyber-bully as be a target of cyber-bullying, and that sometimes children get caught up in cyber-bullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your children, and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-cyber-bullying code which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

Use the tools

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, instant messenger (IM) services such as Windows Live Messenger have features which allow users to block others on their contact list, and conversations can be saved on most IM services. Social networking sites such as MySpace and Bebo also have tools available, for example young people can keep their profile set to 'private' so that only approved friends can see it.

With bullies using text and picture messaging, it is also important to check with your children's internet or mobile-phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.

Responding to cyber-bullying

It is vital that you have strategies to help your child if they come to you saying that they are being cyber-bullied.

The anti-cyber-bullying code

Start by teaching your children the seven key messages in the anti-cyber-bullying code. This includes advice on not replying or retaliating to cyber-bullying, as well as not assisting a cyber-bully by forwarding a message, even as a joke.

Keep the evidence

Keeping the evidence of cyber-bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

Reporting cyber-bullying

A number of organisations can help you if you need to report incidents of cyber-bullying.

The school

If the incident involves a pupil, or pupils, at your child's school, then it is important to let the school know. All schools have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the pupil doing the bullying. Schools are increasingly updating these policies to include cyber-bullying.

The provider of the service

Most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service. For example:

- A mobile-phone operator such as O2 or Vodafone
- The IM provider, such as Windows Live Messenger or AOL
- The social network provider, such as Bebo or Piczo.

Most responsible service providers will have a 'Report abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

The police

If the cyber-bullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

Appendix 1

Record of Bullying Incident

Date:	Time:	Place
Name of pupil:		Year group:
Summary: (Include What, where and who?)		
Action taken:		
Name of staff: Signature:		

Appendix 2

Record of support given to the perpetrator

Date:	Time:	Place:
Name of pupil:		Year group:
Record of discussion with perpetrator:		
Pupils Wishes and feelings:		
Next steps:		
Name of staff:		
Signature:		

Monitoring and evaluation Dates:

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Appendix 3

Record of support given to the victim

Date:	Time:	Place:
Name of pupil:		Year group:
Record of discussion with victim:		
Pupils Wishes and feelings:		
Next steps:		
Name of staff:		
Signature:		

Monitoring and evaluation Dates:

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