



# QUANTOCK

## EDUCATION TRUST

### **Anti-bullying policy**

LINKS: Child Protection and Safeguarding policy, Behaviour and Ethos policy, Online safety, Character Education policy.

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POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: People and Performance

AUDIENCE: All

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## 1. Introduction

1.1. In line with its vision and values the Trust promotes the firm belief that bullying in any form is unacceptable.

1.2. Bullying is defined as:

1.2.1. "Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". (DfE "Preventing and Tackling Bullying" 2014)

OR

1.2.2. "the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power". (The Anti-Bullying Alliance)

## 2. Policy Statement

2.1. There are different ways in which bullying takes place. Bullying in school can be inflicted either directly or indirectly on the victim.

2.2. All bullying is "emotional" and plays on weakness: the imbalance of power.

2.3. Bullying should never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'.

2.4. Bullying can be REPEATED deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- Emotional: being unfriendly, excluding, tormenting
- Physical: pushing, kicking, hitting, or any use of violence
- Racist: racial name calling, graffiti, unacceptable gestures
- Verbal: name calling, spreading rumours, teasing
- Sexual: unwanted sexual contact, sexually abusive or comments
- Cyber/Online: threats by text message, email misuse, social media.  
Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media forums. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour. (see KCSIE update 2021 Peer on Peer Abuse)
- Peer on Peer: sexual violence or harassment (part 4 of this guidance sets out how schools and colleges should respond to reports of sexual violence/harassment); physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexting (also known as youth produced sexual imagery)

2.5. Examples of cyberbullying or online bullying include:

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or Snapchat
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.
- Damage to Property or Theft: pupils may have their property damaged, taken off them or stolen.
- Homophobic – behaving or speaking in a way that may makes someone feel hurt, angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender.
- Peer on peer- peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;

2.6. The Trust recognises that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This will be supported through Pastoral Support and the curriculum as well as daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after pupils or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs
- Sexual Orientation of either the pupil or members of their family
- Gender

2.7. Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

2.8. It is important for pupils and parents to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

2.9. There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone

- Is nervous or secretive when a text or e-mail is received
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Unexplained cuts or bruises

2.10. Some forms of bullying are illegal and should be reported to the police. These include:

- Violence, assault or theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes.

<https://www.gov.uk/bullying-at-school>

### 3. Policy Scope

- 3.1. This policy applies to staff (including the Trust central team) and pupils in all schools within the Trust, as well as visitors and volunteers
- 3.2. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

### 4. Legal and Regulatory Framework

- 4.1. This Policy takes its framework from the DFE publication “Preventing and Tackling Bullying” 2014, updated 2017, and makes reference to the Anti-Bullying Alliance guidance

### 5. The Trust’s Policy on Anti-bullying

- 5.1. Anti-Bullying is part of the Safeguarding, RSHE & Behaviour curriculum
- 5.2. School leaders will ensure that any forms of bullying are dealt with quickly and effectively and that pupils are educated through our RSHE curriculum as part of our wider safeguarding duty. This is the duty of all adults within schools. Our RHSE Policy and curriculum outline how we approach the education of pupils in terms of bullying.
- 5.3. The RHSE programme is a whole Trust approach and this ensures that all staff, pupils and parents/carers have a set of clear, inclusive values that are understood and used as part of our whole school community. Consideration in primary and secondary phases is given to preventing bullying and helping pupils to interact positively.
- 5.4. Action when bullying takes place
  - 5.4.1. Parents will be assured that the schools take all reports of bullying very seriously. The priority will be to support those being bullied and to stop the bullying. It is the school’s responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

5.4.2. Incidents of bullying will be recorded in the School's bullying log which differentiates between different types of bullying (for example, homophobic, racist etc.) and is used to inform the process of monitoring and policy development.

5.4.3. We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

## 5.5. Actions to prevent bullying

5.5.1. The Trust wants all our pupils to understand the nature of bullying and the effects it has. We want pupils to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we will work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Whole class/tutor group check-in sessions where pupils have the chance to discuss how they feel.
- Constantly reviewing all behaviour incidents including bullying type behaviours, and analysing termly behaviour and safeguarding reports and the Head of School/Headteacher's report which is shared with the relevant Trustee committee.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas so that all pupils are able to extend and apply their learning in all subjects.
- Lessons, as part of our primary and secondary curriculum, discussing bullying – using language and resources which are most appropriate for the age group.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Recognising the importance of the physical organisation of our school and the organisation of break times and lunchtimes. This includes lunchtime arrangements, additional staff on the playground, nurture lunches and SLT and pastoral staff available to all pupils during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Adults modelling language and behaviours for pupils to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Pastoral monitoring of all vulnerable children and young people.
- Lunchtime and after-school clubs.
- Pastoral meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.

- Guidance for parents and communicated through school websites regarding steps to take and school policy regarding bullying.
- Staff briefings where clear messages can be shared among staff to support any information needed to ensure all pupils feel safe.
- Parents' handbook regarding bullying.

## 6. Record keeping

- 6.1. Incidents will be recorded on Arbor in the section on behaviour management.
- 6.2. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

## 7. Roles and Responsibilities

- 7.1. Pupils/ Parents and all staff take a shared responsibility for promoting good behaviour.

### 7.2. Responsibilities as a pupil

- I will be polite, well behaved and courteous.
- I will follow the Behaviour & Discipline policy and take part in making decisions on it.
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.

### 7.3. Responsibilities as a parent

- I understand all parents, visitors and staff in the schools should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the Trust's Behaviour & Ethos policy.
- I will inform the class teacher or a member of SLT of any worries or concerns, who will then record the concern and agree actions.

### 7.4. Responsibility as a member of staff

- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the Behaviour & Ethos policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to pupils if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff using the agreed record keeping systems

- I will record incidents in a manner which reinforces the school's Behaviour & Ethos and Anti-bullying policies.
- I will respond to worries and concerns so pupils understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all pupils needs.
- I will be a positive role model to pupils

## 8. Reporting and Consequences of Non-Compliance

- 8.1. It is to be expected that all members of the Trust and the school communities will follow this policy. It is recognised that use of derogatory language, and some cyberbullying may be unlawful, and may be criminal behaviour. Most cases will be dealt with by the school leaders, but in the circumstances mentioned above, there is likely to be police involvement.

## 9. Policy Status

- 9.1. This policy does not form part of any employee's contract of employment.

## 10. Related Policies

- 10.1. This policy is related to the following other Trust policies:

- Safeguarding and Child Protection
- RSHE
- Behaviour and Ethos Policy



## Appendix 1 - Investigating Bullying Concerns

### Initial action is to establish if the concern is bullying by:

- Listening to the adults/child's concerns.
- Speak with other adults and pupils.
- Ensuring all pupils/adults feelings are validated and respected.

### Investigation to take place, to establish if bullying is founded

- Staff member to liaise with pupil's parents/carers and class teacher throughout the investigation
- All pupil's wellbeing will be at the forefront of any investigation
- All incidents will be recorded on Arbor, as either founded or unfounded.

<b>Founded Bullying</b>
Recorded on Arbor.  For 'founded cases' the log must include: <ul style="list-style-type: none"><li>• Supportive actions for all involved.</li><li>• Summary of incident including dates and times.</li><li>• Parental involvement.</li><li>• Record of review and follow up work.</li></ul>
<b>Unfounded Bullying</b>
Recorded on Arbor.  For 'founded cases' the log must include: <ul style="list-style-type: none"><li>• Supportive actions and regularly check -ins with pupils.</li><li>• Feedback to parents with strategies to support pupil if needed.</li><li>• A clear understand between all involved why this was unfounded bullying.</li><li>• Ensuring that child's feelings are not dismissed.</li></ul>

### After an incident has occurred:

- Parents will be kept informed by the Head of Year/Head of School/Headteacher
- Preventative/restorative will be carried out in the class setting, and with individuals or groups of pupils

**Step 1:** Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level

Level of severity – Examples	Strategies/ Actions in response	Strategies for assessing effectiveness
<p>Low level</p> <ul style="list-style-type: none"> <li>• Teasing name calling of low-level names.</li> <li>• Slight push or shove.</li> <li>• Moving seats from targeted pupil.</li> <li>• Refusing to work.</li> </ul>	<ol style="list-style-type: none"> <li>1. Member of staff talks to those involved.</li> <li>2. School’s policy on bullying reinforced.</li> <li>3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer.</li> <li>4. Member of staff decides to inform other members of staff to keep “eyes” and “ears” open.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff to have informal check-ins with the pupil to ensure they feel happy in school.</li> <li>2. Pupils feel they can report any feeling of unpleasantness to an adult.</li> <li>3. Staff notice that pupil has been happy and settled in school with no incidents.</li> <li>4. Pupil is back to their “normal self”.</li> </ol>
<p>Medium level</p> <ul style="list-style-type: none"> <li>• As above.</li> <li>• Increasing even after step one has been followed.</li> <li>• Targeted because of a certain part of their personality.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff member decides that behaviour needs further investigation.</li> <li>2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders.</li> <li>3. Behaviour incidents on Safeguard/CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying.</li> <li>4. Assessment completed and recorded.</li> <li>5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep “eyes” and “ears” on identified pupils.</li> <li>6. Review effectiveness of actions taken within appropriate timescale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</li> <li>2. Parents are engaging with school and sharing their thoughts.</li> <li>3. Strategies that have been put in place to support the pupil are followed through and recorded.</li> <li>4. The bullying stops, and the pupil is aware of strategies to cope with incidents.</li> <li>5. Pupil is back to their “normal” self.</li> </ol>

<p>High level</p> <ul style="list-style-type: none"> <li>• Physical assault.</li> <li>• If the pupil's emotional wellbeing is affecting their day to day life.</li> </ul>	<ol style="list-style-type: none"> <li>1. Member of staff decides the behaviour is potentially so serious that it has been referred to the principal or vice principal and if appropriate, a Designated Child Protection person.</li> <li>2. Senior member of staff informs parents immediately and meetings arranged as soon as possible.</li> <li>3. Senior member of staff investigates and decides whether case needs to be referred to external agencies.</li> <li>4. Assessment completed with details recorded and appropriate action implemented.</li> <li>5. Review of effectiveness of action taken within appropriate timescale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</li> <li>2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel.</li> <li>3. Parents are engaging with school and sharing their thoughts.</li> <li>4. The bullying stops, and the pupil is aware of strategies to cope with incidents.</li> <li>5. Pupil is back to their "normal" self.</li> </ol>
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