

Anti-bullying Policy

Statement of intent

Scargill School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

June 2023

1. Definition

1.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

1.2. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

1.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

1.4. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

2. Types of bullying

2.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

2.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

2.3. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

2.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

2.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

2.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

2.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

2.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

2.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

2.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

3. Roles and responsibilities

3.1. The governors are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

3.2. The head of school is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

3.3. All staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's teacher of such observations.
- Refraining from gender stereotyping when dealing with bullying.

- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

3.4. Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

3.5. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

4. Statutory implications

4.1. The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

4.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

4.3. The head of school will ensure that this policy complies with the HRA; the head of school understands that they cannot do this without fully involving their teaching staff.

4.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

5. Prevention

- 5.1. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 5.2. The school creates and supports an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- 5.3. All reported or investigated instances of bullying will be investigated by a member of staff.
- 5.4. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 5.5. All types of bullying will be discussed as part of the curriculum.
- 5.6. Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 5.7. Seating plans will be organised and altered in a way that prevents instances of bullying.
- 5.8. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 5.9. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 5.10. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

6. Signs of bullying

- 6.1. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
- Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Asking for extra money or stealing

- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

6.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

6.3. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

7. Staff principles

7.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

7.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

7.3. Unpleasantness from one pupil towards another is always challenged and never ignored.

7.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

7.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

7.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

7.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

8. Preventing child on child sexual abuse

8.1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

8.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

8.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

8.4. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

8.5. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

8.6. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

8.7. All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

8.8. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

8.9. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

8.10. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

8.11. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

8.12. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

Managing disclosures

8.13. Victims will always be taken seriously, reassured, supported and kept safe.

8.14. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

8.15. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively.

8.16. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

8.17. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

8.18. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

8.19. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

8.20. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9. Cyber bullying

9.1. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.

9.2. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

9.3. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

9.4. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

10. Procedures

10.1. Minor incidents are reported to the victim's teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the head of school.

10.2. When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately for first aid treatment.
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture

- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

10.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

11. Sanctions

11.1. If the head of school is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

11.2. The head of school informs the pupil of the type of sanction to be used in this instance (detentions, etc.) and future sanctions if the bullying continues.

11.3. If possible, the head of school will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

11.4. Parents are informed of bullying incidents and what action is being taken.

11.5. The head of school informally monitors the pupils involved over the next half-term.

12. Support

12.1. For a month after the initial complaint of bullying, the class teacher or head of school holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

12.2. The head of school holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the head of school and victim are confident the bullying has stopped.

12.3. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

12.4. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

13. Bullying outside of school

13.1. The head of school has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head of school the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

13.2. Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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.

13.3. Where bullying outside school is reported to school staff, it is investigated and acted on.

13.4. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

13.5. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

14. Monitoring and review

14.1. This policy is reviewed every two years by the head of school

14.2. The scheduled review date for this policy is June 2023



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Allegations of Bullying: Flow Chart for Staff

Allegation made that a pupil is being bullied. (This could be made by anyone e.g. a pupil, a member of staff or a parent.)

Investigation completed by class teacher.

- Complete Form 1: Initial Investigation into Allegation of Bullying
- Check with member of SLT if child has been involved in previous

Is it bullying?

Yes

No

- Complete Form 2: Confirmed Bullying Incident Report.
- Upload Form 1 and 2 to My Concern.

- Class teacher and SLT consider lessons to be learned from the incident to avoid repetition.

- Inform Head of School of confirmed bullying.

- Upload Form 1 to My Concern.

- Head of School informs Executive Head, Chair of Governors and Behaviour Link Governor.

- Class teacher informs both sets of parents of the incident and the outcomes.

- Two meetings set up between member of SLT, class teacher and both sets of parents.

- Head of School informs Governors of number of alleged and confirmed bullying cases in Head of School's report to Governors.

- Complete Form 3: Response to Bullying-Summary of Actions.
- Upload Form 3 to My Concern.
- Implement and review.



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Completed by:

Position:

Date:

Reported by:

Role:

Date:

Form 1: Initial Investigation into Allegation of Bullying

Form of referral (Please tick ✓)							
Verbal Report		Phone Call		Letter		E-mail	

Child(s) name(s) alleged to be experiencing bullying behaviour	Age
Child(s) name(s) alleged to be engaging in bullying behaviour	Age
Reported account:	
Details gathered to date:	



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Action taken to date (Please tick relevant boxes ✓)			
Checked for earlier incidents involving same pupils	<input type="checkbox"/>	Notified member of SLT	<input type="checkbox"/>
Individual discussions with pupils involved	<input type="checkbox"/>	Group discussion with pupils involved	<input type="checkbox"/>
Discussion of incident with peers/class	<input type="checkbox"/>	Restorative intervention	<input type="checkbox"/>
Ongoing support/monitoring from staff	<input type="checkbox"/>	Details of action agreed with pupils	<input type="checkbox"/>
Applied sanctions	<input type="checkbox"/>	Parent letter/meeting	<input type="checkbox"/>
Any additional action taken?			

Factors to help determine if incident constitutes bullying (Please highlight outcome a, b or c)	
a) Incident was bullying if all 3 warnings below are confirmed: (Please tick those that apply ✓)	
<input type="checkbox"/>	Hurt has been deliberately/knowingly caused (physically or emotionally)
<input type="checkbox"/>	It is a repeated incident or experience or the involvement of a group
<input type="checkbox"/>	Involves an imbalance of power: <ul style="list-style-type: none"> • defend her/himself or <div style="text-align: right; padding-right: 20px;">Target feels s/he cannot</div>



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	<ul style="list-style-type: none"> • power (size, age, popularity, abusive language, labelling/name calling etc.) 	Perpetrator/s exploiting their
b) Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site		
c) Incident was not bullying on this occasion because it was: (Please tick those that apply ✓)		
	The first hurtful incident between these children	
	Words/actions between friends/peers without intention to cause hurt	
	Falling out between friends/peers after a quarrel, disagreement or misunderstanding	
	Conflict that got out of hand	
	Activities that all parties have consented to (check for coercion)	

Focus of bullying behaviour (Please tick ✓ all elements which apply in your understanding of the incident and record specific language)		
	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender Identity		
Homophobia/Sexuality		
Sexualised		
SEN and Disability		
Ability		



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Details of any support given (Please tick relevant boxes ✓)			
Counselling/Mental Health First Aid		Peer Support	
Referral to external agencies		Referral to CAHMS	
None offered		None – offered but refused	
Other – please specify:			
Was alleged bullying confirmed? (Please highlight)	Yes*	No	Insufficient evidence
<i>* If yes, please log details on Form 2 Confirmed bullying report form</i>			

Form 2: Confirmed Bullying Incident Report

1. (Please tick ✓ all elements which apply in your understanding of the incident and record specific language)	Focus of bullying behaviour	
	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		



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Gender		
Transphobia/Gender Identity		
Homophobia/Sexuality		
Sexualised		
SEN and Disability		
Ability		

2. (Please tick ✓ all elements that apply)	Manifestations of bullying
Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, insignia	
Verbal abuse or name calling (Please specify)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. record where appropriate:	Those involved – please also	
<ul style="list-style-type: none"> • perpetrator's (At) or (Ap) • the school community (O) • (CIC) or who have Special Educational Needs or Disability (SEND) 	Adults as targets or Perpetrators from outside Children who are in care	
Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)



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Child(s) name(s) who are engaging in bullying behaviour	Age	Codes (see above)

4.		Description of incident:
	Please give a precise account including dates, times, places and any witnesses. Attach any further information (notes of meetings, witness statements)	
5.		Action taken: Please record all
	steps (Including meetings, letters, investigations)	

6.	Summary of those notified	
and/or involved	✓	Any details (e.g. dates)
Executive Head		
Head of School		
Deputy Head		
Assistant Head		



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Chair of Governors		
Member of Governing body		
Class Teacher		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
Early Help Assessment		
Local Authority Informed		
Police		
Others (Specify)		

7. progress of those involved.		Date for monitoring
Follow up on the incidents and check that all parties are progressing well academically and socially.		
Date 1:	Date 2:	Date 3:

8. this form:	Member of staff completing
Name:	Date:



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Actions taken to date		
•		
Date	Actions	By Whom