



### 1.1 Aims

This policy outlines what will do to prevent and tackle all forms of bullying. Biddulph High School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### 1.2 Legislation and other policies

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” (updated annually). The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Links with other school policies:

- Behaviour for Learning Policy
- Child Protection/Safeguarding Policy
- Relationships, Sex Education (RSE) and Health Education Policy
- Attendance Policy
- Complaints Policy
- Child on Child Abuse Policy

Links to legislation:

- The Children Act 1989
- Education Act 1996, 1997, 2002, 2011
- Education and Inspections Act 2006, 2011
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.
- Cyber bullying: advice for headteachers and school staff 2014
- Preventing & Tackling Bullying July 2017
- Behaviour in School & Guidance July 2022
- Suspension & Permanent Exclusion Guidance July 2022
- Searching, screening and confiscation July 2022
- Keeping Children Safe in Education (updated annually)

### 1.3 Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Local Academy Governing Body to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

#### **1.4 Definition of bullying**

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual, or group, either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

#### **1.5 Cyberbullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying 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.

This includes the same unacceptable behaviours but expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. It can include sexual harassment - sexualised online bullying.

#### **1.6 Types and forms of bullying**

Bullying can happen to anyone. This policy covers all types and forms of bullying. Although not an exhaustive list, this can include:

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to ethnicity, nationality or culture.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).
- Verbal: name calling, taunting, mocking, making offensive comments, gossiping.
- Cyber bullying: text messaging, emails, images/videos deemed to be offensive.
- Physical: punching, kicking, hitting, pushing or any use of violence.
- Racist / Religious: racial taunts, gestures, graffiti.
- Sexual: unwanted physical contact or sexually abusive comments, images or videos.
- Homophobic/ biphobic: because of or focusing on the issue of sexuality.

- Gender based bullying, including transphobic: a range of negative attitudes, feelings or actions towards transgender or transsexual people, or towards transsexuality.
- Emotional: tormenting, purposefully excluding people from groups and spreading hurtful and untruthful rumours.

### 1.7 Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of the following possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Does not want to go on the school/public bus.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Starts to self-harm.
- Begins to underachieve in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or “go missing”.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what’s wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

### 1.8 Principles and Priorities

Biddulph High School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

The school will:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Ensure that everyone in the academy is knowledgeable about bullying and is supported to promote positive relationships.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Respond to incidents of bullying: all forms of bullying are seen to be unacceptable; all reported incidents are taken seriously and followed up sensitively.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that

everyone should feel safe to learn and abide by the anti-bullying policy.

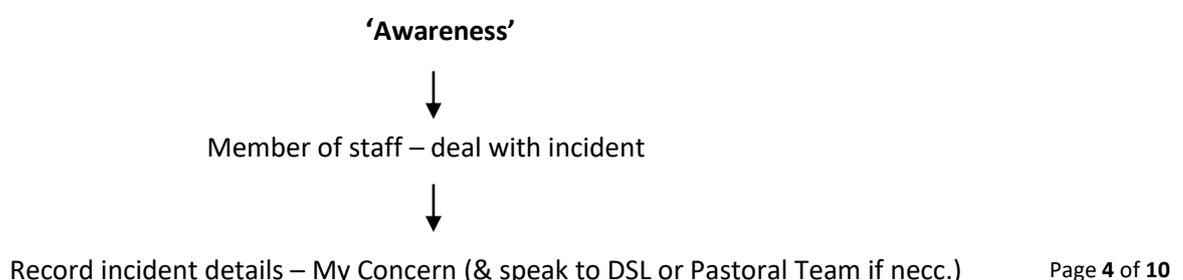
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Engage with parents and carers regarding concerns and complaints: all reported incidents are taken seriously and followed up seriously. Parents/carers are included in planning and discussions where appropriate and are aware of the outcomes of actions taken with “you said, we did”.
- Listen to students and ensure that they have clear routes to responsive adults or peer mentors: all reported incidents are taken seriously. Students know what the academy’s policy on bullying is and how to seek help if needed.
- Keep a record of incidents and issues: an electronic record of all complaints about bullying and the response taken. This record is reviewed regularly to ensure that appropriate action has been taken and that any necessary changes to policies and procedures are identified.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

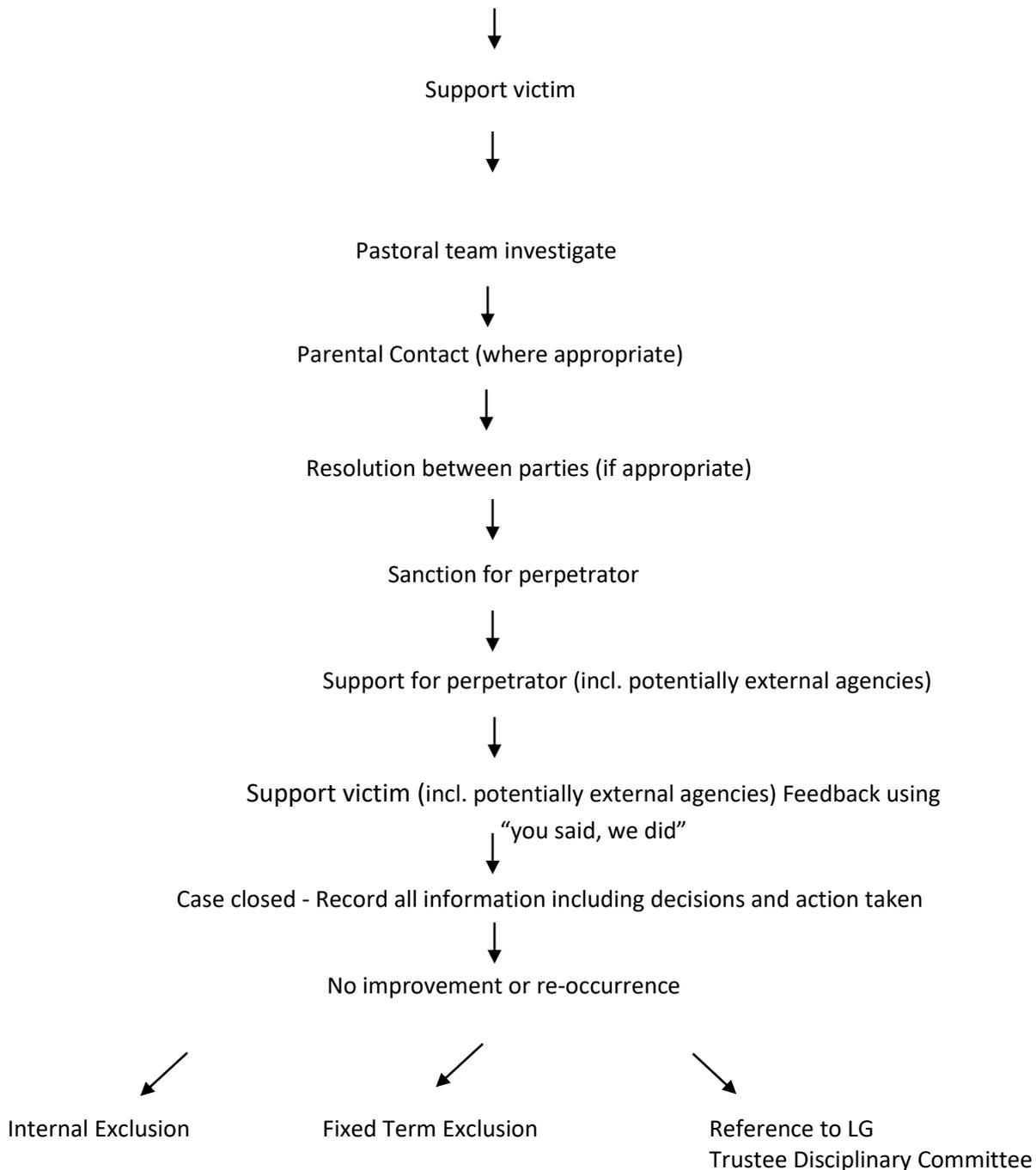
### 1.9 Responding to a bullying incident

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The member of staff will record the bullying incident on My Concern (and speak to the DSL or Pastoral team face to face if urgent). The DSL and Pastoral team will be notified immediately.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of the pastoral team will interview all parties involved.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- If appropriate, resolution between parties will be facilitated.
- Sanctions, as identified within the school behaviour policy, and support may be implemented in consultation with all parties concerned.
- Support for the perpetrator(s) may be needed e.g. one to one restorative work, group work, counselling (emotional and mental support), School Nurse, EHA, PSP, Mentoring.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Support for the student(s) who has been bullied may be needed e.g. counselling (emotional and mental support), School Nurse, EHA.
- When the incident is closed, the school will communicate with all parties in the format “You said, we did”.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### 1.10 Responding to a bullying incident (flowchart)





### 1.11 Responding to Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as possible after an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied – making sure they are not at risk of immediate harm. Involve them in decision-making as appropriate.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Inform parents and carers of both parties.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems.
  - Identifying and interviewing possible witnesses.
  - Contacting the service provider and the police, if illegal activity.

- If the incident does not constitute a criminal offence, work with those involved to ensure upsetting material is removed from devices and services as quickly as possible. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Contacting parents or carers if the student refuses to delete content.
- Illegal content and activity includes indecent images of children (under the age of 18).
- School staff should not view illegal images unless doing so is unavoidable or necessary. Staff should never copy or forward illegal images.
- If a young person (under the age of 18) has produced or shared material consensually, without pressure or malice, it may be appropriate for the school to manage the incident directly, after they have conducted a full and robust risk assessment.
- Schools should always refer incidents to the police where they: – involve adults – involve coercion or blackmail – are extreme in their nature or violent – involve a child or children under 13 – where the child is at immediate or significant risk of harm.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply.
  - Providing advice on blocking or removing people from contact lists.
  - Helping those involved to think carefully about what private information they may have in the public domain.

### 1.12 Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Adolescent Mental Health Service (CAMHS).

## 1.13 Action to Prevent Bullying

### Environment

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (Child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- To uphold the school's behaviour policy of no mobile communication devices to be used on site.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### Policy and Support

The school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Ban the use of mobile devices on academy premises (except for BH6 students who are permitted to use them in BH6 specific locations). This is to minimise the opportunity for bullying via the use of mobile devices. Students cannot access Social Networking sites in the school and the school's monitoring software will pick up keywords.

### Education and Training

The school community will:

- Educate all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

## 1.14 Involving the community

### Students

#### We will:

- Involve students in decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Encourage students to be anti-bullying ambassadors and mentors.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

### Parents

#### We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 1.15 Expectations

### 1. For students who experience bullying:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the academy's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

### 2. For students who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in the future because they have developed their emotional skills and knowledge.
- They learn how they can take steps to repair the harm they have caused.

### 3. For us as a school community:

- The whole school community is clear about the anti-bullying stance the academy takes.
- Students, as well as staff and other members of the academy, are fully engaged in developing and

reviewing anti-bullying work in the academy.

- All students are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Every chance is taken to celebrate the success of anti-bullying work.

#### **4. For the Headteacher, Governors and all other staff:**

- They develop whole-school policies which meet the law and school-inspection requirements.
- They promote a climate where bullying and violence are not tolerated and cannot flourish.
- They continually develop best-practice based on knowledge of what works.
- There is a review of the academy anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary.
- Curriculum opportunities are used to address bullying.
- Student support systems are in place to prevent and respond to bullying.
- They have addressed the school-site issues.
- All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying.
- All staff are aware of the importance of modelling positive relationships.
- Data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the academy community.
- They work in partnership with parents, other schools and with Children's Services and community partners to provide safe communities.

#### **5. For parents:**

- They are clear that the academy does not tolerate bullying.
- They are aware of the procedures if they are concerned their child is being bullied or does not feel safe to learn, including the academy's complaints procedure.
- They have confidence that the academy will take any complaint about bullying seriously and investigate/resolve as necessary, and that the academy systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can support the academy on the anti-bullying policy or procedures.
- They are asked for their views regularly via questionnaires.

### **1.16 Advice for parents, carers and students**

Parents are advised to use parental control software, and their children to use moderated chat rooms. Parents are encouraged to contact the school if their child experiences problems with cyberbullying.

Young people are advised not to respond to abusive emails, text messages or phone calls, but to tell an adult (preferably a parent/carers or teacher) and to contact their service provider for advice on how to block calls. They should keep emails and texts as evidence for tracing and possible police action.

This policy recommends that young people keep to public areas of chat rooms and never give out contact details online or post photographs of themselves.

### **1.17 Useful Links**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

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