

# GILBERT INGLEFIELD ACADEMY



## ANTI BULLYING POLICY

Date of Policy: February 2024  
Approved by Full Governing Body: March 2024  
Review Date: September 2025  
Staff responsible: Head Teacher  
Senior Leadership Team

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### 1. Purpose/background

- Our school aims to make staff and students feel safe
- Our school takes bullying very seriously
- Legal responsibility of the school – our school has a policy in place that includes measures to prevent all forms of bullying

Bullying is unacceptable at our school and will not be tolerated. We will do our utmost to ensure that bullying does not take place and that, where it does, it is dealt with promptly and effectively. The Governing Body values the good relationships fostered at our school and expects that every allegation of bullying will be taken seriously and investigated properly. It is imperative that students feel confident their concerns will be listened to.

All staff, students and parents should be aware of the negative impact bullying can have upon individuals and upon the school in general. All members of the school community should work

towards the maintenance of an environment in which students can work and socialise without feeling intimidation or fear.

Whilst it is not the direct responsibility of the school to manage incidents of bullying amongst students which occur out of school, we recognise our role in discouraging such behaviour and in investigating when we find out about it. The school works to encourage appropriate use of social media amongst students and recognise that it is key in discouraging out of school bullying.

All students at our school will be encouraged and supported in speaking out about bullying and not fear consequences. This may be when they are bullied or when they encounter another person being bullied.

## **2. Policy Objective**

- Students should not feel threatened by bullying about age, sex, sexual orientation, gender reassignment, disability, race (including colour, nationality, ethnic or national origin), religion or belief, or gender identity.
- Student voice has helped shape the policy.

This policy outlines our strategy to prevent and tackle all forms of bullying. We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Specific types of bullying include:

- Prejudice crime related bullying of children with additional educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture
- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying, including peer-on-peer abuse
- Bullying related to interests, hobbies or academic ability

There is no hierarchy of bullying – all forms of bullying should be taken seriously and dealt with appropriately.

The policy has been adopted with the involvement of the whole school community, including students, staff and Governor focus groups.

## **3. Practice and procedures**

- The definition of bullying and online bullying – who are bullies? Who would be vulnerable to being bullied?
- Recognition that the perpetrator can also be a victim and should be treated as such
- Specific forms of bullying
- How we try to prevent bullying at our school
- How we train staff to deal with bullying at our school
- Confidentiality of students and parents

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include, but is not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

This includes the same unacceptable behaviours expressed online, sometimes called online- or cyberbullying. This can include but is not limited to: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, sending offensive or degrading photos or videos and excluding people from groups

Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Our school has established areas, such as 'The Hive', which are accessible to students at break, lunch time and when pupils need to self-regulate throughout the school day. These are designated areas within the school where students are able to speak with a member of the Support and Intervention Team to report incidents, discuss concerns and to seek advice.

We deliver a PSHE Curriculum which is aligned to the statutory guidance on RSHE (Relationships, Sex, Health Education), including teaching students about the importance of positive, healthy, respectful and safe relationships of all natures. This programme of education promotes equality and mutual respect, celebrates diversity and prepares students for life in modern Britain.

#### 4. Recognising Bullying

A pupil may be being bullied when he/she/they display some or all of the following symptoms: -

- Change in behaviour
- Erratic punctuality e.g. early and/or late to avoid bullies
- Reluctance to accept praise
- Misplaced equipment
- Withdrawn

- Self-abuse
- Deterioration in work
- Aggression
- Random illness
- Lack of confidence and/or self esteem

## **5. Reporting bullying**

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not always report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Students who are bullying others also need support to help them understand and change their behaviour. Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe, confidential way. All students will be encouraged to report bullying.

Reporting incidents of bullying:

- Written or verbal details about the incidents may be reported by a pupil, friend or parent to a teacher, LSA, receptionist or other pupil; however, it is recommended that only a teacher should deal with the incident and a decision will have to be made to whom the incident should be referred.
- The Pastoral Chain should initially be followed, in the order of: Form Teacher, then Head of Year. If appropriate, the incident will be referred on to other senior colleagues. In extreme cases the Head teacher will be involved (repeat offences, serious offences that may require exclusion, for example.) But in most cases a bullying incident will be dealt with in the first instance by the form teacher.
- Incidents of bullying can also be reported to staff in The Hive. The Hive staff will give the children strategies to resolve this and offer support.
- Contacting local and national support agencies for advice/support. Information about these agencies can be found at the end of this policy. They are also displayed on posters around the school.

A member of staff, who believes that they are being bullied or harassed, is encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

Our surveys for students, alongside the parent and staff surveys allow the school to compile data of bullying concerns and take appropriate action. Our pupil voice panels will be used to highlight areas of improvement and concern.

## **6. Responding to bullying**

**How we respond to allegations or reports by witnesses to bullying.**

- All cases will be investigated immediately or as soon as practically possible.

- Bullying will be reported on Arbor and Provision Map and shared with the HOY/ Director of Wellbeing
- The pupils involved will be interviewed by the appropriate staff. Their comments will be recorded, fears of bullied pupils allayed, and advice offered as to what to do in the future. Other pupils may be interviewed to clarify the situation.
- After gathering all relevant information, the alleged "bully" will be interviewed. If bullying is proven he / she will be informed of the effect their behaviour has been having on individuals, and will be asked to apologise.
- After discussion with bullied pupils, parents of bully and victim will be contacted as appropriate. Action will follow.

We ensure action is taken in terms of the student(s) being bullied receiving support; the student(s) carrying out the incidents will receive a sanction. We look at varying levels of bullying. We consider these factors when deciding upon a sanction.

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support.
- Offering the student an immediate opportunity to discuss the experience with their Tutor, Head of Year, SLT behaviour lead, the Designated Safeguarding Lead, Learning Mentors or a member of staff of their choice.
- Advising the student to keep a record of the bullying, which the school will then record on Provision Map as evidence and discuss how to respond to concerns.
- Working towards restoring self-esteem and confidence with Learning Mentors/ELSA's in Hive and/or work to build resilience as appropriate.
- Referral to head of pastoral support/DSL – Kay Webb - to review and update support options.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers and restorative justice practices, as appropriate.
- 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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have instigated or carried out acts of bullying will be helped by:

- Recognising that they could be a victim of bullying too.
- 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 the service provider.
- Referral to intervention and inclusion team
- Arranging (in line with the wishes of the student who has been bullied) for restorative justice meetings to take place.

Sanction for Bullying:

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but could include at various stages any of the following:

- Being placed on the SEMH register.

- Restorative work undertaken.
- Behaviour will be carefully monitored through the school's report system.
- Loss of free time.
- An apology to the victim.
- Parental involvement.
- Counselling.
- Referral to an outside agency.
- Internal report system.
- Suspension
- Exclusion.
- Police action.

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, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **7. How adults can support bullying:**

### **7.1 Responsibility of Teachers**

- Be watchful, observe the social relationships between pupils in the class and when on duty in the playground.
- Keep careful and accurate records of any bullying incidents and action taken.
- Inform other colleagues as appropriate.
- Report and act on all information in a timely, appropriate way
- Take all allegations seriously.
- Contact parents.

### **7.2 Responsibility of other staff members**

All our staff members are duty bound to assist in the implementation of our policies within the school and should be watchful at all times, and report any suspicions of bullying behaviour to the appropriate teacher.

### **7.3 Responsibility of parents**

Parents should be watchful for changes in behaviour (see "Symptoms of bullying") and report it to the school as soon as they are suspicious. A copy of the policy is available for parents.

## **8. Supporting adults**

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

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

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's Positive Behaviour Policy and staff Code of Conduct policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

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

## 9. Monitoring of Policy

This policy will be monitored by the Head Teacher and Senior Leadership Team and will be reviewed by the full governing body annually.

## 10. Useful links and supporting organisations

Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

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-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **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-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Online bullying**

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

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)

## **Race, religion and nationality**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com) /

Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)

## **LGBT**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theprouddtrust.org](http://www.theprouddtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)