Policy Statements and Procedures

ANTI BULLYING POLICY

1. INTRODUCTION

This policy applies to all schools and colleges within The Rosedale Hewens Academy Trust (the Trust).
Please note that for the purpose of this policy and procedure all educational establishments within The Rosedale Hewens Academy Trust (the Trust) are referred to as schools, all children attending those schools (pupils and students) are referred to as pupils and the Headteachers and Principals of those schools are referred to as Headteachers. To this end, the Trust seeks to provide an environment that promotes equal opportunities and is free from all forms of bullying.

The Trust believes that all pupils have a right to a learning environment that is free from bullying and it is opposed to bullying in any form. The Trust is committed to providing a working and learning environment that will enable pupils to fulfill their personal potential and in which the dignity of all individuals is respected.

The Anti-Bullying Alliance (ABA) defines bullying as: *"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."* It can happen face-to-face or through cyberspace.

This policy is to be read in conjunction with our other policies and procedures on:

- Safeguarding and Child Protection
- Behaviour and Relationships
- Exclusion
- Equality

The Trust recognises that rights and responsibilities are equally balanced and we encourage pupils to take responsibility for their actions in order to develop an awareness of how they affect the rights of others. Children have the right to be protected from conflict and cruelty and they have the responsibility not to bully or harm each other.

Every child has the right to feel safe in their school and enjoy their education without the threat of bullying behaviour. Our approach is to build all pupils' self-esteem and confidence and for our approach to be consistent across the Trust. We intend that this policy is clearly understood and shared by all, pupils, staff, parents, guardians and carers.

The statutory government guidance Keeping Children Safe in Education 2025, defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Bullying of any individual, pupil or member of staff, is unacceptable and we seek to address any incident of bullying whenever it occurs. Appropriate behaviour and attitude of pupils and staff is very important. High standards of behaviour and a positive attitude lead to excellence in both relationships and standards of work. The ethos of each school within the Trust is based on mutual respect and care and consideration for others. The Trust is totally opposed to bullying.

Bullying concerns everyone, not just the bullies and the victims. It affects other pupils who watch, and pupils can be drawn in by peer-group pressure. Bullying is not an inevitable part of life at school and it rarely sorts itself out. We recognise that insults, name-calling, intimidating and threatening behaviour, written abuse and physical violence are found in society today, but no one should have to accept this type of behaviour. As a Trust we understand the need to differentiate between a single isolated act of bullying and severe long term persistent bullying.

This Anti-Bullying Policy takes its place within the general aims of each school within the Trust. It has close links to Social and Emotional Aspects of Learning (SEAL), Safeguarding and Child Protection, Behaviour for Learning and Personal, Social and Health Education (PSHE).

This policy has taken into consideration the following DfE advice and guidance:

- **Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017**
- **Cyber bullying: Advice for Headteachers and school staff November 2014**
- **The Education and Inspections Act 2006**
- **The Education (Independent School Standards) Regulations 2014**
- **The Equality Act 2010**

WHAT DOES THE LAW SAY?

The Education and Inspections Act 2006: There are a number of statutory obligations on schools with regard to behaviour, which establishes clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, staff, parents, guardians and carers;

- Gives Headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of staff.

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

It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance quality 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.

Schools are required to comply with the new Equality Duty: The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non - maintained special schools.
Safeguarding Children and Young People: Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law: Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying Outside School Premises: Headteachers have 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 Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. 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 town. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

2. POLICY OBJECTIVES

- To create a culture where bullying is seen as unacceptable by Trust staff, pupils, parents, guardians and carers.
- To ensure that members of the Trust schools have the confidence to be able to disclose and discuss bullying if it does occur.
- To develop procedures for noting, reporting, investigating and dealing with incidents of bullying behaviour.

3. DEFINITIONS AND CHARACTERISTICS

Categories of bullying:

- Race, Religion and Culture
- Sexist, Sexual and Transphobic bullying (SST).
- Homophobic bullying

- Gender Identity and Reassignment bullying
- Cyber-bullying

What is bullying?
Bullying is when someone deliberately hurts, threatens, frightens or humiliates someone else. Bullying can occur through several types of anti-social behaviour. It can be:

- **Physical:** a child can be punched, kicked, hit, spat at etc.
- **Verbal**: this includes name-calling, racist and sexist remarks, sarcasm, teasing, spreading rumours etc.
- **Intimidation**: a child may be made to feel frightened or uncomfortable by behaviour ranging from overt threats to subtle 'looks'.
- **Exclusion**: a child can be bullied simply by being excluded from games, groups, discussions or activities, with those they believe to be their friends. Group rejection is a common form of bullying.
- **Damage to property or theft**: children may have their property damaged or stolen. The bully may use physical threats so that the other person/child hands over property to them.
- **Through communication technology (cyber bullying)**: for example via text messages, e-mails or social media postings on websites.
- **Victimisation by adults**: any adult in a school community could use their size and status to victimise a child. For example, a parent, guardian or carer who makes a direct approach to a child to chastise him or her over an alleged incident could be considered as engaging in a form of bullying.

What are the characteristics of bullies and their victims?

Bullies may be:

- Aggressive
- Lacking in attention
- Lonely, unhappy or insecure
- Jealous of others
- Manipulative
- Bullied at home e.g. punished excessively at home
- Spoilt at home
- Crying out for help
- Underachieving in class

Victims may be:

- Quiet, shy, 'different'
- Frightened to go to his or her school
- Anxious not to tell

Why do children bully others?
There are many reasons why children bully others and it's not always a straightforward situation. Some of these include:

- peer pressure and/or wanting the approval of others
- wanting to feel powerful over someone with a perceived disadvantage
- being bullied themselves
- being worried, unhappy or upset about something
- lacking social skills or not understanding how others feel.

Children who bully others may not understand that they are making life difficult for another child, and may find this realisation very distressing. It can be difficult for them to get the support they need to change their behaviour (NSPCC, 2016)

Mental Health and Bullying
There is a strong link between mental health and bullying. Young people who have experienced bullying are more likely to experience mental health issues and those who have mental health issues are more likely to be bullied. Bullying can affect physical and emotional health, both in the short term and later in life. It can lead to physical injury, social problems, emotional problems, and even death. Those who are bullied are at increased risk for mental health problems, emotional trauma, and can experience challenges and problems adjusting to school or college life.

Bullying also can cause long-term damage to self-esteem. Bullying undermines confidence and can cause misery and distress. It can affect a child or young person's attendance and progress at school or college. It can also have a detrimental impact on a child's mental health. Fear, isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues.

What are the signs that might indicate a child is being bullied?
A child may indicate by signs or behaviour that he or she is being bullied. If one or more of the following are apparent in a child's behaviour they may be a victim of bullying:

- Is frightened of walking to or from school
- Is unwilling to go to school
- Begins to underachieve
- Becomes withdrawn, starts stammering
- Regularly has books or clothes damaged or destroyed
- Becomes distressed, stops eating
- Cries easily, has nightmares
- Becomes disruptive or aggressive
- Has possessions 'go missing'
- Starts stealing money to pay the bully
- Is frightened to say what's wrong
- Runs away

Adult Bullying
From time to time, adults may behave inappropriately towards each other. If any member of staff or parent, guardian or carer feel they are being treated inappropriately by any member of staff within any school within the Trust they should report this to the Headteacher as soon as possible. On occasions, when a parent, guardian or carer suspects another child of inappropriate behaviour towards their own child, they try to resolve the matter themselves, this can result in:

- Parents, guardians or carers approaching other parents, guardians or carers;
- Inappropriate verbal exchanges in front of pupils;
- A breakdown in communication with the school.

If children are experiencing problems with other children, parents, guardians and carers must not try to resolve matters themselves. Confrontational incidents between adults within the grounds of schools within the Trust is not acceptable and could be viewed as bullying or threatening behaviour. If a parent, guardian or carer is concerned that their child may be the victim of bullying they should make contact with the child's Director of Teaching and Learning (DTL) or Phase Leader (PL) as soon as possible. The DTL or PL will then instigate a formal investigation and involve other members of staff and agencies such as the Lead Officer for Child Protection and Safeguarding, or the Safer Schools Police Officer. Correct procedures must be followed and confrontation avoided in order to resolve the problem and to ensure the school communities within the Trust remain happy, safe and enjoyable learning

environments.

4. PROCEDURES

The following procedures for reporting bullying and dealing with the consequences of bullying should be understood and followed by every member of the Trust. All incidents of bullying should be reported to a member of staff. Children should never be told to "hit back." Teachers or other staff, as appropriate, will investigate and take action accordingly. Everything reasonably possible will be done to ensure the bullying behaviour and/or threats of bullying stop immediately. Attempts will be made to help the bully (bullies) change their behaviour. This will involve talking about what has happened and why they became involved. It may also take the form of counselling and/or a behaviour modification programme.

Reporting Incidents

If you think a child is in immediate danger, contact the police on 999. If you are worried about a child but they are not in immediate danger, you should use the Trust's Safeguarding and Child Protection Record of Concern procedure.

All reports of bullying, no matter how trivial or what form they take, will be recorded on a Referral Form and fully and sensitively investigated by the appropriate member of staff. This would normally be the form tutor or subject teacher. This immediate process of dealing with a reported incident of bullying will encourage pupils to have the confidence to tell an adult what they are experiencing. This confidence factor is of vital importance. Serious cases of bullying will be referred immediately to the Lead Officer for Child Protection and Safeguarding and the Headteacher. Any incidents of bullying are discussed on a daily basis at the Senior Leadership Team morning meeting and are recorded by the Headteacher's Personal Assistant on a termly basis. A report is then compiled each term for the Local Advisory Board of the individual school within the Trust.

There may be occasions when we need to contact social services or the police if a situation arises where there are safeguarding or child protection concerns. If this is the case, staff will follow the Safeguarding and Child Protection Policy and Procedure. Social Services will risk assess the situation and take action to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

You can also contact the NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk. Trained professionals will talk through your concerns with you and give you expert advice.

Involving Parents, Guardians and Carers

If it is established that systematic bullying has taken place, the parents, guardians or carers of the victim and the bully will be contacted by the Headteacher with a view to meeting with them separately to discuss what has happened. This will allow the parents, guardians or carers of both the victim and bully to help and support their children as well as the actions being taken by the school concerned. Separate follow-up meetings with both parties will also be arranged.

Supporting Children

Both the victim and the bully will be supported. The victim will receive support in order to deal with his or her feelings and the bully so that he or she understands what they have done wrong and work to prevent further such incidents occurring.

Procedures for Investigating and Resolving Incidents of Bullying

When analysing reported incidents of bullying, staff will seek answers to questions of:

- What?
- Where?
- When?
- Who?
- Why?

If a group is involved, each member will be spoken to separately. Other pupils may also be spoken to in order to ensure sufficient information is collated to get a clear picture of what has occurred. Written records will be kept of these discussions, in the form of written statements on the Referral Form and given to the Headteacher who will ensure they are filed with the Personal Assistant to the Headteacher. Pupils will also be required to write witness statements that will also be filed with the original Referral Form.

Procedure Summary

If you think a child is being bullied, you must report it to a member of staff. If you think the child is in immediate danger of harm, call 999.

The member of staff will use the Safeguarding Record of Concern Form to report the incident to the Designated Safeguarding Lead. See separate guidance below for cyberbullying.

The Designated Safeguarding Lead will liaise with the Headteacher and instigate an investigation. If necessary and/or appropriate , they will involve the Lead Safeguarding Officer and other agencies.

The Headteacher will ensure that the Senior Leadership Team is aware of the concern and the investigation.

On conclusion of the investigation, if it has been deemed that bullying has taken place, then the parents, guardians and carers of both the victim and the bully will be involved, and the victim and the bully will receive support. Appropriate sanctions and consequences will be decided by the Headteacher.

Consequences

If evidence is collated to substantiate the reported incident of bullying, the bully will be encouraged to offer an apology to his or her victim and receive other appropriate consequences as per the behaviour for learning policies and procedures. This consequence could be anything up to and including working in seclusion for a period of time dependent on the seriousness of the incident. In any case the consequences of any future bullying will be made clear.

In very serious cases of proved bullying, fixed term or permanent exclusion, will be considered in line with the Behaviour for Learning Policy and procedure.

Whenever possible a restorative meeting will be convened where the pupils concerned can discuss what has happened and move forward positively. It is important the bully apologises for his or her actions and the victim feels confident that he or she can attend school and be safe from any further incidents of bullying.

Procedures for Dealing with Cyber Bullying

If a bullying incident directed at a child occurs using email, mobile phone, social media or other information communication technology at anytime whilst in full or part time education at any of the schools within the Trust, the following procedures will be followed by the member of staff receiving the report of Cyber Bullying:

- The child should be advised not to respond to the communication
- Any evidence should be immediately secured and preserved

- Inform the Headteacher

The Headteacher will then, dependent on the severity of the communication received either follow due process and deal with the incident in the school or refer it as a police matter. If malicious or threatening comments are posted on an Internet site about a pupil or member of staff the evidence should be immediately secured and preserved and reported immediately to the Headteacher who will work with the Safer Schools Police Office and the Lead Officer for Child Protection and Safeguarding to resolve the matter. All schools within the Trust raise awareness of issues relating to cyber bullying through newsletters and other communications circulated to all members of the school communities.

What can be done to prevent bullying?

- Anyone who knows that bullying is happening is encouraged to report it to a member of staff.
- All pupils should feel confident that is they report an incident of bullying it will be taken seriously and be dealt with promptly and effectively.
- All pupils must have a clear understanding of their rights and responsibilities.
- The Trust schools consistently raise awareness of approaches to anti bullying through assemblies, PSHE, cross- curricular themes and events.
- Staff training to help all staff deal effectively with incidents of bullying and promote anti-bullying.
- Pupils made aware of the strategies to help them deal with low level issues and what to do in different situations including situations of cyber bullying.
- Rewards for good and appropriate behavior as per the behavior for learning policies and procedures.
- Ensuring that pupils and their parents, guardians or carers are made aware of policies, procedures, codes of conduct and expected behavior for learning.

5. MONITORING AND REVIEW

The effectiveness of this policy will be monitored by the Headteacher and other senior staff by analysing the recorded incidents of bullying and collating pupil views on bullying through discussion and surveys. The Local Advisory Board of each school will monitor and scrutinize Headteacher reports on incidents of bullying and the effectiveness of the Anti Bullying Policy and other behavior for learning policies and procedures on a termly basis. This policy will be reviewed by the Academy Board of The Rosedale Hewens Academy Trust every two years or earlier if it is considered necessary.

6. ROLES AND RESPONSIBILITIES

All adult members of the Trust's school communities (governors, staff, parents, guardians, carers and visitors) must:

- Show respect to every person within the Trust and avoid saying or doing anything, which will cause hurt or offence to others.
- Report all incidents of bullying in line with Trust policy and procedure.
- Offer immediate support to anyone they see being bullied.

Pupils must:

- Treat others as they would like to be treated and not say or do anything, which could cause hurt or offence.
- Tell an adult if they are being bullied or see anyone being bullied.
- Help and support their peers if they see them being bullied. All staff must:
- Show by example that they are committed to anti bullying.
- Create an atmosphere of trust and respect where pupils feel their concerns are taken seriously.
- Be vigilant and take appropriate action if any changes in a child are seen.

- Listen to complaints and concerns about bullying and take appropriate action.
- Make sure that those who have been bullied are informed about what action has been taken.
- Develop and use a wide range of approaches when taking action against bullying.

All teachers must:

- Be responsible for the recording of all incidents of bullying that happen in their class, and any other bullying incidents they are aware of.
- In the case of minor incidents that are quickly resolved the teacher should inform the parents, guardians or carers of both the victim and the bully of the incident and action taken. The bully should be made aware of the expectation that they will not carry out any further incidents of bullying and the consequences they will face if they do so.
- Complete a Referral Form to the Headteacher so that the incident can be formally recorded.

All parents, guardians and carers should:

- Expect their child's school to take bullying seriously.
- Support their child's school in its policy against bullying by discussing it with their child.
- Contact their child's school (initially the form tutor or class teacher) if they have concerns that their child is being bullied. All concerns will be taken seriously and appropriate action will follow. We can only help if we know about a problem.
- Be aware of any unusual behaviour in their child e.g. they may suddenly not wish to attend school regularly complain of feeling ill, or not complete work to their normal standard.
- Play an active part in their child's education. Ask them how their day has gone, who they have spent their time with and how their break times were spent.
- NOT advise their child to retaliate.
- Explain to their child that speaking out against bullying is not a weakness.
- Monitor carefully their child's access to the Internet. Consider when and if it is appropriate for their child to use the Internet unsupervised.

Governors of the Local Advisory Boards must:

- Support the Headteacher of their respective school in all attempts to eliminate bullying.
- Support their school in actions taken to resolve incidents of bullying.
- Monitor incidents of bullying that do occur and regularly review the effectiveness of this policy and other behavior for learning policies and procedures.
- Require the Headteacher to keep accurate records of all incidents of bullying and to report to the Local Advisory Board on a termly basis regarding the recorded incidents of bullying and the effectiveness of this and other behavior for learning policies and procedures.

The Headteacher must:

- Implement the Trust Anti-Bullying Policy and Procedure and ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to identify and deal with incidents of bullying.
- Report to the Local Advisory Board regarding incidents of bullying and the effectiveness of the Anti-Bullying Policy and other behavior for learning policies.
- Ensure that all pupils know that bullying is unacceptable behaviour.
- Ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

- Ensure that all members of their school community nurture, value, respect and care for each other.

7. LINKS WITH OTHER POLICIES

This Policy links with the:

- Managing Pupil Attendance Policy
- Exclusion Policy
- SEND
- Equality Policy
- Behaviour and Relationship Policy (Primary/Secondary Phase)
- Home/School and Home/College Agreement

Supporting Organisations and Guidance

These are links to **external organisations** that offer advice and guidance. These organisations are not part of the Trust and are not part of the Trust policy or procedure.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

CYBERBULLYING

- Childnet International: www.childnet.com
- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

RACISM AND HATE CRIME

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

This policy was last reviewed in August 2025.
It is due for review in August 2026.