



Action Against Bullying

‘Building for Successful Futures’

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Safeguarding Manager
Last updated	Spring 2024
To be Reviewed	Spring 2026

Statutory Policy	N	Published on Website	Y
Any updates and amendments to government legislation or guidance from the Education HR Service automatically supersede this school policy prior to ratification by the Governing Body. This policy applies to all areas of school.			



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Introduction

This policy outlines what our school will do to prevent and tackle all forms of bullying. It 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 2023". As a community we find any form of bullying unacceptable whether between child and child; child and adult; and adult to adult. This underpins the ethos of the school.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our school.

The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Every member of staff has a



responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school. Reports of bullying will always be taken seriously. Reports of bullying will be logged on CPOMS.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

School Ethos

In our school, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. Some pupils may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed. The way staff members deal with such incidents of behaviour that challenges should take account of all individual needs.

Definition of Bullying

- Bullying can be defined as "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 can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours 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.
- 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 and young people's emotional development.



Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- 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;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics);
- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Recognising the indicators that bullying is occurring

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.

Pupils must be encouraged to report bullying. Advocates for the pupils must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils to express their feelings. Pupils' communications must be listened to.

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and 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.

Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We carefully review the reasons why bullying is occurring on a case by case basis.

Implementation Preventative Strategies include:

- Using our extensive knowledge of pupils, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- A functional assessment to understand the motivation underpinning the behaviour change;
- Talking to pupils about issues of difference through dedicated events or projects;
- Talking with pupils about how to manage their own feelings and emotions;
- Ensuring that all pupils are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where pupils are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils about bullying and its impact is embedded throughout the curriculum offer;
- Ensuring that monitoring and filtering software is effective in protecting pupils from cyber based bullying.

Managing Incidents

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on CPOMS and share with the appropriate member of SLT who will act with delegated responsibilities on behalf of the Headteacher;
- The SLT member will interview all concerned and keep a record of their findings;



- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed;
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised;
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Where online bullying is occurring outside of school hours. As a school we have the legal power to ensure our pupils are safe even outside of school and this could result in us reporting these incidents to the police under The Education Act 2002 The children's Act 1989 or alternatively, a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion under the following codes:

- Inappropriate use of social media or online technology.
- Sharing of inappropriate images (of adult or pupil) / Cyber bullying or threatening behaviour online/ organising or facilitating criminal behaviour using social media

Where we believe and have evidence of the above behaviours we will consider all options available to us to prevent any further bullying. At Fred Nicholson School we see the welfare of our pupils as paramount.

Supporting Pupils

Bullying behaviour or threats of bullying must be dealt with immediately.

Pupils who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;



- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. RSHE, assemblies and subject areas, as appropriate).

The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal Opportunities:

Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Headteacher/Deputy in regards to the process of reporting these incidents to the local authority.

In the possible case of an adult to adult incident: Headteacher, Chair of the School Governors, Personnel Department at County Hall, Union representative or in very extreme cases the Police may be contacted.

Any cases of a pupil reporting bullying/abuse/neglect at home will be reported directly to the designated Child Protection person.

Links to other policies and procedures

This policy must be considered in conjunction with all other policies, procedures and statements. Particular reference should be made to the following policies / procedures:

Promoting Positive Behaviour
RSHE Curriculum
E Safety
Safeguarding (including Child Protection)
Whistle Blowing
Confiscation Policy
Staff Code of Conduct



Reviewing the Policy

This policy will be reviewed and amended annually by the SMT and governors, in consultation with school staff, pupils and parents/carers.

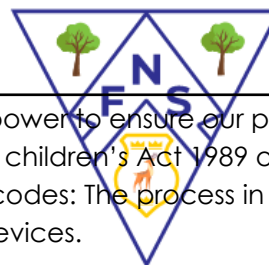
Equality Impact Statement

The Headteacher has reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

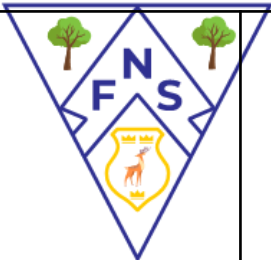
Head Teacher
April 2024

APPENDIX A

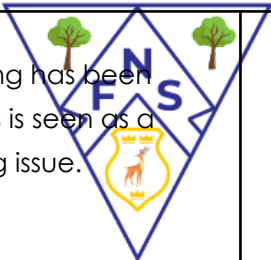


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STAGE	SCHOOL	DESCRIPTION AND ACTIONS	VICTIM SUPPORT	PERPETRATOR SUPPORT	ADDITIONAL NOTES
STAGE ONE: Investigation and verbal warning	Record all incidents using CPOMS Behaviour Category Tutor made aware of all incidents All staff made aware	The potential bully is supported to discuss their actions / behaviours and supported to give their version of events. The investigating staff member will then decide whether this is a misunderstanding, a friendship issue or bullying behaviour. If it is deemed bullying. The student will be clearly informed about the kind of behaviours they have exhibited that have caused distress. Where appropriate a restorative discussion meeting with the victim may be arranged, with the victim's agreement. Perpetrator to be offered the option to make amends.	Discuss incident Offer reassurance Reflection & support by trusted adult of their choice Explore understanding of bullying Restorative conversation offered Wishes & feelings Go to person identified	Discuss incident Offer understanding and reassurance of support Reflection and proactive intervention by trusted adult Explore understanding of bullying Restorative conversation discussed and encouraged Wishes and feelings Go to person identified	Always involve victims and bully's parents / carers

		Both the perpetrator and the victim are informed that home will be made aware. Where the situation is deemed as not bullying then the I will deal with the incident following school procedures, providing positive interventions etc.			
STAGE	SCHOOL	DESCRIPTION AND ACTIONS	VICTIM SUPPORT	PERPETRATOR SUPPORT	ADDITIONAL NOTES
STAGE TWO: Area manager - interview and written statement	Record all incidents using CPOMS Behaviour Category All staff made aware Feedback passed on to Deputy Head	All Stage One actions Where Stage One has not had the desired impact, the student is escalated to Stage Two. If bullying is confirmed, an anti-bullying contract is issued and signed by the pupil and the pupils' parents. The consequences of any further bullying are made clear. Directed social time activities if necessary Loss of rewards/privileges which may include school trips, activities week, after school clubs etc.	All Stage One actions TIS sessions Pastoral Support	All Stage One actions TIS sessions Pastoral Support	Always involve victims and bully's parents / carers

STAGE	SCHOOL	DESCRIPTION AND ACTIONS	VICTIM SUPPORT	PERPETRATOR SUPPORT	ADDITIONAL NOTES
STAGE THREE: SLT interview	Record all incidents using CPOMS Behaviour Category If appropriate - the perpetrator will work in Satellite for an identified period of time	If the same student is reported again for targeting the same, or another student, then they will be called to a formal interview with a member of SLT. Having been supported to offer their voice, the SLT member will decide whether it is a continuation of bullying behaviour or not. If it is deemed persistent parents will be called in for a meeting and informed that this has been formally recorded as an incident of bullying. A written warning will be issued to the child and a copy given to the parents. There may be the opportunity of a reconciliation meeting between the victim and perpetrator where both parties feel it may help.	All of stage 2 actions Timetable changes, priority for victim to feel safe in school	All of stage 2 actions Timetable changes, priority for victim to feel safe in school External support explored - police involvement considered.	Always involve victims and bully's parents / carers
STAGE	SCHOOL	DESCRIPTION AND ACTIONS	VICTIM SUPPORT	PERPETRATOR SUPPORT	ADDITIONAL NOTES
STAGE FOUR: Parental meeting		It will be explained to the pupil & parent/carer in detail the unacceptable behaviours.	Ensure Victim remains supported through all the above stages.	Ongoing support offered.	Always involve victims and bully's parents / carers

		A plan will be implemented advising the perpetrator that they are not to have contact with the victim and possibly restrict areas in the school where they are allowed to be. The school will look to move the victim and the perpetrator out of the same lessons where practicable, with the perpetrator being the one most likely to be moved – Satellite provision would be explored. The headteacher has the legal power under the Education Act 2002, to consider police involvement or grounds for suspension or permanent exclusion.	Where bullying has been identified this is seen as a Safeguarding issue. 	
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APPENDIX B



Action Against Bullying Contract Letter

Following my earlier communication about (Pupil's name) there are still concerns about their bullying of other pupils.

Any incidents of bullying are taken very seriously by school and I would be grateful if you would contact the school office to arrange an appointment to discuss our concerns, and the possible implementation of an 'Action Against Bullying Contract' and an individual behaviour plan.

Action Against Bullying Contract

Student Name.....Tutor Group.....

Date of commencement of Anti-Bullying Contract.....

Stage of commencement of Anti-Bullying Contract.....

We have read and understood the Anti-Bullying process.

Signed student.....Date.....

Signed.....Date.....
Person with Parental responsibility

Signed.....Date.....
Fred Nicholson School