

Bridlington School

Anti-Bullying Policy (statutory)



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School statement on bullying, harassment and discrimination

In line with our TORCH values, all members of our Bridlington School community have the right to feel valued, happy and safe. Everyone at our school is equal and should be treated with respect. We, therefore, operate a zero tolerance approach to 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 an individual's emotional development. We have a zero tolerance to all forms of bullying including harassment or discrimination. This does not mean bullying never occurs in the school. It does mean, however, that when the school is aware of bullying, all steps will be taken to:

- investigate it;
- deal with the perpetrators;
- support the victim;
- try and prevent it happening again.

It is the responsibility of everyone in the school community to implement the anti-bullying policy to ensure everyone feels safe in school, and as a community we promote an inclusive ethos and respond effectively to any bullying incidents that do occur. All allegations of bullying, harassment or discriminatory incidents will be investigated.



T	Teamwork - <i>trusting each other and working together</i>
O	Opportunity - <i>excitement and hope for a brighter future</i>
R	Respect - <i>for ourselves, others and our environment</i>
C	Community - <i>forging strong cultural connections</i>
H	Happy - <i>honest about our health and wellbeing</i>

School ethos

- Bridlington School community recognises that all forms of bullying including harassment or discrimination 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.
- Our ambition is to develop resilience within individuals.
- We promote positive relationships and invest in restorative practice as a means to stay focused on strengthening and repairing relationships.
- By effectively preventing and tackling bullying including harassment and discrimination, our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.
- Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment.
- Everyone at our school is equal and treats each other with respect and kindness.
- We recognise that some members of our community including those from protected groups may be more vulnerable to bullying including harassment and discrimination. Being aware of this will help us to develop effective strategies to prevent bullying in all forms from happening and allow us to provide appropriate support, if required.
- We recognise 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.
- We will deal promptly with grievances regarding the school response to bullying in line with the complaints policy.
- We seek to learn from good anti-bullying practice elsewhere.
- We will utilise support from the Local Authority and other relevant organisations when appropriate.

Aims and purpose of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take preventative measures.

Aims of the Policy:

- To ensure all groups of staff and students feel safe and supported at school at all times;
- To actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.
- To enable our students to become responsible citizens, encouraging them to uphold our TORCH values, even after they leave school and move onto future career paths.
- To ensure staff, students and parents/carers are aware of different forms of bullying including harassment or discrimination and work together to try to prevent it from occurring.
- To ensure instances of bullying are rare or non-existent and are dealt with quickly if they do occur.

- To ensure effective systems are in place to respond quickly, monitor and evaluate any bullying incident that may occur.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Policy objectives

- This policy outlines what Bridlington School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Bridlington School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.
- We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.
- We want to enable our students to become responsible citizens, encouraging them to uphold our TORCH values. These values reflect those that society expect of our students in school and when they move onto future career paths.
- We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies, Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone policy
- [Searching, screening and confiscation](#) – DFE advice for headteachers, school staff and governing bodies (September 2022 Updated 19.07.23)

Definition of bullying

Bullying is 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)

The nature of bullying can be:

- **Online/Cyber** – such as sending or posting offensive, upsetting and inappropriate content
- **Verbal** – making inappropriate comments such as name calling, taunting, mocking, using degrading or offensive language, spreading rumours about someone, or threatening someone
- **Physical** – such as kicking, hitting or intimidating someone, using inappropriate or unwanted physical contact towards someone or producing offensive graffiti
- **Psychological/Emotional** – such as deliberately excluding or ignoring people
- **Attacking property** – such as damaging, taking or hiding someone's belongings

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion, faith, belief or for those without faith
- Ethnicity, nationality, culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Physical appearance or health conditions including mental health conditions
- Related to home or other personal situation eg young carer, children in care or otherwise related to home circumstances
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Sharing of personal information without consent

Bullying relationships can take a number of forms, including:

- Student on student referred to as child on child
- Student on staff
- Staff / adult on student
- Adult on adult.

No form of bullying will be tolerated and **all** incidents will be taken seriously.

What does NOT constitute Bullying?

- **Simply disliking someone is not an act of bullying:** It is human nature to not like every person you encounter. While it may not feel good to know someone doesn't like you, verbal and non-verbal messages such as "I don't like you" are not acts of bullying.
- **Making a joke about someone:** Occasionally being teased is not uncommon and when everyone involved is not offended it is not considered bullying.
- **Arguments:** People disagree about a variety of different things. However, when a power imbalance exists or the intent is to be mean or control someone else that is bullying.
- **Isolated acts of harassment, aggressive behaviour, intimidation, or meanness:** Even though bullying and harassment go hand in hand, not all harassment is bullying or vice versa.

Definition of harassment

The Protection from Harassment Act 1997 Section 1 states:

Prohibition of harassment.

- 1) A person must not pursue a course of conduct –
 - (a) Which amounts to harassment of another, and
 - (b) Which he knows or ought to know amounts to harassment of the other.

- 1A) A person must not pursue a course of conduct –
 - (a) Which involves harassment of two or more persons and
 - (b) Which he knows or ought to know involves harassment of those persons, and
 - (c) By which he intends to persuade any person (whether or not one of those mentioned above)-
 - (i) Not to do something that he is entitled or required to do, or
 - (ii) To do something that he is not under any obligation to do.

- (2) For the purposes of this section the person whose course of conduct is in question ought to know that it amounts to (or involves) harassment of another if a reasonable person in possession of the same information would think the course of conduct amounted to harassment of the other.

- (3) Subsection (1) does not apply to a course of conduct if the person who pursued it shows-
 - (a) that it was pursued for the purpose of preventing or detecting crime
 - (b) that it was pursued under any enactment or rule of law or to comply with any condition of requirement imposed by any person under any enactment, or
 - (c) that in the particular circumstances the pursuit of the course of conduct was reasonable.

The term harassment is used to cover the 'causing alarm or distress' offences under section 2 of the Protection from Harassment Act 1997 as amended (PHA), and 'putting people in fear of

violence' offences under section 4 of the PHA. The term can also include harassment by two or more defendants against an individual or harassment against more than one victim.

It can include repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

A prosecution under section 2 or 4 requires proof of harassment. In addition, there must be evidence to prove the conduct was targeted at an individual, was calculated to alarm or cause him/her distress, and was oppressive and unreasonable.

Closely connected groups may also be subjected to 'collective' harassment. The primary intention of this type of harassment is not generally directed at an individual but rather at members of a group. This could include: members of the same family; residents of a particular neighbourhood; groups of a specific identity including ethnicity or sexuality, for example, the racial harassment of the users of a specific ethnic community centre; harassment of a group of disabled people; harassment of gay clubs; or of those engaged in a specific trade or profession.

Harassment of an individual can also occur when a person is harassing others connected with the individual, knowing that this behaviour will affect their victim as well as the other people that the person appears to be targeting their actions towards. This is known as 'stalking by proxy'. Family members, friends and employees of the victim may be subjected to this.

Examples of harassment could include: -

- Unwanted / upsetting physical contact ranging from touching to serious assault
- Unwanted / upsetting verbal and written contact such as jokes, offensive language, gossip and slander, sectarian songs, letters, offensive flirtations, suggestive remarks, innuendoes or lewd comments
- Unwanted / upsetting visual display of posters, suggestive pictures or objects, obscene gestures, graffiti, flags or emblems, including inappropriate use of modern technology such as offensive E-mail messages, texts, images, or inappropriate screen savers etc.
- Isolation or non-co-operation at work, exclusion from social activities
- Unwanted / upsetting coercion
- Any other action or incident in which the student feels they have been subjected to harassment.

What is sexual harassment?

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include:
 - non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting);
 - inappropriate sexual comments on social media;
 - exploitation;
 - coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Definition of discrimination

Direct discrimination occurs when a person or group is treated less favourably than others for various reasons. Described as Protected Characteristics this may include race, age, colour, disability, nationality, ethnic or national origins, religion, sex, sexual orientation, actual or perceived AIDS / HIV status, age or social background, marital / civil partnership status.

Discrimination can also occur by association e.g. someone is discriminated against because they have an association with someone with a protected characteristic.

The actions may or may not be deliberate, but cause offence to the person concerned and the perpetrator knew or should have known that they would cause offence.

Discriminative bullying or language against these protected groups is unacceptable.

Definition of a hate incident

The police and Crown Prosecution Service have agreed a common definition of hate incidents.

They say something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity

- sexual orientation

When hate incidents become criminal offences they are known as hate crimes.

Reporting bullying

STUDENTS WHO ARE BEING BULLIED: If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- **Report to your pastoral manager or another staff member** – such as a form tutor, teacher/teaching assistant, head of year, or member of the senior leadership team.
- **Report to another school support worker** – such as a school nurse, school counsellor, youth and family support worker or social worker.
- **Report to someone you trust who can tell the school** – such as a parent, carer or friend and ask them to contact the school.
- Direct **Message** your pastoral manager or form tutor on class charts.
- Report using **'The Big Red Button'** on the school website – this can be anonymous if preferred.
- Call Childline to speak with someone in confidence on 0800 1111.

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching have a duty to report bullying including harassment or discrimination (either witnessed or suspected) immediately, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. Pastoral managers, heads of year and directors of key stage are anti-bullying leads for each year group and key stage.

SENIOR STAFF: The senior leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, the pastoral deputyhead is the senior leader responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, faking illness or other unusual behaviour.

Parents and carers should support and encourage their child to report any incidents/concerns to the school as soon as possible, avoiding any retaliation.

Parents and carers can report an incident of bullying to the pastoral manager at the school either in person, by telephone on 01262 672593, by sending them a direct message on Class Charts or by emailing the school office on office@bridlingtonschool.org.uk

Contact details specific to each year group can be found in the front of student planners.

STUDENTS: Should not take part in any form of bullying. They should never be bystanders to incidents of bullying. If students witness bullying they should "Call it out" and report it.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record incidents of bullying, harassment or discrimination by logging it in CPOMs.
- The log will contain the type of incident, a brief description will be recorded and whether the student is the bully or victim.
- Follow up details regarding decisions and action taken will be recorded in CPOMs.
- 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.
- The Pastoral Team, Director of Key Stage, Senior Leader, Designated Safeguarding Lead (DSL) or Headteacher will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- Directors of Key Stage will monitor incidents entered into CPOMS, maintain a weekly report, analyse and evaluate the results and produce half-termly reports for SLT summarising the information.
- Support will be offered to those who are the target of bullying in school, by offering personalised support from the pastoral team and/ or through the use of restorative practice. A log of how the student is being supported will be made in CPOMs.
- Sanctions will be applied, as identified within the school behaviour policy.
- Staff will assess whether parents and carers need to be 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.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.
- 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.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyberbullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will assist other agencies to ensure that the concern is fully investigated. If required, the Designated Safeguarding Lead will collaborate with other schools and agencies. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- 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 necessary.
 - work with the individuals and online service providers where required to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include confiscating and searching students' electronic devices, such as mobile phones, in accordance with the DFE Searching, screening and confiscation guidance (September 2022).
 - requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- 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.
- Inform the police if a criminal offence has been committed.
- 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.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Homophobic bullying

Homophobic bullying falls into two categories:

- Bullying aimed at lesbian, gay, bisexual and transgender young people.
- The misuse of prejudice related language as a generic insult.

Prejudice Related Language

- Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on via the school's or central recording system and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.
- Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong.
- Staff are also encouraged to record the casual use of derogatory language by making a CPOMS entry.

- We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering a suitable opportunity to discuss the experience with their pastoral manager, 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 respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support which 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 Specialist Children's Services or support through the Children and Mental Health Service (CAMHS).

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 social time, 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, Specialist Children's Services or support through the Children and Mental Health Service (CAMHS).

Supporting adults

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

Adults who have been bullied or affected by harassment or discrimination 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, harassment or discrimination as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying, harassment or discrimination takes place off school site or outside of normal school hours (including online), the school will assist other agencies to investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline 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 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.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Student council created a student-friendly child on child abuse - Anti-bullying, harassment and discrimination policy in the student planner (Appendix C) to ensure all students understand and uphold the anti-bullying policy.
- Student council promote the "Call it out" ethos via posters sign posting to the call it out posters directing students to The Big Red Button to report issues anonymously
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school year group assemblies help raise students' awareness of bullying and derogatory language
- A 'call it out' ethos where students are actively encouraged to tell staff about bullying, harassment or discrimination the experience or witness.
- An anonymous mechanism for reporting on the website via The Big Red Button.
- The school's written warning behaviour system includes escalating sanctions for students who repeatedly use language that is derogatory or harmful to individuals or groups.

- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month.
- The school values of equality and respect are embedded in our TORCH values across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school.
- Student-led programmes, such as the peer mentor programme and school council, offer support to all
- Restorative practice provided by the pastoral team gives support to targets of bullying and those who show bullying behaviour
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups via the school council and through the anti-bullying survey
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

Preventing bullying through the environment:

The whole 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.
- 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.

Education and Training

The school community will:

- Train 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. (Appendix A: Signs and Effects of Bullying and Appendix B: Support script for pastoral teams)

- 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, collapsed timetable events 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.

Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly 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.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing pupil 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.

Involvement and liaison with parents and carers

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.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools

SEND

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

Cyberbullying

- Childnet: www.childnet.com

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf
- Disrespect No Body:
www.gov.uk/government/publications/disrespectnobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgenderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix A: Signs and Effects of Bullying

Bullying is an intentional, aggressive behaviour towards an individual by another. The effects of bullying are evident by various physical and behavioural signs and symptoms. There are various types of bullying that staff need to be aware of. Unfortunately, bullying is now very common amongst children today and can have serious negative effects.

To help children, who are victims of bullying, it is important for staff to recognize the signs and symptoms that could be displayed.

The following are some common signs and symptoms that a bullied child may display:

1. The bullied child will often appear sad, depressed, moody and quite tearful
2. The bullied child often isolates themselves from others and is reluctant to participate in activities
3. The bullied child may start to lose interest in school, and as a result will make excuses not to attend
4. The bullied child may appear with visible injuries such as bruises, cuts, and scrapes. These physical marks could be signs of altercations with other children
5. The child may come to lessons quite agitated, with torn clothes, missing personal items such as school books, or destroyed belongings. These signs could be a result of intimidating activities
6. Bullied children often complain of feeling poorly with headaches or stomach aches. Children often use these complaints as excuses because such complaints cannot be easily proven
7. Bullied children often perform poorly in school. Due to emotional distress, children may lack the ability to concentrate on their work
8. Bullied children will suffer from low self-esteem and low self-confidence
9. Bullied children often appear nervous and apprehensive. Nervous conditions result when a child doesn't feel safe and secure on a daily basis.

Most children who are being bullied are scared to report it; therefore, staff need to be aware how to spot the signs and symptoms of a bullied child.

Appendix B: Support script for pastoral teams

Supportive script for initial investigation into an alleged incident

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so who?
4. Was there an adult around at the time, if so who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Restorative Questions when someone has been harmed

1. Describe what happened?
2. What did you think when you realised what had happened?
3. What impact has this incident had on you?
4. Do you think this incident impacted on others and if so who?
5. What has been the hardest thing for you over this incident?
6. What do you think needs to happen to make things right?
7. How can the items above be implemented and by whom?

Restorative Questions in Response to Challenging Behaviour

1. Describe what happened?
2. What were you thinking at the time?
3. Since the incident, what have you been thinking about?
4. Who has been affected by what you have done?
5. In what way do you think they have been affected?
6. What do you think you need to do to make things right?
7. How are you going to implement the items above to make things right?



Appendix C: Student planner pages

Anti-Bullying Policy

All members of our Bridlington School community have the right to feel valued, happy and safe. Everyone at our school is equal and should be treated with respect.

We, therefore, operate a **zero tolerance** approach to bullying, including harassment and discrimination.

We recognise bullying as being a form of child on child abuse. This does not mean that bullying never occurs in the school, however, it does mean that when the school is aware of incidents, all steps will be taken to:

- investigate it;
- deal with the accused;
- support the victim;
- try and prevent it happening again.

It is the responsibility of everyone in the school to implement the school policy to ensure everyone feels safe in school, promotes an inclusive culture and responds effectively to incidents that do occur.

All accusations of bullying incidents will be listened to, taken seriously and investigated.

Aims of the Policy:

- To ensure all groups of staff and students feel safe and supported at school at all times;
- To actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community;
- To enable our students to become responsible citizens, encouraging them to uphold our TORCH values, even after they leave school and move onto future career paths;
- To ensure staff, students and parents/carers are aware of different forms of bullying, including harassment or discrimination and work together to try to prevent it from occurring.
- To ensure instances of bullying are rare or non-existent and are dealt with quickly if they do occur.
- To ensure effective systems are in place to respond quickly, to monitor and evaluate any bullying incident that may occur.

Anti-Bullying Policy

Bullying abuse can be based around any of the following:

- Race (racist bullying)
- Religion, faith, belief or for those without faith
- Ethnicity, nationality, culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Physical appearance or health conditions including mental health conditions
- Related to home or other personal situation, e.g. young carer, children in care or otherwise related to home circumstances
- Sharing of personal information without consent

Definition of bullying

Bullying is 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)

The nature of bullying can be:

1. Online/Cyber – such as sending or posting offensive, upsetting and inappropriate content
2. Verbal – making inappropriate comments such as name calling, taunting, mocking, using degrading or offensive language, spreading rumours about someone, or threatening someone
3. Physical – such as kicking, hitting or intimidating someone, using inappropriate or unwanted physical contact towards someone or producing offensive graffiti
4. Psychological/Emotional – such as deliberately excluding or ignoring people
5. Attacking property – such as damaging, taking or hiding someone's belongings

Anti-Bullying Policy

What to do if you are being or see someone being bullied

If you are being or see someone being bullied **tell someone you trust** and **do not retaliate**.

- **Report to your pastoral manager or another staff member** – such as a form tutor, teacher/teaching assistant, head of year, or member of the senior leadership team.
- **Report to another school support worker** – such as a school nurse, school counsellor, youth and family support worker or social worker.
- **Report to someone you trust who can tell the school** – such as a parent, carer or friend and ask them to contact the school.
- Direct **Message** your pastoral manager or form tutor on class charts.
- Call Child Line to speak with someone in confidence on 0800 1111
- Call it Out- use the Big Red Button to tell us anonymously on the school website

How can parents and carers support their child?

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, faking illness or other unusual behaviour.

Parents and carers should support and encourage their child to report any incidents/ concerns to the school as soon as possible, avoiding any retaliation.

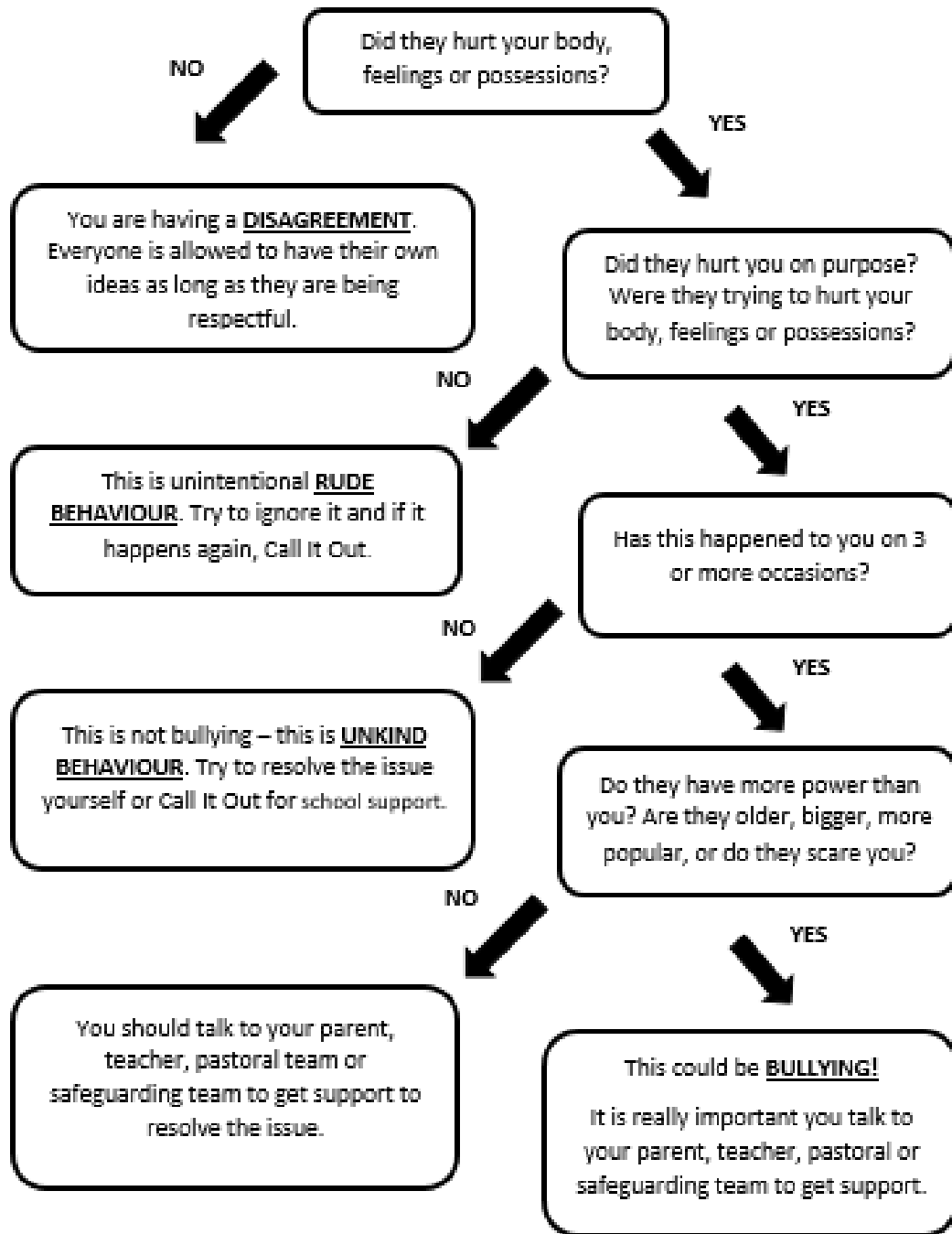
Parents and carers can report an incident of bullying to the pastoral manager at the school either in person, by telephone on 01262 672593, by sending them a direct message on Class Charts or by emailing the school office on **office@bridlingtonschoo.org.uk**

Contact details specific to each year group can be found in the front of student planners.

Useful resources:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Child Line: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk
- School Nursing Team Chat Health 07507332891

IS IT BULLYING?



Appendix D: Bullying Incident Log

NAME(S) OF ALLEGED VICTIM(S):				YG:	
DATE REPORTED:		REPORTED BY:			
HOW WAS IT REPORTED:	Verbal <input type="checkbox"/>	BRB/CC <input type="checkbox"/>	Phone Call <input type="checkbox"/>	Letter <input type="checkbox"/>	Email <input type="checkbox"/>
NAME(S) OF ACCUSED:				YG:	
STAFF COMPLETING:					

REPORTED INCIDENT: (Describe what happened)

DETAILS GATHERED TO INVESTIGATE THE INCIDENT: (What has been done? witness statements, CCTV etc.)

PREVIOUS INCIDENTS REPORTED AND ACTION TAKEN: (Include all incidents between the students)

Factors to help determine if the incident constitutes bullying:

FACTORS TO DETERMINE BULLYING: (All 3 factors to confirm)	Deliberate harm (physical or emotional) <input type="checkbox"/>	Repeated incident or group involvement <input type="checkbox"/>	Imbalance of power. Victim cannot defend <input type="checkbox"/>
---	--	---	---

REASON BULLYING IS UNSUBSTANTIATED: (Reason given to confirm)	1 st incident between these students <input type="checkbox"/>	There was no intention to hurt <input type="checkbox"/>	Conflict between students/friends <input type="checkbox"/>
---	---	--	---

FINAL DECISION MADE: (Use all information gathered)	BULLYING HAS OCCURRED <input type="checkbox"/>	BULLYING HASN'T OCCURRED <input type="checkbox"/>
---	--	---

POST INVESTIGATION ACTIONS:

SCHOOL ACTION TO RESOLVE THE INCIDENT: (To be completed whether bullying occurred or not)		
Outline Support:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience support) Pastoral team support Formal counselling Parental meeting External referral

Post-incident impact monitoring if bullying was determined to have occurred:

MONITORING SUPPORT (To be completed for both parties)	Victim Support		Perpetrator Support	
	Yes	No	Yes	No
Has the relationship been repaired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has achievement/ability to learn been affected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has there been a change in the pattern of attendance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any change in social issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any change in mental or emotional state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How was the partnership with the parents/carers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe on journeys to and from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe while online?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date completed:				

Next STEPS:

(Is there any further action needed for both parties?)

Appendix E: Bullying Incident Flow Chart

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff by a student or parent or by a staff member who witnessed the incident.



Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved. Form 1 should be completed and used to investigate the incident which will also provide a log of the evidence identified.



Staff should look for evidence that the behaviour:

- Has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or any serious incident.
- Was deliberately intended to cause distress and/or harm.
- Has created a sense of powerlessness on the part of the individual being targeted.

And consider:

- Whether any aggravating factors have been taken in to account and been addressed. These include racism, sexual harassment and discrimination.



Hurtful behaviour has occurred but it was not identified as bullying

Further action staff should take:

- Ensure Form 1 has been completed fully.
- Identify any harm caused.
- Provide support if required to all involved and record.
- Inform parents/carers of the pupils involved.
- Decide if any sanction needs to be applied in line with the PD policy.
- Engage and inform external agencies if necessary.

Evidence of bullying is found

Further action staff should take:

- Complete Form 2.
- Identify any harm caused.
- Provide support to those involved and record on Form 2 for targeted student and for the student who bullied.
- Inform parents/carers of those involved.
- Decide on sanction that needs to be applied in line with the school PD policy.
- Engage and inform external agencies if necessary.
- Consider the appropriateness of informing the police.