



# Anti Bullying Policy

Owner	Vice Principal: Inclusion Assistant Principal: Personal Development Assistant Principal: Behaviour & Attitudes
Reviewed by:	Local Governing Body
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## **Statement of Intent**

St Regis CE Academy is a highly successful Academy where Christian values are at the heart of all we do.

### **St Regis CE Academy Verse**

Jesus said... 'The kingdom of heaven is like a mustard seed... Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.' Matthew 13 31-32

### **Academy Vision**

As a tiny mustard seed grows to become a great tree of life, at St Regis we sow the seeds in an environment where our young people can grow into happy and successful adults. We nurture opportunities to learn through curiosity; to explore their faith through understanding; and to flourish in a compassionate and thriving community, where all are welcome.

At St Regis CE Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the Academy's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the Academy.

The Education and Inspections Act 2006 outlines several legal obligations regarding the Academy's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the Academy's Behavioural Policy, which is communicated to all pupils, Academy staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the Academy. There is a zero-tolerance policy for bullying at the Academy.

## **1. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'

- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- (Updated) Church of England Valuing All of God's Children (2019)

This policy operates in conjunction with the following Academy policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- RSE and Health Education Policy
- Searching Screening & Confiscation Policy
- Suspension & Exclusion Policy

## **2. Definitions**

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

## **3. Types of bullying**

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion,

ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

**NB.** The above list is not exhaustive,

#### **4. Roles and Responsibilities**

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.

- Ensuring that the Academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the Academy is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Principal is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

The Safeguarding Team are responsible for:

- Strategic oversight of child on child abuse.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when bullying incidents have occurred.
- Offering emotional support to victims of bullying.
- Seeking to understand the reasons for bullying and supporting alleged perpetrators where appropriate.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Reporting any instances of bullying once they have been approached by a pupil for support

The Pastoral Team are responsible for:

- Assisting the Safeguarding Team in investigating and sanctioning bullying incidents.
- Providing a point of contact where incidents can be reported.
- Being alert to possible bullying solutions in their year groups.

Parents are responsible for:

- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

## **5. Statutory Implications**

The Academy understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality 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.

The Academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Principal will ensure that this policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly

offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

## **6. Signs and symptoms of bullying**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from the Academy or changes route
- Doesn't want to go on the Academy/public bus
- Begs to be driven to the Academy
- Changes their usual routine, or work patterns
- Is unwilling to go to the Academy (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, shy or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Lack of eye contact
- Becoming short tempered
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in the Academy work begins to drop – decreased involvement in Academy work
- Comes home with clothes torn, property damaged or 'missing'
- Missing possessions
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry
- Bullying others
- Changes in eating habits – lack of appetite
- Is frightened to say what is wrong

- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the Safeguarding Team, who will investigate the matter and monitor the situation.

When dealing with bullying, there are important issues to consider:

- Behaviour that is intended to cause distress should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is important for student to be aware of behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing.
- Behaviour that impacts to damage the emotional well-being of others should be taken to be a matter of serious concern and individuals should be made to understand their responsibility, regardless of their intention.
- If the behaviour is repeated, then it should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear.

**It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.**

## **7. Actions to prevent bullying behaviour**

All members of the Academy community should foster a clear understanding that bullying, in any form, is not acceptable.

The Academy will clearly communicate a whole-Academy commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole Academy.

All members of the Academy will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the PHSE curriculum, in line with the Secondary School RSE and Health Education Policy.

Our staff will

- Foster in our pupils' self-esteem, self-respect and respect for others
- Will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- Promote diversity, difference and respect for others and will be celebrated through various lessons
- Provide opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
- Organise seating plans and alter in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.
- Will provide a safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Allow students to complete an anonymous anti-bullying survey
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with classes and in form time, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to a member of the Pastoral Team.
- All reports of bullying, no matter how trivial, will be recorded, investigated and dealt with in accordance with agreed procedures.

- Increase the profile of national Anti-Bullying week through whole school initiatives.
- Encourage Anti-Bullying awareness – poster competition
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Ask student to complete a statement form (available from the pastoral and safeguarding offices) and log the incident on My Concern or Class Charts.
- Pupils deemed vulnerable, will meet with pastoral staff on a regular basis, where appropriate, to ensure any problems can be actioned quickly. All staff will also offer an ‘open door’ policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.
- The Academy will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

## **8. Staff Principles**

The Academy will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils’ privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their suffering and that of other potential targets.

We ask our parents to support their children and the Academy by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students. Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying
- Informing the Academy of any suspected bullying, even if their children are not involved.
- Co-operating with the Academy, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **9. Procedures**

Incidents will be reported to the Safeguarding team who will with the support of the pastoral team, investigate the incident and set appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the Academy medical officer for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to give a verbal statement of the incident; this will need prompting with questions from the member of staff to obtain the full picture
- SLT will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## **10. Dealing with incidents of bullying behaviour**

Steps need to be taken to sanction the bully but also to support both the bully and victim and raise the self-esteem of both whilst identifying any underlying issues.

Each case is different and we take a customised approach in terms of support to dealing with each bullying incident, whilst keeping sanctions consistent and in line with the Behaviour Policy.

If the member of staff investigating is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The member of staff will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the member of staff will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The Academy will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The Academy's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The Head of Year informally monitors the pupils involved over the next half term.

The Academy will remain cognisant of the fact that continued access to the Academy can be important for rehabilitation of harmful behaviour, and will not exclude pupils

unless as a last resort – where there have been serious or consistent incidents of bullying, the Academy will act in line with the Exclusion Policy.

Some of the interventions and support are:

- Pastoral Department support (e.g. Form Tutor, Head of Year)
- Chaplain
- Conflict resolution and Restorative conversations
- Peer support (e.g. assign a peer mentor)
- Staff support (e.g. assign a staff mentor)
- Outside agency involvement (e.g. MAST, Social Care etc.)
- Parental involvement
- In school interventions (Inclusion led interventions, Art Therapy, Dog Therapy or School Counsellor)
- Outside speakers/positive role models (e.g. ex-students)
- Safe space allocated if students are feeling stressed, upset or angry.

There are a number of activities, outside speakers and curriculum links that take place throughout the year during both lesson time, PSHE and form time.

## **11. Support**

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Principal will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-Academy clubs or activities.

Staff, particularly the Safeguarding Team, will work with the victim to build resilience, e.g. by offering emotional support.

The Academy will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The Academy will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## **12. Follow up Support**

The progress of both the perpetrator and the victim will be monitored by the safeguarding team or pastoral staff. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents after the incident.

Pupils who have been bullied will be offered continuous support. The safeguarding team or pastoral staff will check in with students, on a regular basis, to see whether the bullying has stopped – these will continue to take place until the staff and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in the Academy if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying for outside agency support.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the Academy, the Principal will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that another provision is required, the pupil, their parents, the Principal and pastoral staff will meet to discuss the use of appropriate provision.

## **13. Record Keeping**

The Principal will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. This will be on MyConcern.

The Principal will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the Academy, e.g. whether Academy culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

#### **14. Child-on-Child abuse**

The Academy has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the Academy will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral to outside agencies may be made, where the DSL deems this appropriate in the circumstances.

The Academy’s Safeguarding policy outlines the Academy’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the Academy’s approach to preventing and managing instances of child-on-child abuse can be found within this policy.

## **15. Cyberbullying**

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside the Academy, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

The Academy has a zero-tolerance approach to cyberbullying. The Academy views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in the Academy's Behaviour Policy if they become aware of any incidents.

All members of staff will receive training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the Section 6 of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone

- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the DSL will request they remove it directly.

The Academy will support pupils who have been victims of cyberbullying by holding discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the Academy has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good

reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the Academy's Searching, Screening and Confiscation procedures within the Behaviour Policy will be followed at all times.

## **16. Bullying Outside of the Academy**

Staff will remain aware that bullying can happen both in and outside of the Academy, and will ensure that they understand how to respond to reports of bullying that occurred outside the Academy.

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on the Academy premises, and therefore, not under the lawful charge of an Academy staff member.

Teachers have the power to discipline pupils for misbehaving outside of the Academy premises. This can relate to any bullying incidents occurring anywhere off the Academy premises, such as on Academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside the Academy is reported to Academy staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on the Academy premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on an Academy trip.

The Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

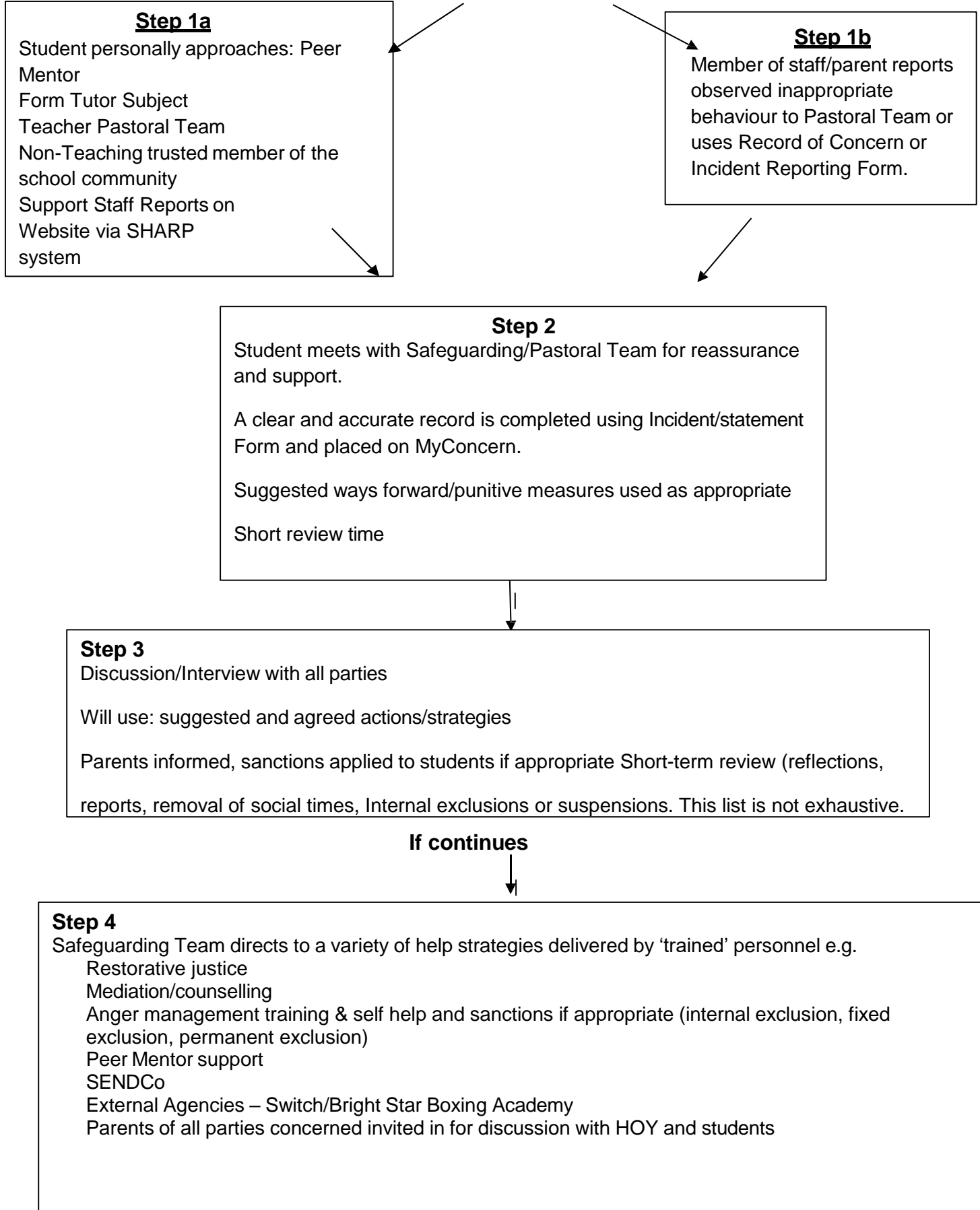
## **17. Monitoring and Review**

This policy was reviewed in July 2024 by the DSL/VP and AP: Behaviour and Attitudes and AP: Personal Development.

# APPENDIX A - RECOMMENDED PROCEDURES IN THE ACADEMY FOR REPORTING BULLYING

## PATHWAYS OF SUPPORT

**Child is bullied**



### Appendix B - St Regis Bullying Incident Recording Form

<b>Date/time of incident:</b> <b>Date:</b> <b>Time:</b>	<b>Name of pupil completing the Form (Optional):</b> <span style="float: right;"><b>Name:</b></span> <b>Form:</b>
<b>Who?</b> Children involved.	<b>Victim:</b> ..... <b>Perpetrator:</b> ..... <b>Bystanders/Witnesses:</b> ..... .....
<b>Where</b> did the incident take place? (playground, classroom, online, bus etc)	
<b>What</b> Type of bullying (physical, verbal, indirect, cyber)	
<b>Brief summary of incident</b>	
<b>Member/s of staff or Anti-Bullying Ambassador reported to/witnessed by</b>	
To be completed by staff member	
<b>Action taken</b>	
<b>Follow up action (including dates)</b>	

## Appendix C - Support Agencies

Anti-bullying Alliance - **the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues**

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)



Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

02077303300



*Childline – advice and stories from children who have survived bullying*



*Bullying on line*

[www.bullying.co.uk](http://www.bullying.co.uk)



*Parentline Plus – advice and links for parents*

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

08088002222



*Parents Against Bullying*

01928 576152

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).



**Cyberbullying.org** - one of the first websites set up, for young people, providing advice around preventing and taking action against cyberbullying.

A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)



**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)



**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)



**Bully Proof** – a trendy up to date range of resources and video clips produce by radio 1 to <http://www.bbc.co.uk/radio1/bullyproof/>



[nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf](#)

St Regis is a Church of England school, and we follow guidance supported by the Church of England



# Flourishing for All: Anti-bullying Guidance for Church of England Schools

September 2024