




# Anti-Bullying and Hate Policy

*(Including cyberbullying, prejudice-based and discriminatory bullying and child-on-child abuse)*

**Policy to be taken to Governors: No**

**Policy Category: School**

<b>Governor Committee Responsible:</b>	School Policy	<b>Staff Lead(s):</b>	Hannah Williams
<b>Status</b> <i>(Statutory / Advisory)</i>	Statutory	<b>Review Cycle</b>	Annually
<b>Last Review</b>	March 2024	<b>Next Review Date</b>	March 2025
<b>Chair of Governors</b>	Daniel Gillingham <a href="mailto:chair@chfcfederation.gloucs.sch.uk">chair@chfcfederation.gloucs.sch.uk</a>		



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## Introduction

### **Nominated Member of Leadership Staff Responsible for the policy:**

Hannah Williams (Co-Headteacher)

### **Designated Safeguarding Lead:**

Michelle Bryce (Family Services Manager)

### **Deputy Designated Safeguarding Lead (s):**

Hannah Williams (Co-Headteacher)

Heather Willis (Co-Headteacher/Deputy Headteacher)

Sasha Palmer (Deputy Headteacher)

## **Anti-Bullying Policy**

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” and “Sexual violence and sexual harassment between children in schools and colleges” guidance.

### **1. Policy Objectives**

- This policy outlines what Finlay Community School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Finlay Community School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### **2. Links with Other School Policies and Procedures**

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

- Behaviour policy
- Behaviour Written Principles
- Complaints Policy
- Child Protection Policy
- Acceptable Use Policies
- Curriculum policies, such as, Teaching and Learning Curriculum Policy, RSE and PSHE, More information about the curriculum content taught can be found in the intent guides for individual subjects including: RSE and PSHE and Computing.
- Online Safety (including mobile and smart technology and social media)

### **3. Links to Legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997



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- The Malicious Communications Act 1988
- Public Order Act 1986.

#### **4. Responsibilities**

It is the responsibility of:

- The Co-headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in formulating this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

#### **5) Definition of Bullying**

- Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Finlay Community School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Finlay Community School as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

#### **6) Forms and Types of Bullying Covered by this Policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance



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- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
  
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

Finlay Community School, and our community, recognises that all forms of bullying, 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.

By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

## **7) Our Community:**

- Understands the importance of challenging inappropriate behaviours between children and adults.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises 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.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.



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- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the local authority and other relevant organisations when appropriate.

## **8) Responding to Bullying Concerns**

The following steps will be taken when dealing with any incidents of bullying

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- 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.
- Staff will record a factual account on CPOMS This will include recording appropriate details regarding decisions and action taken.
- The DSL/DDSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Co - headteacher, Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) or another appropriate member of leadership staff will interview all parties involved.
- The school will speak with and inform other staff members, where appropriate.
- 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.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented.
- If necessary, other agencies may be consulted or involved, for example, the police if a criminal offence has been committed, or Gloucestershire Children Services or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL/DDSL will collaborate with DSLs at other settings.

## **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 (for example in the form of screenshots or screen recordings for voice notes) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - identifying and interviewing possible witnesses
  - Speaking with parents and encouraging the monitoring of technology/social media use
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:



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- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully). Pupils/parents would be encouraged to share content in the first instance, and if it was felt appropriate to confiscate electronic devices, the police would be contacted for advice prior.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate actions are implemented to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils 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 consider and manage any private information they may have in the public domain
  - Regularly sharing the monthly Online Safety Newsletter
  - Providing ThinkUKnow help sheets on specific social media to individuals where required to support appropriate usage.

## Supporting Pupils

- Pupils who are the victims of bullying will be supported by:
  - Reassuring the pupil and providing immediate pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the DSL/ **DDSL**, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support. This may include working and speaking with staff, 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 Integrated Children Services or support through the Gloucestershire's Navigation Hub.

Pupils 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.



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- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour/discipline policy.

This may include:

- official warnings, which will be issued by the Headteacher, in line with our schools behaviour policy.
- internal exclusions
- removal of privileges (such as break and lunch time, extra-curricular activities i.e Disco/film night etc)
- in extreme or repeated cases, 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 Gloucestershire Children Services or Early Help or support through the Children and Gloucestershire Navigation Hub.

## **Supporting Adults**

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

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Co-headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the relevant school policy (staff conduct policy, parent conduct policy).
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the Co-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.



### **Preventing Bullying 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).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- 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-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when playing out with friends using school transport or socialising online, etc.
- Implement appropriate consequences; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between the perpetrator, and the victim.

### **Education and Training**

- The school community will:





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- 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.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through the PSHE/RSE Jigsaw Curriculum, through displays, assemblies, peer support, the school/student council, 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
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

## **10) Involvement of Pupils**

We will:

- Where appropriate we will involve all pupils 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 gather pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of consequences which may be applied against perpetrators of bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **11) 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 prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including sharing this policy via the school website, ensuring the useful links section is accessible via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.



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- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 12) 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 Senior Leadership team will be informed of bullying concerns, as appropriate.
- The Safeguarding Governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## 13) Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

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

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

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

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

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

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Report Harmful Content: <https://reportharmfulcontent.com/>

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)

DfE 'Cyberbullying: advice for headteachers and school staff':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and



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disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

## Race, Religion and Nationality

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

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

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

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

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

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

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

## LGBTQ+

Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

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

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

## Sexual Harassment and Sexual Bullying

NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)  
bullying Alliance: Preventing and responding to Sexual Bullying:

[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [https://anti-](https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual)

[bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual](http://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual)

Childnet Project DeShame (Online Sexual Harassment and Bullying):

[www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)