



# ***Anti-Bullying Policy for Secondary Preventing & Tackling Bullying***

2023-2024

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Responsible: CoHead: Pastoral

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Our policy for Anti-Bullying supports our aims, mission and values.



## OUR SECONDARY VISION

“Caxton College Secondary, a school that values each child as an individual, whilst working together as a community”

At Caxton, our principle understanding is that we aim to nurture all children; treating them as individuals and helping them achieve academic excellence.

Our approach is simple: through creativity in classes and encouraging broader learning, we instill the desire to achieve and become open minded global citizens.

As an evolving international community, we are proud to celebrate unity and diversity in our school.

Together we strive to: remove any barriers to learning; use and develop positive and innovative learning environments; provide a window on the world.

### Secondary Core Values



## Rationale

At Caxton College we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.

Bullying of any kind is unacceptable in our school. The anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should know that any incidents will be dealt with promptly and effectively. We are a TELLING school which means that anyone who knows that bullying is happening is expected to tell the staff or parents.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" October 2019 and the guidance outlined in '[Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads.](#)' September 2021.

## What is Bullying?

As defined by the DfE guidance "Preventing and Tackling Bullying" July 2017, bullying is;

*"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. This should not be ignored or passed off as 'banter' as this can lead to reluctance to report other behaviour.

Although bullying can occur between individuals, it often takes place in the presence of others who may also join in or who become 'bystanders'

### **Bullying can be:**

- **Verbal** - e.g. name calling, taunting, mocking, making offensive comments (including comments related to any protected characteristics and sexually abusive comments).
- **Physical** - e.g. kicking; hitting; biting, hair pulling, taking belongings; producing offensive graffiti, sexual violence.
- **Emotional** - e.g. gossiping; excluding people from groups and spreading hurtful and untruthful rumours
- **Cyber bullying** - This includes the same unacceptable behaviours expressed online, sometimes called online bullying or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

**Bullying is not** the odd occasional falling out with friends, name calling, arguments or when the ‘occasional’ joke is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships.

## **Peer on Peer Abuse**

Bullying can be a form of peer on peer abuse, which is considered a safeguarding concern. Peer on Peer abuse is defined as a child abusing another child and can be physically or emotionally abusive. It can cause severe and adverse effects on children’s emotional development. In particular, sexual violence, sexual harassment or harmful sexual behaviour between students, such as as set out in the [‘Sexual violence and sexual harassment between children in schools and colleges’](#) (DfE, Sept 2021) would fall under this category. You can refer to our ‘Sexual Violence and Sexual Assault Between Children’ Policy, as well as pages 17 and 18 of the Child Protection & Safeguarding Policy for further information. The DSL/DDSL will be informed immediately of any bullying issues where there are safeguarding concerns and such issues will then be dealt with as Safeguarding issues, in line with the school’s Child Protection & Safeguarding Policy.

## **Responding to Bullying**

Why is it important to respond to Bullying?

- Bullying hurts
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving
- We have the responsibility to respond promptly and effectively to issues of bullying

## Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported
- All pupils and parents know what the school policy is on bullying and what they should do if bullying arises
- As a school we take bullying seriously and all staff, pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- doesn't want to go on the bus
- begs to be driven to school
- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- Is tearful, cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or equipment damaged or missing
- asks for money or starts stealing money
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or iPad
- is nervous or jumpy when an email or Message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures – Reporting verbal, physical or emotional bullying

### Children

Children are encouraged to ‘Start Telling Other People’

They are encouraged to report any incidents to any member of staff they trust, a friend or a family member.

Children who are ‘bystanders’ are encouraged to support their peers by reporting any suspected bullying

All students have an anti-bullying App on their iPad to report incidents, if they feel they cannot do so in person.

### Staff

- All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.
- Emphasising our One School One Community Ethos as a preventative measure
- Bootcamp teaching core values we wish for our students to develop
- Career Skills lessons in KS3 can be used by the Form Tutor to discuss or challenge any one-off issues or incidents before they become bullying
- The use of clear seating plans, encouraging children to step outside of their comfort zones and getting them used to working regularly with different people
- All incidents of suspected bullying will initially be dealt with by the member of staff it is reported to, usually the Form Tutor or Head of Year.
- If s/he are unable to investigate the matter or think the allegations may be true it must be referred to the SLT immediately by sending an email to Co-Head Pastoral
- The DSL/DDSLs will be informed of all bullying issues where there are safeguarding concerns.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local safeguarding services (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school’s behaviour policy
- Lunchtime supervisors, clubs teachers or bus supervisors report any concerns about the children’s behaviour in the Behaviour Books or directly to a member of the SLT in more serious cases.

### SLT

- Co-Head Pastoral will be responsible for a suspected case of bullying and will record any parent meetings on the pupils profile and any conversations on the pupil’s Personal/social tab on the Pupil File. During this process the alleged bullying will be confirmed as bullying or not.
- If confirmed, at least one member of the SLT will meet the parents who have raised the concern and the parents of the bully.

- Staff who work with the target and/or bully will be informed about the situation and asked for feedback.
- The responsible person will investigate and record all incidents and review the case until it has been resolved.

## Parents

- Parents are encouraged to share any concerns with their child's Form Tutor, Head of Year or a member of the SLT.
- In confirmed cases of bullying parents of both the target and the perpetrator should be informed and will be asked to attend a meeting to discuss the situation.

## Procedures - Dealing with Cyber Bullying

### 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 IT department and online 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:
    - 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 of the country and also the school searching and confiscation policy.
    - 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 (see the section below on outcomes for the perpetrator)
- 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 think carefully about what private information they may have in the public domain.

## Procedures – Outcomes

### Target

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Targets will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their ‘fault’.
- Strategies will be given to the target on how to deal with situations, if necessary.
- Following investigations, the responsible staff will periodically ‘check in’ with the pupils to ensure that the child feels happy and secure at school.

### Perpetrator

- The perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no recurrence.
- Children are helped to reflect upon their actions and consequences and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour – this may be through a report card monitored by their Head of Year, referral to the School Psychologist, and/or involvement of parents to reinforce the unacceptable nature of bullying. This may also be through reflective practices, such as writing a letter of apology, considering how the target must have felt, or creating a presentation to be shared with other students about the harm that bullying causes.
- Other consequences may take place such as loss of ‘privileges’ (e.g. at break/lunch time they will be supervised by staff, withdrawal from trips, withdrawal from ‘fun’ events such as International Food Fair, Non-Uniform/fancy dress days) or sanctions such as internal or external exclusion, depending on the severity of the bullying.
- In very severe cases, a child may be permanently excluded.
- The school may choose to submit a report to the School Inspectorate in serious cases of bullying.
- After incidents have been investigated and dealt with, each case will be monitored by the relevant Head of Year to ensure repeated bullying does not take place.

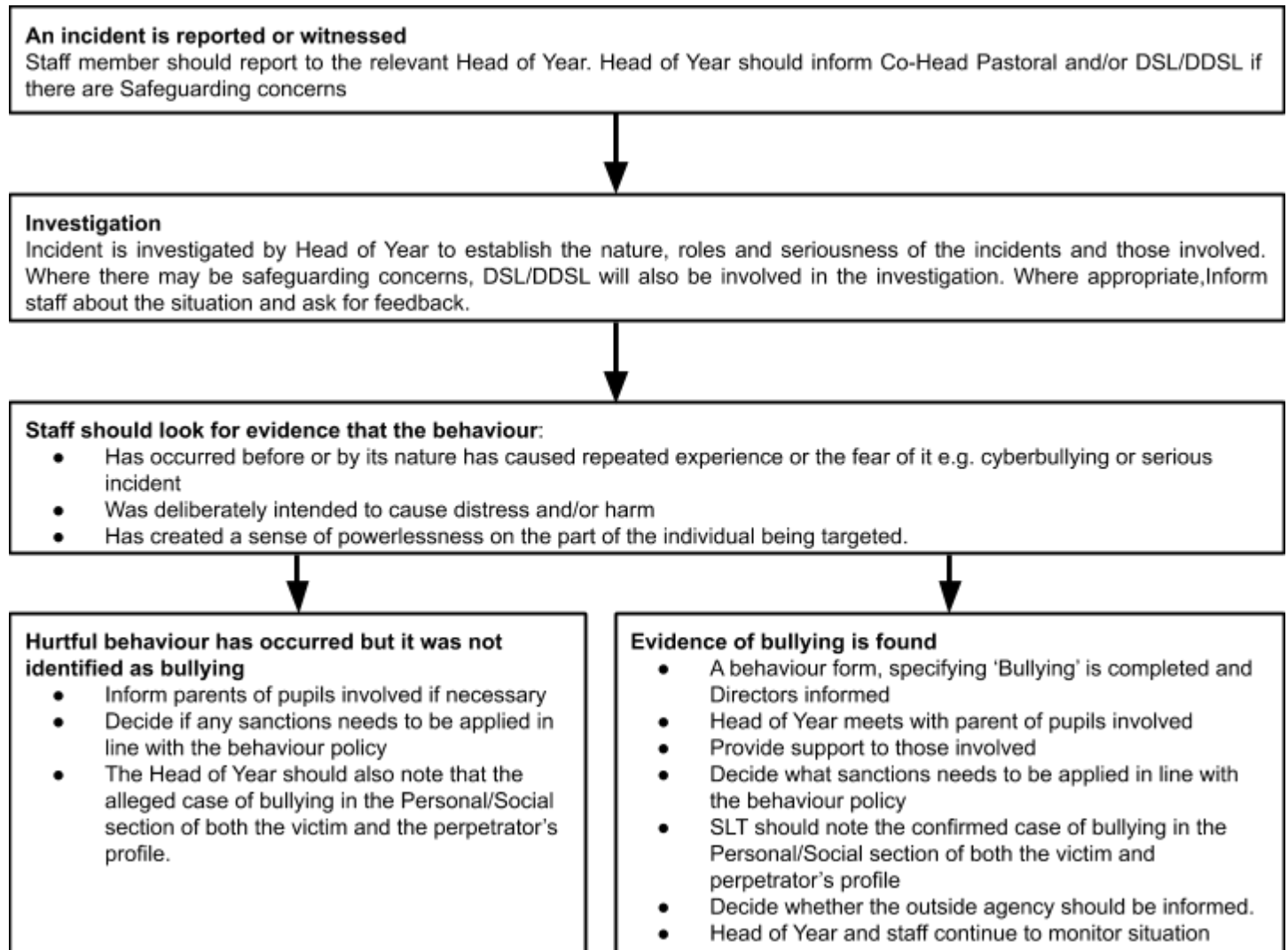
## Parents

- Parents of both target and perpetrator will be kept informed throughout the process
- Close contact will be maintained with the target's parents to ensure that the target feels happy and secure in school.
- Parent views will always be considered, but the school will stress that wherever possible reconciliation, will be considered in order to provide clear resolution for all concerned while not condoning bullying.

## Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified. It will be made clear that the victim and the bully do not have to be friends, but show respect to each other.

## Procedure for Responding to all alleged bullying incidents



## 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 (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, nondiscrimination 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.

### 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 take into account 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 school’s attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; 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 those who bully, and those who have been bullied.

## 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).
- Ensure that all staff know who the DSL and DDSL are, in case of concerns which involve safeguarding concerns
- 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, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## Involvement of pupils

We will:

- Regularly canvas children and young people's 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 sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embed messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## Involvement and liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers online and as a paper copy should they wish to consult this.
- 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 pupils, 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 Board of Directors will be informed of bullying concerns, as appropriate.

## Useful links and supporting organisations

- 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)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- 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)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## 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 disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

## 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.srrc.org/educational](http://www.srrc.org/educational)

## LGBTQ+

- Barnardos LGBT 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)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Mental Health

- Mind Ed Hub: <https://www.minded.org.uk/>

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-SchoolsGuide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-SchoolsGuide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- 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](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in '[Preventing and Tackling Bullying](#)' (DfE July 2017)