



**Preventing Bullying  
and  
Peer-on-Peer Abuse Policy**

Date:	January 2021
Review Date:	January 2022

## Preventing Bullying and Peer-on-Peer Abuse Policy

### Vision:

Our aim is that all students should live 'Life in all its fullness'. This is achieved through the realisation of our HOPE values (Humanity, Optimism, Perseverance, Excellence). We are committed to creating an environment that is safe and free from all types of bullying. Bullying is a form of anti-social behaviour that encompasses any sort of deliberate physical, emotional, social or verbal intimidation by an individual or a group. It causes anxiety and stress and has no place at St Edward's Church of England Academy. Bullying towards any member of the school community will not be tolerated. Examples of different types of bullying are included in the table below:

Type	Aspects
<b>Physical</b>	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
<b>Emotional</b>	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
<b>Social</b>	Ostracism or rejection by a peer group
<b>Verbal</b>	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistence teasing, ignoring or not communicating.
<b>Sexual</b>	Sexual violence or sexual harassment. Sexting and initiating/hazing types of violence and rituals.

If bullying does occur, all members of the school community should feel able to **tell**. We are a **telling school**; anyone who knows bullying is happening should feel safe enough to report it. We will make sure that when bullying is reported it is dealt with promptly, effectively and fairly.

This Preventing Bullying Policy is an integral part of the school's Behaviour Policy which is underpinned by our HOPE values and code of conduct.

### Our objectives:

- All students, teaching and non-teaching staff, governors and parents/carers should have an understanding of what bullying is and its impact.
- To have robust procedures for reporting and dealing with bullying
- As a school we take bullying seriously. Pupils, staff and parents/carers should be assured that they will be supported when bullying is reported.

### What is Bullying?

Bullying results in pain and distress to the victim and is defined as actions against others which meet all three of the following criteria:

- Multiple incidents over a short period of time
- Deliberate
- Emphasises an imbalance of power

## Preventing Bullying and Peer-on-Peer Abuse Policy

### Specific forms of Bullying

*Cyber-bullying* is the use of email, instant messaging, chat rooms, pagers, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyberbullying can happen at all times of the day, with a potentially bigger audience. The Education Act 2011 gives teachers the power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Racially motivated bullying includes mistreatment of people because of their race, ethnic group, nationality or language. Racist bullying is likely to hurt not only the victim but also other students from the same or similar group and their families. *Religiously* motivated bullying has a similar effect and is based on the mistreatment of individuals and groups linked to their belief system.

*Homophobic* bullying occurs when incidents are perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying.

*Sexual harassment* is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate or uninvited touching, sexual innuendos and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape.

*Disabilities*. People can also be bullied on account of their disabilities, e.g. learning difficulties, physical disabilities or medical conditions.

### The effects of Bullying

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Victims of bullying often feel responsible for what has happened, adding to their feeling of helplessness and isolation.

Others associated with incidents of bullying such as the perpetrator, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem.

## Preventing Bullying and Peer-on-Peer Abuse Policy

### Implementing this Policy

#### Roles and Responsibilities

All members of the school community are responsible for reporting bullying incidents to the class teacher, tutor, Head of Learning, member of SLT or the Safeguarding team. The senior leaders with pastoral responsibility for Key Stage 3, 4 or 5 will have overall responsibility for implementing this Policy. They will raise awareness of the issues around bullying to the whole school community. This will be done through the PSHE programme, assemblies and one-off events. They will also ensure staff are provided with the necessary information and training to identify and respond to bullying.

It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the classroom and to support students in reporting an incident,

Students will be encouraged to be active when they observe bullying by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the bullied student to join in with their activities or groups
- Telling the bullying student that they disapprove of his or her actions.

#### Combating Bullying

Students are actively encouraged to report any issues of bullying to a member of staff with whom they feel comfortable. The member of staff will act swiftly, and within the boundaries of safeguarding and child protection, in confidence. All incidents of bullying (including incidences that take place outside of school) should be reported to the senior leader with pastoral responsibility for the victim's Key Stage. This will be subsequently logged on CPOMS and followed up.

In the first instance, incidents will be recorded on the 'Bullying Incident Report', including the actions taken and later recorded on the school's information system, CPOMS.

In the event of a disclosure we would seek to:

- Establish a supportive and safe environment
- Praise the student for disclosing
- Appreciate the victim's need for a just resolution
- Inform parents, when appropriate
- Give feedback to victim
- Recognise the need for using agencies as appropriate
- Bring about a lasting change of behaviour in the bully

## Preventing Bullying and Peer-on-Peer Abuse Policy

### Specific procedures include:

- Student discloses to member of staff or staff suspects bullying. This is recorded on the 'Bullying Incident Report'.
- In all cases of bullying, the incidents will be recorded by relevant Head of Learning on a 'Bullying Incident Report' which is shared with relevant members of SLT and the Safeguarding team.
- 'Accused' is interviewed by the Head of Learning or member of SLT overseeing the investigation.
- 'Victim', witnesses and any other students involved are interviewed.
- Discussion with the 'victim'
- If 'accused' is found to be responsible for the bullying, parents of both the victim and perpetrator will be informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- The perpetrator is appropriately sanctioned and parents/carers are called informed.
- An attempt will be made to support the bully/bullies to change their behaviour and actions/sanctions will be issued by the relevant Head of learning and members of SLT.
- Where necessary, support from specialist outside agencies will be requested.
- In cases of alleged sexual abuse, this will be reported to the police and / or Children's Social Care.

Particularly vulnerable groups with regards to sexual abuse may include:

- Girls
- SEND students
- Students who identify as LGBTQ+

### Sanctions and remedial actions:

There are a range of sanctions and remedial actions available depending on the perceived seriousness of the situation:

- The bully/bullies will be asked to genuinely apologise. If possible, the two parties involved will be reconciled
- Withdrawal from favoured activities
- Exclusion from the school breaktimes
- Exclusion from certain areas of the school premises
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- In the most serious cases, a fixed-term or permanent exclusion will be considered
- All information will be recorded on CPOMS

## Preventing Bullying and Peer-on-Peer Abuse Policy

### Preventing and Recognising Bullying

We use the following methods for recognising and preventing bullying:

- Our HOPE code of conduct creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- We recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Positive Behaviour Policy with clarity of behaviour expectations, sanctions and rewards
- Students are aware of the channels they should go through to disclose incidents of bullying.
- PSHE curriculum and assemblies to draw attention to issues associated with bullying.
- Use of support plans (including PSPs) and reports to modify bullying behaviour by perpetrators.

### APPENDIX 1

## St Edward's Academy Bullying Incident Report



Incident details			
Date of incident		Time of incident	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Sports playing area	<input type="checkbox"/> Changing rooms	<input type="checkbox"/> Toilet
<input type="checkbox"/> Other (specify):			
Nature / type of incident			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – kit taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability	

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
* Gender: <b>F</b> – Female / <b>M</b> – Male / <b>NB</b> – Non-binary / Another – please write in				
* Role: <b>V</b> – Victim / <b>R</b> – Ringleader / <b>A</b> – Associate / <b>B</b> – Bystander				



### St Edward's Academy Bullying Incident Report



Brief summary of incident(s)

Action taken
Include any sanctions, exclusions, parent/carer involvement, or involvement with external agencies.
Overall (include details if incident was referred on)



# St Edward's Academy

## Preventing Bullying and Peer-on-Peer Abuse Policy



## St Edward's Academy Bullying Incident Report



With each individual involved (noted on page 1)

Declaration	
Form completed by	
Signature	
Date	
Date for planned follow up	

### APPENDIX 1

#### **Guidance for teachers and parents on recognising signs of Bullying**

Children may show one or more of the following behaviours:

- Be frightened of walking to or from school
- Be unwilling to go to school and develop unidentifiable illnesses, e.g. stomach ache
- Change their route to school deliberately, avoiding certain places and times
- Begin doing poorly in their school work and drop out of activities and clubs
- Go home regularly with clothes or books damaged or destroyed
- Become withdrawn
- Become distressed or stop eating
- Have unexplained bruises, scratches and cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money
- Refuse to say what is wrong
- Body language becomes more closed
- Become more reclusive
- Give improbable excuses to explain any of the above
- Talk about killing themselves

### **APPENDIX 3**

#### **Guidance on recognising if a child has been Bullying others**

It may be very difficult to tell, particularly if a child denies it or is part of a group denying involvement in bullying, but some of the following may be indicators:

- They may have access to more money than usual
- There might be changes in their views. They may openly express negative comments and feelings about individual people or groups, e.g. making racist or homophobic insults.
- There might be changes in behaviour, e.g. becoming more verbally aggressive or displaying unusual mood changes
- They may have new or different belongings that they did not buy and they may offer unlikely reasons for having new things
- Students may change their behaviour around the bully, e.g. they may be over-generous
- They may become more secretive, particularly involving communication technology.

### APPENDIX 4

## St Edward's Academy Anti-Bullying



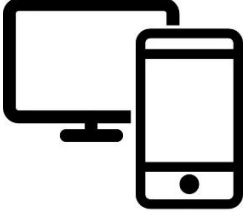



St Edward's Academy is a caring, friendly school. We do not accept bullying in any form, everyone has the right to be happy and safe in school.

**No one deserves to be bullied!**

### What is Bullying?

Bullying is when someone is verbally or physically threatened or hurt by another student or group of students **over and over again**.

**Bullying can be:**

<p><b>Verbal</b></p>	<p><b>Physical</b></p>	<p><b>Cyber</b></p>
		
<p><b>Emotional Social</b></p>	<p><b>Racist Homophobic</b></p>	<p><b>Sexual</b></p>
		

### What do staff and students need to do to stop bullying?

- We have an anti-bullying week every year.
- We learn about what bullying is and what we should do if it happens to us.
  - The way we behave with each other complies with the 'HOPE' code of conduct which is displayed in all classrooms.
- Staff are always vigilant for signs of bullying and listen to anyone who says they are being bullied
  - Students will tell a teacher if they are being bullied
  - Students tell a teacher if we know someone else is being bullied