



NEW BARN SCHOOL



New Barn School

ANTI-BULLYING POLICY

ACADEMIC YEAR 2024 - 2025

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1.0 OBJECTIVES OF THIS POLICY

This policy outlines what New Barn School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby bullying will not be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

Further advice and guidance can be obtained from the DfE:
Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf (publishing.service.gov.uk)
Approaches to Preventing and Tackling Bullying

2.0 OUR SCHOOL COMMUNITY

Discusses, monitors and reviews our anti-bullying policy on a regular basis

- Supports all staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints; parents/carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support other relevant organisations when appropriate

3.0 KEY RESPONSIBILITIES

Head Teacher: 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 monitoring and reviewing 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.

4.0 DEFINITION OF BULLYING

Bullying is defined as:

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’ Anti-Bullying Alliance

Bullying behaviour might include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals

5.0 FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, beliefs, or culture
- Bullying related to LDD (learning difficulties or disability)
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language
- Bullying of young carers or looked after children or otherwise related to home Circumstances
- Sexist, sexual and transphobic bullying, including the use of transphobic language
- Cyber bullying
- Other prejudice based bullying not identified above

6.0 PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

The school community will:

- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, assemblies, PSHE schemes of work, through displays, through peer support and through the School Council
- Train all staff including support staff, administration and facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying
- Actively create "safe spaces" for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied

7.0 INVOLVEMENT OF PUPILS

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Obtain the views of school council
- Ensure pupils know how to express worries and anxieties about bullying
- Ensure 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
- Participate in National Anti-Bullying Week
- Pupils to annually complete a pupil survey which includes how they feel bullying is managed and supported at New Barn School.
- Publicise the details of helplines and websites using various methods
- Offer support to pupils who have been bullied and to those who are bullying in order to address any underlying issues they may have

8.0 LIAISON WITH PARENTS AND CARERS

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying:
 - Class Teacher
 - Senior Leadership Team
 - Designated Safeguarding Lead or Deputy
 - Headteacher
- Report back to parents/carers regarding their concerns about bullying as quickly as possible
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website
- Ensure all parents/carers know where to access independent advice about face to face and cyber-bullying Independent Advice about Bullying - Independent Schools
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying

We expect parents/carers to:

- Inform the school of any suspected bullying, even if it does not involve their child
- Encourage their child to report bullying to a member of staff using the 4Ws: Who, What, Where and when
- Inform their child(ren) not to retaliate through violence in any situation

- If their child has been accused of bullying, work in partnership with the school and listen to evidence

9.0 LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Safeguarding policy
- Complaints policy
- Confidentiality policy
- Staying Safe Online policy
- Code of Conduct & Ethics
- Prevent Duty

10.0 CONTINUOUS PROFESSIONAL DEVELOPMENT

Staff will be offered on-going training with direct delivery through specific safeguarding and online safety training as well as active involvement in PSHE lessons, assemblies and participation in the National Anti-Bullying Week. This will interlink with statutory safeguarding updates and will support online safety and cyber bullying lessons being delivered to support the safer internet day and on-going support practice for staff and the pupils. This will form part of the school council meeting and on-going monitoring will be conducted by the anti-bullying coordinator and the anti-bullying peer mentors

11.0 MONITORING AND REVIEW, POLICY IN PRACTICE

This policy will be monitored and reviewed on: 1st term of each school year, unless statutory guidance dictates otherwise.

The Headteacher will report to the governing body on incidents of bullying and outcomes. Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The Headteacher will be named as the Anti-Bullying Co-ordinator who is responsible for how the school uses the guidance by the DfE, the Anti-Bullying Alliance (ABA) to inform its action planning to prevent and tackle bullying.

APPENDIX

ANTI-BULLYING PROCEDURES

What the school will do when bullying is reported.

First Step: A warning. The first time a student has been observed or reported bullying. Staff will let a student know if something they're doing or saying is causing upset to someone else. Students will be given persistent warnings before being put on Level 1.

Level 1 – When a student has been observed or reported bullying within 24 hours of being given a warning. They will have a discussion with staff and decide how to put things right. This could be a mediation with staff to help understand more about the impact of their actions on others.

Level 2 – If the bullying happens again within 24 hours of the previous incident. Compulsory mediation session. Mediation with the victim should take place, the perpetrator must attend a debriefing session with a member of the Pastoral Team to discuss the impact of their actions on the victim. Line of sight supervision should take place, until the bully successfully moves back down to level 1 (24 hours if no further bullying observed or reported)
Parents/carers of both the perpetrator and the victim are informed.

Level 3 – If bullying happens again within 24 hours of the previous incident.
Mediation with Head Teacher, Primary/Secondary Lead
Compulsory units to be completed on bullying with Pastoral Team
Structured reflection session
Parents/ carers/Social Worker of parties informed of continued bullying and serious incidents
Beyond Level 3 a meeting with SLT involving parents/carers, social worker, tutor and of if required the Police.
Separation in timetable until successfully moved back down to level 2 (24 hours if no further bullying observed or reported)
To move back down a level there must be no further incidences of bullying for the following 24 hours and all tasks completed.
All incidents of bullying must be logged onto clearcare and SLT and Pastoral Team copied in. Clearcare risk assessments will be created and a chronology formed.
Pastoral Team will track all incidents of bullying and each morning in debrief check where students are and the action to be taken.
When dealing with bullying we need to ensure that we are talking about the behaviours and not the young person as this can impact on the inner working model and feelings of shame.
Apologies – empathy is an emotion that normatively evolves at around age 7/8 years. We need to understand and consider developmental over cognitive age so therefore, an apology should not be expected but accepted if the young person gives one. Reparative actions and activities/ putting things right may be more meaningful.

WHAT IS BULLYING?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms:

- Verbal
- Name calling, persistent teasing, mocking, taunting and threats.
- Physical

- Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
- Emotional
- Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

CYBERBULLYING

The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Who gets bullied?

It is never your fault if you are bullied. People can be targeted for any reason, but people who bully others often target 'difference' and bullying can be a form of wider discrimination. For example bullying behaviour may be:

RACIST

Targeted at ethnicity, skin colour, language, religious or cultural practices.

Homophobic, biphobia and/or transphobic

Targeted at actual or perceived sexuality and/or gender.

Sexual and/or sexist

Sexual and/or sexist behaviour that is intended to cause offence, humiliation or intimidation.

DISABLIST

Targeted at an impairment or special educational need.

Targeting any 'difference'

In our experience bullying behaviour can also be targeted at 'looks', weight and height, colour of hair, wearing glasses or braces, acne, psoriasis and eczema, scars, marks or conditions of the face or body, body odour, poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

What is NOT bullying?

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one off incidents are not usually bullying behaviour though they may still be frightening and harmful.

In a group situation it may be the case that lots of children say or do something to a child, and though each individual child may only say or do something once, the behaviour has been repeated throughout the group, and is therefore likely to be bullying.

What is cyberbullying?

Cyberbullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Examples of cyberbullying:

- **Abusive comments**, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling
- **Sharing pictures**, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation
- **Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person
- **Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours
- **Pressurising** someone to do something they do not want to such as sending a sexually explicit image

What is Child on child Abuse?

Child on child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school, online and offline. Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); [Sharing nudes and semi-nudes: Advice for education settings working with children and young people](#)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Some of these behaviours will need to be handled with reference to other policies in school, such as the Behaviour, Anti-bullying, Child Protection and Staying Safe Online policy.

The school should have a clear policy on the use of mobile and smart technology and there **must** be procedures in place for pupils use of mobile phones in school.

All staff must be aware and alert to signs of peer-on-peer abuse that may occur offline and online. All staff should be clear as to the school's policies and procedures, ensuring they are followed as part of their everyday practice.

The School must **ensure that pupils know:**

- how to report any concerns and feel confident that they will be listened to and supported.
- They can also report any concerns by emailing tellus@ofgl.co.uk, which is monitored by the Outcomes First Group's Quality Team.
- Are aware of the NSPCC dedicated helpline 0800 136 663
- Are aware of how to contact Childline.