# Great Marlow School

## Excellence • Compassion • Integrity

# Anti-Bullying Policy
# 2024-2025

Recommended by the Leadership Team:                    October 2024

Approved by Trustees' Policies Sub Committee:          November 2024

Ratified by Trustees' Board:                           December 2024

Review Due:                                            Autumn 2025

There **has been** changes to the previous policy.

**Contents**

## 1. Aims and objectives

Bullying and unkind behaviour is unacceptable (see Behaviour for Learning Policy) and will not be tolerated at Great Marlow. Any member of the school community, student, employee, parent or volunteer, has the right to learn and work without fear of being bullied. This policy aims to prevent bullying and ensure that any instances of bullying are addressed sensitively and swiftly. The following objectives ensure that all members of the community:

- prevent bullying and unkind behaviour by creating an orderly climate of respect within an inclusive community environment
- feel safe from bullying
- recognise bullying behaviour
- understand and support the school's stance against bullying
- know how to report incidents of bullying

Bullying can cause serious physical and emotional harm and, in some instances, can lead to psychological damage and in its most extreme form, even suicide. It is, therefore, of the utmost importance that the culture at the school is one where all members of the community work together to prevent bullying. Bullying based on protected characteristics (Equality Act 2010) will be taken particularly seriously.

Bullying is an emotive issue; therefore, we must use supportive, understanding language when discussing these matters. For that reason, we never refer to a child/young person as 'a bully' or a 'perpetrator', nor do we refer to a child/young person as 'a victim'. Instead, we will refer to the child/young person by describing the situation, for example: a child/young person displaying bullying behaviour or a child/young person experiencing bullying behaviour.

This policy should be read in conjunction with the School's Behaviour for Learning Policy, and the Child protection and Safeguarding Policy.

This policy fulfils the requirement in Section 89 of the Education and Inspections Act 2006, that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents. The school ensures that bullying at the school is prevented in so far as reasonably practicable, by drawing up and implementing an effective anti-bullying strategy.

## 2. Definition

The DfE guidance _Preventing and Tackling Bullying" (July 2017)_ defines bullying as: "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 (for instance, cyberbullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or perceived differences."

Additionally, many experts say that bullying can involve an imbalance of power between the children/young person(s), with one having control over the relationship making it difficult for the other

to defend themselves. The imbalance may be physical, intellectual, or psychological (knowing what upsets someone) and may derive from having access to the support of a group or the capacity to socially isolate. It can also result in the intimidation of someone through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can have a significant impact on people. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other behaviour.

Bullying may be categorised into 4 main areas:

1. Verbal – for example: name-calling, taunting, mocking, producing offensive graffiti, writing unkind notes about someone, and making offensive or humiliating comments.

2. Physical – for example: taking or deliberately damaging a person's belongings, threats, extortion, physical violence, intimidation and deliberately invading someone's personal space.

3. Gossiping – for example: spreading hurtful and/or untruthful rumours, laughing, or sniggering at someone in an unkind way, using body language inappropriately e.g. giving "dirty" looks and isolating or excluding people socially.

4. Cyberbullying – for example, inappropriate text messaging, emailing and use of social network sites such as WhatsApp, Snapchat, TikTok, YouTube, Instagram, gaming platforms etc, sending, sharing or displaying offensive or degrading images by phone or via the internet, email or social media, and isolating or excluding people socially online. For further details, see Section 3 below.

Although bullying is not a specific criminal offence, there are some types of harassment and threatening behaviour – or communications – that could be a criminal offence, for example under the Protection from Harassment Act 1997, Telecommunications Act 1984, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Controlling or Coercive Behaviour in an Intimate or Family Relationship Guidance 2015. Bullying may also be unlawful under the Equality Act 2010.


### 3. Cyberbullying

The school is mindful of the rapid development of, and widespread access to, technology which has provided a new medium for 'virtual' bullying and can occur in or outside school. Cyberbullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows the distribution of hurtful comments and material to a wide audience. Cyberbullying is extremely prevalent, as students who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous. Cyberbullying can affect students and staff members.

### 4. How the school will prevent bullying

The school will do its utmost to implement the following to prevent bullying:

- Collate data about incidents of bullying and monitor trends and report termly to Trustees.
- Review the anti-bullying policy on an annual basis.
- Ensure that the needs of students with protected characteristics are considered in the design of the policy and the education of students, parents, and staff about anti-bullying; this includes SEND.
- Provide effective training to new staff at inductions and to all staff regularly.
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk.
- Raise awareness of the damage done by bullying and the school's anti-bullying measures in RSHE lessons, Tutor time, Thought for the Week, and in assemblies.
- Make it easy for students to report bullying, even if the bullying has occurred outside School.
- Ensure that students know about the roles they can take in preventing and tackling bullying, including when they find themselves as bystanders.
- Inform parents if their child is being bullied or has been reported for bullying someone else.
- Work with the wider community such as the Police and Children's Social Services when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm' (Children Act, 1989).
- Always ensure the maintenance of good order and discipline during the school day when students are present on the school premises and whenever the students are engaged in authorised school activities, whether on the school premises or elsewhere.
- Demonstrate and celebrate the success of anti-bullying measures and create a positive culture where everyone feels safe to be themselves and where no one fears to learn or work.

### 5. Expectations of staff to prevent bullying

All staff at the school are expected to contribute towards making the school a safe and happy place where bullying has no place and will be challenged and eliminated. As such, all staff should:

- Support the school's strategies to create an environment that prevents bullying from happening in the first place.
- Be familiar with the definition of bullying and this policy.
- Undertake regular training and scenario discussions on potential pastoral and bullying incidents, including raising awareness of students with special educational needs, medical conditions, or based on their protected characteristics.
- Ensure that students understand the definition of bullying and know the school's stance on bullying and are confident about the school's ability to deal with it.
- Monitor changes in students' or colleagues' behaviour (e.g. becoming shy, nervous, or withdrawn, pretending to be ill, taking unusual absences or clinging to adults).
- Ensure that students reporting bullying are heard, feel safe and know how and where to get support.

- Ensure that students understand that staff cannot promise confidentiality.
- Pass on the information to the appropriate member of the pastoral team without delay, recording the concern on CPOMS.
- Record and report cases of bullying.
- Help to foster a climate of respect through their own words and actions.
- Prevent the use of bullying language (e.g. the casual and pejorative use of the term 'gay').
- Staff should be aware of areas of the school where bullying could occur.

  - Social areas e.g. canteen, playground, corridors, or the school field.
  - Changing rooms and toilets.
  - On the journey to and from school.
  - On school visits and trips, especially residential visits; and/or
  - On social networking and gaming sites.

To reduce the likelihood of bullying taking place in these areas and at these times, the following preventative measures have been put in place:

- Staff duty Rota - to ensure effective supervision in the main communal areas before school, at break times and after school.
- Reminders to staff (at briefings and via email) about the importance of carrying out duties, along with regular updates and training to improve the effectiveness of each duty.
- Guidance to staff about the necessity for punctuality to lessons, and for pro-active monitoring of students' behaviour whilst moving between lessons.
- Supervision of the changing rooms by members of the Physical Education department.
- Supervision and remote monitoring of computer facilities.
- Guidance on the restricted and responsible use of mobile phones in the school behaviour for learning policy.
- Restricted access to certain internet sites: Instagram, X, TikTok and YouTube on school premises through web filtering and monitoring software.
- CCTV camera coverage in communal areas is used for passive supervision and also to investigate any reported bullying incidents.

### 6. Expectations of students to prevent bullying

Students are involved in bullying prevention in a variety of ways:

- They are told to report any concerns about how others behave towards them.
- They are taught what bullying looks like and are encouraged to challenge and report all such behaviour and are made aware of groups of students more likely to experience bullying, such as those from minoritised groups, including those with SEND.
- Students who feel that they are being bullied by an adult will be supported, and appropriate action will be taken following the school's Child Protection and Safeguarding Policy and procedures.
- Students can report concerns through the normal channels, their Tutor, their Student Support Officer, and their Director of Learning.
- Students are expected to act as role models and support the supervision of younger students (including specific roles such as Y7 Tutor Group Prefects).
- All students are invited to contribute to the school's anti-bullying culture and strategies.
- Staff regularly organise assemblies and activities in National Anti-Bullying Week
- A random selection of students will take part in the Trustee's monitoring visits to audit the effectiveness of the school's Anti-bullying policy.

### 7. Expectations of Parents

All parents of the school's students will be expected to recognise and avoid any bullying behaviour towards staff or any other members of the school community.

In addition, the school expects that parents will reinforce and support the school's aims and ethos and insist upon the value of good behaviour, and a rejection of bullying and unkind behaviour, to their child(ren). Parents are encouraged to report instances of bullying to the school that they may witness as bystanders.

Staff will inform the Senior Leadership Team if they are subject to behaviour by a parent that they regard as unacceptable and that may constitute a form of bullying. The matter will be investigated by the Headteacher or another senior member of staff nominated by the Headteacher. They will then meet with the parent and member of staff to decide if:

- a parent has engaged in bullying behaviour

- a parent has acted unreasonably

- the behaviour of a parent has adversely affected or is likely to affect, their child's progress at school

- the behaviour of a parent has impacted on the well-being of a member of staff

- the behaviour of a parent has or may have, brought the school into disrepute

After the investigation, the Headteacher will communicate the findings to the parent and may propose a formal meeting to decide on an appropriate way forward. In more serious cases where the relationship between school and home has irretrievably broken down, the Headteacher may convene a meeting with parent(s) and Trustees to include consideration of the best way forward.

### 8. Procedures

Recording:

All incidents of bullying must be recorded, and the Student Support Officers will maintain a central record/overview. Accurately recording incidents of bullying allows us to ensure that an appropriate response and follow-up have been undertaken. The recording, monitoring and analysis of bullying is best carried out where it can be understood and acted upon.

Recording will be streamlined and uniform. Follow-up with students involved to ensure things have moved forward will also be recorded. These will take place regularly after any incident. Bullying records will be reviewed each half-term by the Deputy Headteacher (Pastoral).

For incidents of bullying which are about cyber-bullying, or are in relation to a protected characteristic, a report will be added to CPOMS. Incidents of bullying based on protected characteristics will be noted and shared with the Designated Safeguarding Lead (DSL) to be monitored. Any incidents of bullying which may suggest a child is at risk of abuse from another child must be referred to a DSL.

Responding:

To respond restoratively to bullying concerns, staff should adopt a positive approach, focused on supporting the resolution of the situation. Staff should be prepared with options for how to respond to incidents of bullying in a planned, deliberate, and positive way. Responding to bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation:

• Be calm. It is important to be clear-thinking and emotionally in control.

• Be positive. Remember the importance of maintaining a positive relationship with all the students involved. Students are much more likely to modify their behaviour if they perceive that the member of staff cares and if their behaviour meets the approval of their peers.

• Be assertive. Staff should clearly and honestly express their thoughts, feelings and expectations concerning the need for the student to not only stop displaying bullying behaviour but also make amends with the child who has been experiencing bullying.

• Be confident. It is important to trust that you will be successful in implementing interventions that can have an impact on the student's future behaviour. It is always helpful to focus on the behaviour, not the student. Involve both the student experiencing and the student displaying the bullying behaviour in seeking an agreed way forward.

• Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

### 9. Interventions: Restorative actions and consequences

The main aim of any intervention is to respond to the bullying behaviour that is taking place, resolve the concern and restore the well-being of all those involved. In selecting an intervention, the school will take account of:

- The level of severity

- The age and ability of those involved

- Person(s) experiencing bullying behaviours wishes

- Any protected characteristics of those involved, including SEND

- The pastoral context of those involved

- Whether an individual student or a group is involved

- The extent to which the behaviour means others continue to feel unsafe

- The impact on peers and year group dynamics

- The level of staff confidence and competence in adopting a restorative, behaviour-changing approach

- The support of the parents in adopting a restorative, behaviour-changing approach

- Whether the student displaying bullying behaviour acknowledges the unacceptable behaviour and can be enabled to feel empathy for the student experiencing bullying, and act appropriately

- The willingness to engage in a group intervention such as the restorative process

- The extent to which the young person experiencing bullying can be supported to develop resilience and coping skills, with or without external support

- The legal status of the act e.g. assault

- The need to ensure all interventions selected are recorded and outcomes tracked and monitored to assess the efficacy of the interventions

- Whether a child is at significant or immediate risk of harm (see Child Protection and Safeguarding Policy for more detail on child-on-child abuse)


To determine the level of severity, staff should consider the following.

- Previous behaviour

- The nature (method) of the bullying behaviour – for example, deliberate teasing, excluding, or hitting

- The frequency of the bullying behaviour: daily, weekly, or less often

- The duration of the bullying behaviour: whether over a short or prolonged period

- The perceptions of the child experiencing bullying. It is important to understand the impact of the bullying behaviour to help identify the interventions required

- Specific intervention guidelines are included in Appendix 2 of this policy

### 10. RSHE, Assemblies and Thought for the Week

Anti-bullying is taught in RSHE as a stand-alone topic but is also woven into the curriculum in many different subjects. The Relationships and Sex Education Policy contains more information and is available on the school website. In addition, the school also delivers elements of Anti-bullying through the assembly programme and the Thought for the Week materials.


### 11. Monitoring and Evaluating

All reports of bullying will be logged in a way that will allow careful tracking, monitoring and response planning. Records of incidents will include details such as the type of bullying, location of the incident, peers linked to the incident, any aspect of online concern and whether there seems to be a discriminatory aspect. Having a centralised system allows us to build a picture of what is happening to students.

The school will use student voice to highlight any areas of concern in school. This will be regularly monitored, and action taken to tackle areas of concern.

Bullying will also regularly be included as a focus in our annual safeguarding audit, and we will reflect on progress and areas that need addressing. We will submit our annual safeguarding review to the local authority annually.

These reviews will consider:

•        Potential patterns of concern. Where a pattern is identified, we will decide on a course of action.

•        Whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and, where appropriate, extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

•        A review of the decision-making process in key safeguarding cases.


### 12. Other

**13. Appendices**

**Appendix 1 – Useful sources of Information**

**<u>General</u>**

- Anti-bullying Alliance

https://anti-bullyingalliance.org.uk/

Email: aba@ncb.org.uk

Post: ABA, National Children's Bureau, 8 Wakley Street, London EC1V 7Q

- Kidscape

https://www.kidscape.org.uk/

Email: info@kidscape.org.uk Tel: 020 7730 3300

Post: 2 Grosvenor Gardens, London SW1 0DH

- Childline

https://www.childline.org.uk/

Tel: 0800 1111


**<u>Specific Issues</u>**

Cyber-bullying

- Childnet International: advice for parents/carers and children on internet safety

https://www.childnet.com/

Email: info@childnet.com

Tel: 020 7369 6967

Post: Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD

- The UK Council for Child and Internet Safety (UKCCIS):

Government website

- Think U Know

https://www.ceopeducation.co.uk/


**LGBT**

- Barnardos:

https://www.barnardos.org.uk/get-support/support-for-young-people/lgbt

- Schools Out

LGBT in Education: www.schools-out.org.uk

- Stonewall Youth

Homepage | Stonewall

**SEND**

- Mencap (Learning Disability)

[Learning Disability - Down syndrome - Williams syndrome | Mencap](#)

**Mental Health**

- MindEd (Mental Health)

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

- Young Minds (Mental health and well-being)

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

**Racism and Extremism**

- Show Racism the Red Card

[www.srtrc.org](http://www.srtrc.org)

- Educate Against Hate

[www.educateagainsthate.com](http://www.educateagainsthate.com)

- The Anne Frank Trust

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

**Sexual Harassment and Sexual Bullying**

- Ending Violence Against Women and Girls Coalition (EVAW)

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

**Appendix 2 – Intervention and Consequence Guidelines**

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Unkind behaviour (single incident) or socially unacceptable behaviour which does not meet the definition of bullying. | Bullying behaviour – possibly repeated following a warning, or involving multiple forms of bullying behaviour, or a single incident with significant impact or intent. | Serious bullying behaviours – possibly repeated over a period of time, involving multiple young people, bullying which involves a discrimination, harassment and victimisation element, or bullying that is particularly harmful to the person experiencing bullying. | Bullying that is repeated or serious enough that one or more students are not or do not feel safe around that student or that puts a student at significant or immediate risk of harm. |
| Is likely to lead to: | | | |

| | | | |
|---|---|---|---|
| Individual restorative consequences with a focus on supporting the student to recognise, reflect on and change their behaviours. | Individual and group restorative conversations and actions. Likely also an After-school detention linked to restorative work with pastoral staff. Parent(s) will be involved in the conversations and restorative work. | Isolation from social time and/or lessons for those displaying bullying behaviours, as agreed by the Head and Deputy Head. Restorative actions involving pastoral, and safeguarding staff. It may also involve referrals to external services for support. Parent(s) will be involved at all stages. At this level, there will likely be numerous individuals involved, including bystanders, so interventions may require one-to-one meetings, small group work and the whole class | Fixed-term suspension or consider permanent exclusion, as agreed by the Headteacher. Restorative work with those remaining in the school community who have experienced or witnessed the bullying behaviours. Parental involvement. If it is deemed one or more children involved are at significant or immediate risk of harm, a referral to the local authority should be considered according to the Child protection and safeguarding Policy. |

| | | involvement, along withindividual support and strength-building programmes.  If it is deemed one or more children involved are at significant or immediate risk of harm, a referral to the local authority shouldbe considered according to the Child protection and safeguarding Policy. | |
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