<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Anti-Bullying Policy</th>
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<tr>
<td>Date of Last Review:</td>
<td>Summer 2018</td>
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<td>Date of Next Review:</td>
<td>Spring 2019</td>
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<tr>
<td>SLT Responsible:</td>
<td>Assistant Principal</td>
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DFE definition

The Department for Education (DfE) defines bullying as: “Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally”

As well as the British Values shown below:
• Mutual respect
• Democracy
• The rule of the law
• Individual liberty
• Tolerance of those of different faiths and beliefs

Appendix 3
The law and statutory guidance with respect to bullying
THE EQUALITY ACT 2010
Under the Equality Act 2010, new duties on schools and other public bodies came into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

CRIMINAL LAW
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
BULLYING OUTSIDE SCHOOL PREMISES

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town or village centre, cyber bullying or via social networking sites.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Sexual bullying, taken in this context to mean a wide range of pupil behaviour extending from name calling to physical sexual assault, undermines the dignity and safety of girls and women learning and teaching in our schools. The institutional pressures on young boys to be stereotypically ‘masculine’ demand that young men learn to express their ‘masculinity’ by devaluing all things feminine. If they do not, they are very likely to fall prey to sexist and homophobic bullying.

Sexual language and sexual bullying can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.

Sexism is behaviour, language or prejudice which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be ‘unlearned’.

**From 30 April 2007, governing bodies in England and Wales are under a legal obligation to publish a Gender Equality Scheme.** Schemes must show how the governing body will meet its duties under the SDA 1975 (as amended by the Equality Act 2006) to have due regard, when carrying out all the functions of the school, to eliminating unlawful sex discrimination and harassment of teachers; and to promoting equality of opportunity between men and women teachers.

**Schools are under a duty to make educational provision free of sex discrimination.** Girls and boys are entitled to educational provision free of sex discrimination. Section 25 of the Sex Discrimination Act 1975 places local authorities and governing bodies in England and Wales under this legal duty.

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by
phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4) Forms of bullying covered by this Policy

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

☐ Bullying related to race, religion or culture.
☐ Bullying related to SEND (Special Educational Needs or Disability).
☐ Bullying related to appearance or physical/mental health conditions.
☐ Bullying related to sexual orientation (homophobic bullying).
☐ Bullying of young carers, children in care or otherwise related to home circumstances.
☐ Sexist, sexual and transphobic bullying.
☐ Bullying via technology – “cyberbullying”

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

☐ The Education and Inspection Act 2006, 2011
☐ The Equality Act 2010
☐ The Children Act 1989
☐ Protection from Harassment Act 1997
☐ The Malicious Communications Act 1988
☐ Public Order Act 1986
☐ The Computer Misuse Act 1990

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

☐ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
☐ A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead.
☐ The head teacher/designated lead will interview all concerned and will record the incident.
☐ Teachers/Form Tutors will be kept informed.
☐ When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
☐ If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
☐ Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
Parents/carers will be kept informed
Sanctions will be used as appropriate and in consultation with all parties concerned
If necessary and appropriate, the police or other local services will be consulted

**Supporting Pupils**
*Pupils who have been bullied will be supported by:*
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Pupils who have bullied will be helped by:*
- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and permanent exclusions.
- Speaking with police or local services

**Supporting Adults**
*Adults (staff and parents) who have been bullied or affected will be supported by:*
- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide