

Anti-Bullying Policy

History of document: To be reviewed annually and re-approved by the Local Governing Body every three years, or sooner if deemed necessary.

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1. Introduction

The ethos of St Aidan's as a Christian school encompasses all aspects of care and value of the individual. Every member of the St Aidan's community has the right to feel safe and happy and therefore has a duty to behave in a considerate way and to respect the rights of others. All pupils should care for and support each other.

The aim of our anti-bullying policy is to clarify for pupils and staff and parents/ carers that bullying is always unacceptable.

We aim to encourage an environment where independence is celebrated, and individuals can flourish without fear. The school's pastoral care arrangements positively aim to prevent bullying as well as deal with incidents as they occur. We educate about anti-bullying. Bullying is dealt with as an issue in the curriculum, in assemblies and in our day-to-day interactions with each other. Bullying can also occur off the school site and pupils have the right to feel safe on their way to school and on the way home. Training around anti-bullying is also included in regular staff training.

Pupils are made aware that bullying should be reported to any member of staff and that whoever takes the report will act immediately and sensitively.

This policy is based on DfE guidance [Preventing and Tackling Bullying](#) July 2017 and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education](#) and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. It has regard to Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

2. Aims

This policy aims to:

- Give clear guidance to all members of the school community (students, subject teachers, form tutors, other pastoral staff, support staff and parents/ carers) so that they take active responsibility for the welfare and security of others and helping them feel secure.
- Engender an atmosphere of trust, respect and openness within which students tell staff immediately about any incidents, confident that they will be supported and that the matter concerned will be dealt with promptly and sensitively.
- Outline how victims of bullying will be supported and how those who are engaged in bullying will be managed, to ensure that clear messages are understood that bullying will not be tolerated and that it is a core principle that all members of the school community treat each other with consideration, courtesy and respect.
- Assist in creating an ethos in which attending St. Aidan's Church of England High School is a positive experience for all members of our community.
- Make it clear that all forms of bullying are unacceptable at St. Aidan's Church of England High School.
- Demonstrate that the school will not tolerate bullying and that that each incident of bullying is dealt with effectively, taking into consideration the needs of all parties and of our community.

3. School ethos

St Aidan's community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

As a school, we take responsibility for:

- Monitoring and reviewing our anti-bullying policy and practice on a regular basis.
- Supporting staff to promote positive relationships to help prevent bullying.
- Recognising that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND and those with protected characteristics. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervening early by identifying and tackling bullying behaviour appropriately and promptly.
- Ensuring our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Promoting the responsibility of all members of the community to work with the school to uphold the anti-bullying policy.
- Recognising the potential impact of bullying on the wider family of those affected so we will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Dealing promptly with grievances regarding the school response to bullying in line with our complaints policy
- Keeping up to date and learning from good anti-bullying practice elsewhere.
- Utilising support from the Local Authority and other relevant organisations when appropriate.

As a school, we pride ourselves on our values of WALK; Wisdom, Aspiration, Learning well together and Kindness. Students are reminded of these values frequently and this creates a culture of care, nurture and respect built on our Christian foundations.

4. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Working Together to Safeguard Children, Feb 2024
- 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

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

5. Definition

Bullying can be defined as *"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", July 2017)

- 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 unacceptable behaviours expressed online, sometimes called online 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 recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The person displaying bullying behaviour (s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils who identify as LGBT.

We consider bullying to be anything which is:

- deliberately hurtful.
- repeated over a period of time.
- difficult for victims to defend themselves against.

We consider the four main types of bullying to be:

- verbal – name calling, insulting, making offensive remarks.
- physical – hitting, kicking, taking belongings, deliberately pushing into.
- social – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious gossip.
- cyber – bullying that takes place over digital devices like mobile phones, computers and tablets.

Isolated incidents of harmful behaviour will also always be dealt with robustly, even if they don't fall under the definition of bullying because they are not repeated. Examples include any one incident of racist, homophobic or transphobic name calling/comments; upskirting; sharing nudes etc. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

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

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying is not: It is important to understand that bullying is not 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. Children who have fallen out cannot expect to be completely isolated from one another and must learn to be in the same environment together without causing any form of conflict. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Children will be supported when they are upset, and any concerns they or their parents raise will be dealt with, even if it is not classed as 'bullying' by the school. Children need to be reassured that they will be listened to and that they don't have to decide whether something is bullying or not.

Children displaying bullying behaviour also need support and help in recognising the harmful implications of their actions.

6. Responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

Deputy Headteacher (Pastoral)/ Heads of Year and Assistant Heads of Year are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Ensuring reports of bullying are recorded on CPOMS.
- Providing follow-up support after bullying incidents.
- Following the response to bullying procedures.

All Staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's heads of year of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Being up to date with anti-bullying training.
- Being a positive role model.
- Not engaging in any behaviours that could be perceived as bullying – this includes towards colleagues.

Parents are responsible for:

- Informing their child's Pastoral Team if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Working in partnership with staff to ensure the child's best interests.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying or witnesses to bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyber bullying.
- Reporting all instances of bullying or discrimination by either talking to a member of staff.

7. Responding to bullying

The school will aim to ensure:

- Students feel able to speak out against bullying and will create an ethos embedded with inclusion and a zero-tolerance approach to bullying.
- Prevention is a prominent aspect of its anti-bullying vision.
- Staff are available and willing to listen.
- Staff are trained to recognise bullying and signs of bullying to be able to identify and respond appropriately.
- All observed acts of bullying are dealt with straight away and offer the victim immediate support by putting school procedures into action.
- They break up groups of bullies by not allowing them to associate together.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff help the victim not to feel guilty or responsible by reassuring the victim that all forms of bullying are always wrong.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- They use the peer group as a positive resource in stopping bullying.
- Help the bully to realise the hurtfulness of their actions.
- Look for the reason why the bully bullies.

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 or witnessed the concern.

- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm - and will involve them in any decision-making, as appropriate.
- The Head of Year, Designated Safeguarding Lead (DSL), or other appropriate member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools and other agencies. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- School will also support and potentially sanction students for incidents happening outside of school which are recognised as bullying incidents.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures i.e. CPOMs This will include recording appropriate details regarding decisions and action taken.

7.1 Preventing child on child sexual abuse

The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual abuse can form part of a pattern of bullying within a school.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child on child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". All staff will be aware that child on child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

7.2 Managing disclosures

Key points that the school will follow upon a disclosure being made.

- Victims will always be taken seriously, reassured, supported and kept safe.

- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.
- The DSL will be informed of any allegations of abuse against pupils with SEND and protected characteristics. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

7.3 Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing child on child sexual abuse is available in our Child Protection and Safeguarding Policy.

7.4 Cyberbullying

When responding to cyberbullying concerns, 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 service provider and the police, if necessary.

- Working with the individuals and online service providers to prevent the incident from spreading and assisting in removing offensive or upsetting material from circulation. This may include:
- Supporting 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 where reasonable, such as mobile phones, in accordance with the law and the DfE . ['Searching, screening and confiscation at school'](#)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

7.5 Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering counselling through Wellspring, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through CAMHS.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Reiterating the school's vision and values which relate to our expectations.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or CAMHS

7.6 Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8. Preventing bullying

8.1 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.
- Commit to living by the school's WALK values and be guided by our Christian ethos.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: Children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly and in line with our school policies.
- 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.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider 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 schools' 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.

8.2 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.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

8.3 Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas 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 embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- 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 to address the problems they have.

8.4 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 in a variety of formats, including via the school website
- 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.
- Encourage parents to 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.

9. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms such as CPOMs (Child Protection Online Management System) and Arbor (the school's internal information system) to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for Safeguarding/ Pupil Wellbeing will report on a regular basis to the governing body on incidents of bullying, including outcomes.

10. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff'
www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

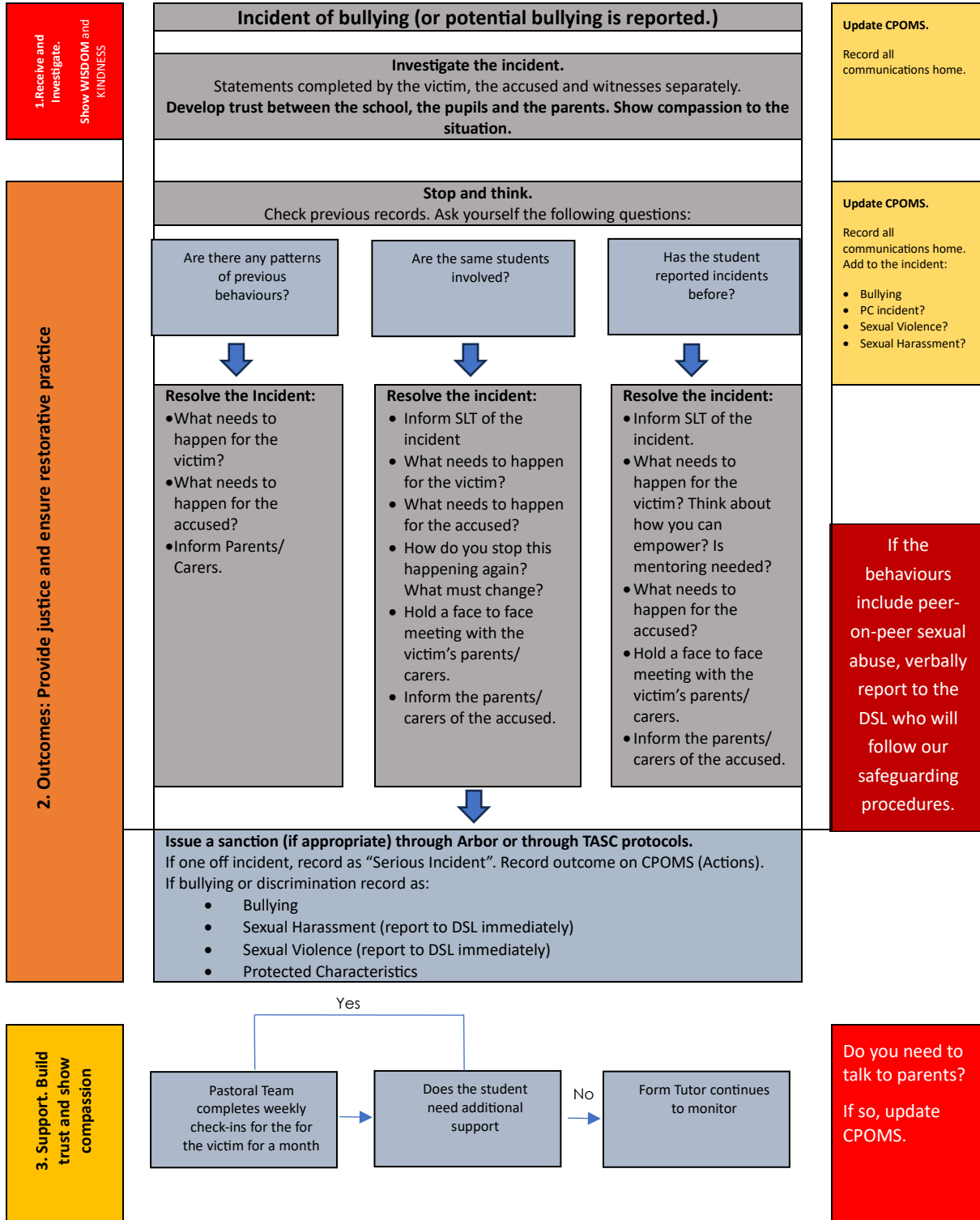
LGBT

- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: [Disrespect NoBody campaign - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendix 1: Bullying Response Pathway



Anti-Bullying @ St.Aidan's Church of England High School

What is bullying?

According to the Anti-Bullying Alliance, bullying is:

"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"

There are 4 key parts for this definition:

- hurtful
- repetition
- power imbalance
- intentional

Types of Bullying

Physical	Verbal	Emotional	Sexual	Online/Cyber
<p>Pushing Poking Kicking Hitting Biting Pinching</p>	<p>Name calling Sarcasm Spreading rumours Threats Teasing Belittling</p>	<p>Isolating others Tormenting Threatening gestures Ridicule Humiliation Intimidation Excluding Exclusion</p>	<p>Unwanted physical contact Inappropriate touching Abusive comments Homophobic abuse</p>	<p>Posting on social media Sharing photos Sending nasty text messages Social exclusion</p>

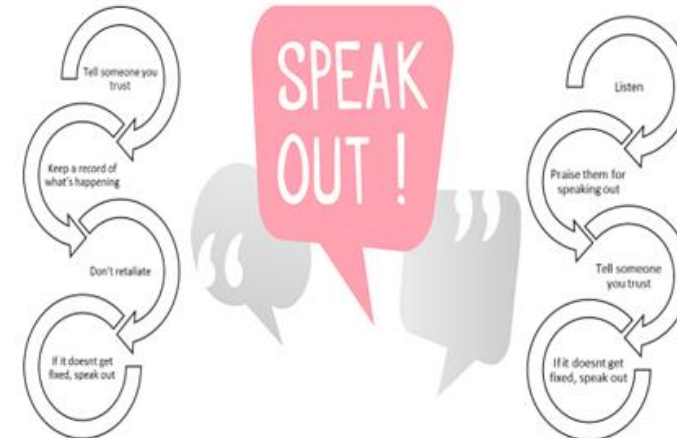
The Cycle of Bullying



How to Respond to Bullying

What to do if you are being bullied:

What to do if someone tells you they're being bullied



How to Report Bullying



Talk to Someone

If you are being bullied, talk to a trusted adult or if you cannot do that, a trusted friend.

If you see or hear bullying, you must tell a member of staff.

Email the school

You can email school to report any bullying:

wellbeing@staidans.co.uk

i.addison@staidans.co.uk