



Anti-bullying Policy (Pupils)

CHARITY POLICY & PROCEDURE

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Anti-bullying (Pupils)

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Anti-bullying (Pupils)

Aims

Talbot House Children's Charity's ("the Charity") values 'People, Place, Pride' is the reflection of an uncompromising belief that every child will be equally able to secure outstanding educational outcomes and reach their full potential in a positive learning community which supports and values their achievements.

The Charity wants everyone to:

- Be part of a safe and respectful community.
- Feel happy, valued and empowered so that we all thrive.
- Aspire to be the best we can be.
- Act with integrity.
- Nurture resilience and independence.
- Have the attitude and character to excel in life.
- Have a desire to learn and work with passion, purpose and pride.

It is a primary aim that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of every pupil.

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1. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another, either physically or emotionally, “*a persistent, deliberate attempt to hurt or humiliate someone*”. Bullying can take many forms, for instance, online bullying via text messages or the internet, and is often motivated by prejudice against particular groups, due to their protected characteristics, as follows:

- Age.
- Gender Reassignment.
- Marriage or Civil Partnership.
- Disability.
- Pregnancy and Maternity.
- Race including Colour, Nationality, Ethnic or National Origin.
- Religion or Belief.
- Sex.
- Sexual Orientation.

1.1 Types of Bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

1.2 Forms of Bullying

There are various forms of bullying which include:

- Physical – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, racist, or other unpleasant remarks.
- Indirect – spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Online – via email, social networking sites, mobile phone messaging, for example to spread rumours or make malicious comments etc.

1.3 Recognising Bullying

Attendance may be affected by bullying, pupils may lose self-confidence and underachieve educationally or socially. See section ‘Signs of Bullying’ for indications of bullying.

2. Roles and Responsibilities

All involved with the school have responsibilities under this policy, as follows:

- The Trustees and Governors are responsible for:
 - Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
 - The overall implementation and monitoring of this policy.
 - Ensuring that the school adopts a tolerant and open-minded approach towards difference.

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- The Head Teacher 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.
 - Ensuring the school is inclusive.
 - Arranging appropriate training for staff members.
- The Pastoral Team is responsible for:
 - 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.
 - Analysing any bullying data to establish patterns.
 - Corresponding and meeting with parents and / or carers where necessary.
 - Providing a point of contact for pupils and parents and / or carers when more serious bullying incidents occur.
- All school staff are responsible for:
 - Being alert to social dynamics in their class.
 - Being available for pupils who wish to report bullying.
 - Providing follow-up support after bullying incidents.
 - Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's House Group Staff of such observations.
 - Refraining from 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.
 - Keeping evidence of cyberbullying and reporting it appropriately.
- Parents and / or carers are responsible for:
 - Informing the school if they have any concerns that their child is the victim of bullying or becomes involved in bullying in any way.
 - Being watchful of their child's behaviour, attitude and characteristics and informing the school of any changes.
- Pupils are responsible for:
 - Informing a member of staff if they witness any bullying or are a victim of bullying.
 - Not making counterthreats if they are victims of 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 cyberbullying.

3. Procedures

All school staff are aware of, and understand, the below procedures that would be followed in the event of bullying being identified or reported.

- The school will:
 - Investigate all incidents of bullying.
 - Take a serious view of bullying.
 - Take appropriate action.

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- Involve parents and / or carers to ensure that they are clear that our school does not tolerate bullying.
- Make available resource materials, particularly through the PSHE curriculum.
- Ensure that this policy is given a high profile throughout the school.
- Ensure that all trustees and governors, staff, parents and / or carers and pupils are aware of this policy.
- Ensure good supervision of pupils at all times.
- Include anti-bullying procedures and information in staff training.
- Ensure that prevention is a prominent aspect of its anti-bullying vision.

Follow-up support will be given by the school to both the child who has been harmed and the child who caused harm in the months following an incident to ensure all bullying has stopped.

- Staff members will:
 - Promote this **Anti-bullying Policy (Pupils)** during class and assemblies, in House Group time and in PSHE lessons.
 - Be alert to a potential incident of bullying and intervene when incidents are noticed.
 - If appropriate, interview bullies and the pupils being bullied separately.
 - Involve the pupils being bullied in what happens next, if appropriate.
 - Inform the parents and / or carers.
 - Record and monitor reports of incidents of bullying.
 - Use strategies to change the bully's behaviour.
 - Involve other members of staff as appropriate, especially House Group Staff and / or the Pastoral Team.
 - Encourage pupils to tell adults of incidents of bullying.
 - Encourage peer group pressure against bullying and bullies.
 - Apply school sanctions appropriately in consultation with other relevant members of staff (and inform external agencies for example, Police, where appropriate).
 - Treat reports of bullying seriously, they will not ignore signs of suspected bullying and will act immediately when they become aware of a bullying incident.
 - Challenge unpleasantness from one pupil towards another, this type of behaviour will never be ignored.
 - Respect pupils' privacy and ensure information about specific instances of bullying is not discussed with others, or there is a safeguarding concern.

If a member of staff believes a pupil is in danger, for example being hurt, they will inform a DSL / DDSL immediately.

- 3.1 It is essential that written records are kept of incidents, interviews and action taken. Therefore, staff are reminded to record incidents on CPOMS and inform the Pastoral Team, Deputy Head Teacher / SENDco and / or Head Teacher. This should be done by the member of staff dealing with the matter. The Family Liaison Officer (part of the Pastoral Team and a DDSL), the Deputy Head Teacher / SENDco (DDSL), and / or the Head Teacher (DSL), will be involved in serious or prolonged cases of bullying.
- 3.2 Minor incidents will be reported to the pupils' (the child who has been harmed) House Group Staff or to the Pastoral Team, who will investigate the incident, enter it onto CPOMS, and will then share with the Pastoral Team Manager and / or DSL / DDSLs written details of the incident and any outcome. When investigating a bullying incident, the following procedures will be adopted:

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- The child who has been harmed and the child who has allegedly caused harm and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication, where possible.
- If a pupil is injured, members of staff take the pupil immediately to a first aider for medical assistance.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the child who has allegedly caused harm, the child who has been harmed and witnesses are asked to write down details of the incident; staff may need to support pupils to obtain the full picture.
- The DSLs / DDSLs will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the child who has been harmed. See **Cyberbullying Policy** for more details.
- Premature assumptions are not made, as it is important not to be judgmental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.
- All pupils involved are informed that they must not discuss the interview with other pupils.
- Review CCTV if possible (DSLs only).

- 3.3 Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident should inform DSLs / DDSLs for further advice and the safeguarding processes will be implemented.

4. Statutory Implications

The Charity understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

- 4.1 The Charity understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Head Teacher will ensure that this policy complies with the HRA, and the Head Teacher understands that they cannot do this without fully involving their teaching and support staff.

- 4.2 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and / or communications may be considered criminal offences under:
- The Malicious Communications Act 1988 (it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender).
 - The Protection from Harassment Act 1997 (it is an offence to knowingly pursue any course of conduct amounting to harassment).

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- Section 127 of the Communications Act 2003 (it is an offence to send, by means of a public electronic communications network, a message, or other matter, which is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites).

4.3 Forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

4.4 The Head Teacher and / or the Pastoral Team will work with, or signpost to, external agencies, as or when necessary.

5. Prevention

The Charity will clearly communicate a commitment to addressing bullying.

- All members of the school will be made aware of this policy and their responsibilities in relation to it.
- All school staff will receive training on identifying and dealing with the different types of bullying.
- In our Primary provision all types of bullying will be discussed as part of the relationships, sex and health education curriculum, in line with the **Relationships, Sex and Health Education Policy (Primary)**.
- In our Secondary provision all types of bullying will be discussed as part of the relationships, sex and health education curriculum, in line with the **Relationships, Sex and Health Education Policy (Secondary)**.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- Diversity, difference and respect for others will be promoted and celebrated through various lessons including PSHE, Preparation of Adulthood, and House Groups.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, such as focus.
- We will work to support potential victims of bullying by observing groups during lesson time and non-contact time to ensure pupils do not abuse or take advantage of others.
- All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are a child who has been harmed or have witnessed an incident.
- The school will be alert to, and address, any mental health and well-being issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.
- The school will ensure potential children who may cause harm are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, for example: mental health issues.

6. Signs of Bullying

Although the signs outlined below may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine any underlying issues causing this behaviour. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school.
- Saying that they feel ill repeatedly.
- Repeated or persistent absence from school.

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- Decreased involvement in schoolwork.
- Missing possessions.
- Asking for extra money or stealing.
- Cuts or bruises.
- Non-accidental injuries including self-harm.
- Unwillingness to use the internet or mobile devices.
- Change in behaviour and attitude at home.
- Becoming anxious, lacking confidence and / or low self-esteem.
- Unhappiness.
- Distress.
- Fear.

6.1 Staff are aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated.
- They have been the victim of abuse.
- Their academic performance has started to fall, and they are showing signs of stress.

6.2 If staff become aware of any factors that could lead to bullying behaviours, they will inform the Pastoral Team, who will investigate the matter and liaise with the DSLs / DDSLs.

7. Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of Child-on-Child abuse, including sexual harassment and sexual violence. Please refer to the Charity's **Safeguarding Policy** for full details.

8. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space or home life and can target more than one person. Please refer to the Charity's **Cyberbullying Policy** for full details.

9. Possible Consequences of Bullying

After an investigation is concluded, any consequences will be relevant to the situation. Possible consequences may include:

- Reflection.
- Further sanctions if the bullying continues.
- Parents are kept up to date of what action is being taken.

We will informally monitor the pupils involved over the next half term.

9.1 Where there have been serious or consistent incidents of bullying, the school will act in line with the **Behaviour Management Policy**.

10. Follow-up Support

In the event of bullying, the child who has been harmed will be offered the following support:

- Emotional support and reassurance.
- Liaison with parents and / or carers.

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- Advice not to retaliate.
- Advice on aspects of all bullying including what to do in the event of any reoccurrence of bullying.

10.1 The school will work with and support both the child who has been harmed and the child who may have caused harm.

11. Bullying Outside of School

Staff will remain aware that bullying can happen both inside and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside the school in line with the Charity's **Safeguarding Policy**.

- The Head Teacher has 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 the Head Teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

11.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, examples of which include:

- On school or public transport.
- Outside the local shops
- In a town or village centre.

11.2 Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, such as when on a school trip.

11.3 The Head Teacher is responsible for determining whether it is appropriate to notify the police.

12. Record Keeping

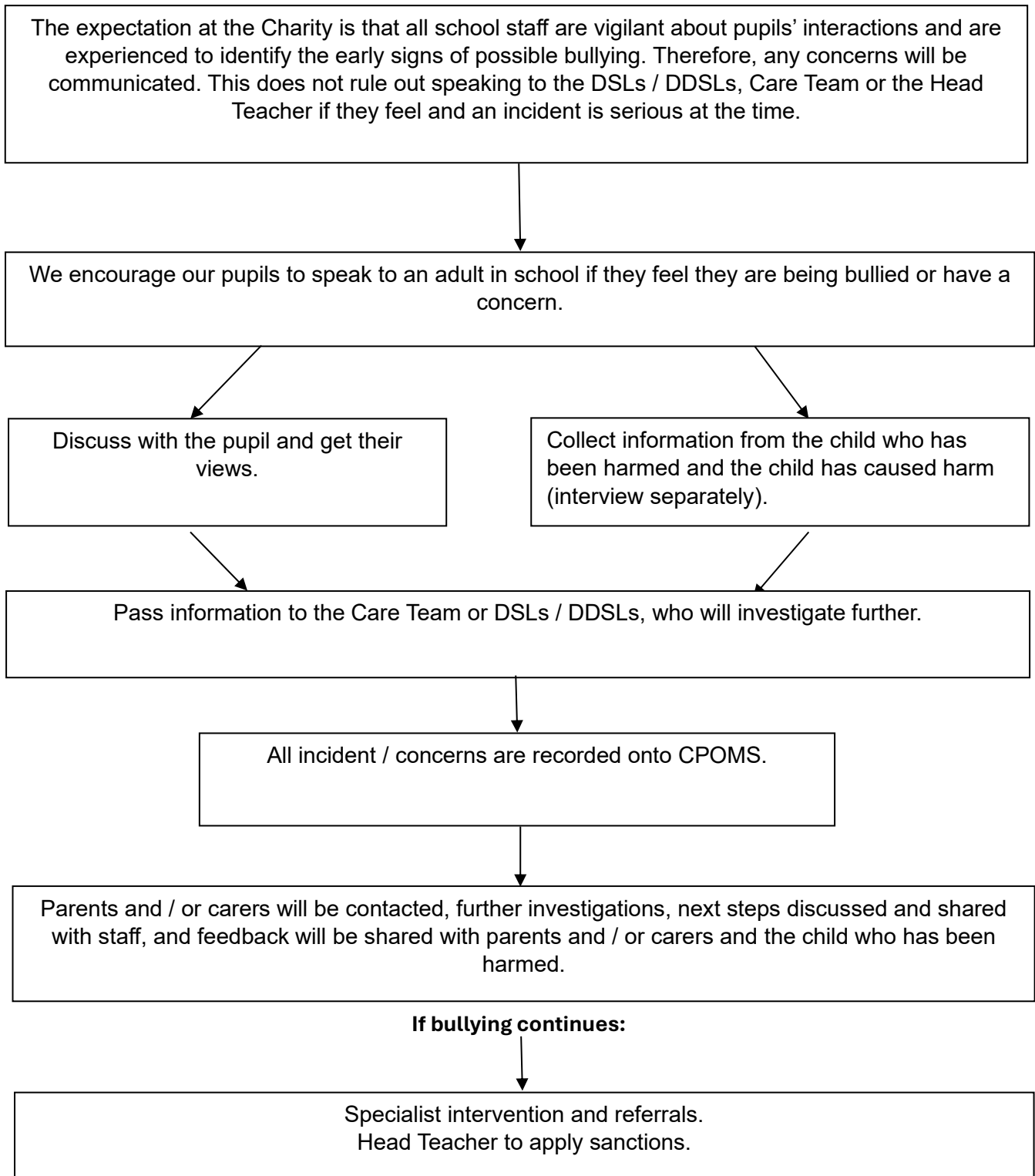
Robust records will be kept on CPOMS.

13. Review

This policy will be reviewed by the Head Teacher, who will make any changes necessary, taking into account previous bullying incidents and the effectiveness of procedures, and will communicate changes to all members of staff.

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Appendix A - Recommended Procedures for Reporting Bullying



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Appendix B - Help Organisations & Useful Sources of Information:

Help Organisations:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

www.kidscape.org.uk

National bullying helpline

https://x.com/nationalecrime?s=11&t=4BC_Mf3aU9p5ZuKiA7OH1w

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying>

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. <https://anti-bullyingalliance.org.uk/anti-bullying-week-2024-choose-respect/anti-bullying-week-2024-choose-respect>

Childline - advice and stories from children who have survived bullying. 08000 1111

Parenting Programmes Alliance (Family Lives) - advice and links for parents

[Parenting Programmes' Alliance | Family Lives](https://parentingprogrammes.org.uk/family-lives)

08088002222

Parents Against Bullying – 01928 576152

Useful Sources of Information:

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen www.stonewall.org.uk

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

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Appendix C - School Anti-bullying Poster



Anti-Bullying

If you think you are being bullied

- ✓ Tell someone you trust.
- ✓ Try to ignore the bully and don't show them you are upset.
- ✓ Avoid being alone.

If you see someone being bullied

- ✓ Report it to someone you trust.
- ✓ Don't join in bullying even if everyone else is.

Always

- ✓ Think of other people's feelings.
- ✓ Remember you are important and have the right to feel safe and happy.

Never...

- ✓ ...pick on others.

One kind word makes all the difference.

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I have read, understood, and acknowledge this policy and will endeavour to follow the guidance outlined within.

Print Name: _____

Job Title: _____

Signature: _____

Date: _____

Please complete full details above, once complete please return to the HR Department within 5 working days.

Please do not hesitate to contact me should you have any questions.

HR Department

Talbot House Children's Charity