



# Alderman White School

A member of The White Hills Park Trust

## Anti-Bullying Policy

Statutory or non-statutory:	Non-statutory
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## 1. Introduction

At Alderman White School, we aim to provide a safe, caring and friendly environment for learning for all our students to allow them to improve their life chances and help them maximise their potential.

We would expect students to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe or are concerned about the safety of someone else.

This policy takes into consideration:

[Preventing and tackling bullying](#) (DfE guidance, July 2017)  
[Keeping children safe in education - GOV.UK](#)

## 2. Policy Review and Development

This policy will be continually reviewed in consultation with a range of stakeholders, including:

- Students
- Parents and Carers
- School staff
- School Governors

The policy will be reviewed annually and approved by the Governing Body.

## 3. General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Data Protection policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

## 4. Alderman White School ethos and values

Our school ethos is to be a "community of opportunity for all". Our INSPIRE values include integrity, nurture and responsibility.

We recognise 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 environment, where students are able to learn and fulfil their potential.

## 5. Our commitment to anti-bullying

We will:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Promote positive relationships to help prevent bullying.
- Ensure our students 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.
- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Recognise the potential impact of bullying on the wider family of those affected and work in partnership with parents/carers regarding all reported bullying concerns and seek to keep them informed at all stages.
- Deal promptly with any concerns regarding the schools response to incidents of bullying in line with our complaints policy.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from relevant organisations when appropriate.

## 6. Policy objectives:

- This policy outlines what Alderman White School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Alderman White School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## 7. Links with other school policies and practices

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

- Behaviour policy
- Exclusion policy
- Child protection policy
- Equality Policy
- RSHE policy

## 8. Roles and responsibilities

The table below outlines general responsibilities of stakeholders relating to this policy.

	Responsibility
Governors	To ensure that the policy is reviewed and approved annually.

	To monitor the number and type of bullying and prejudice related incidents.
The Headteacher	Communicate this policy to the school community. Ensure that the behaviour policy is applied fairly, consistently and reasonably, Identify a member of the senior leadership team to oversee the anti-bullying policy.
Deputy Headteacher (Behaviour)	To evaluate, review and develop the policy involving students, staff, parents/carers and Governors. To oversee the implementation of the policy including the management of bullying incidents. To ensure that staff receive appropriate training. To co-ordinate strategies to prevent bullying behaviour. To ensure that students are taught about healthy relationships, what bullying is and what to do if they encounter bullying, To monitor and assess the effectiveness of the policy.
All staff	To support, uphold and implement the policy.
Parents	To support their children and work in partnership with the school.
Students	To abide by the policy.

## 9. Definition of Bullying

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)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 cause severe and adverse effects on children’s emotional development.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying.

If the victim might be in danger, then intervention is urgently required.

## **10. Forms and types of bullying covered by this policy**

Bullying behaviour can be physical, verbal or emotional and can happen to anyone. It includes: -

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can occur on the journey to and from school and outside of school hours, either online or in the local community. The school will work with parents and students to address incidents that occur off the school site or outside of the school day.

## **11. Prejudicial bullying**

Bullying can take place that targets individuals in relation to actual or perceived features or characteristics.

This can include:

- 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

Under the Equalities Act 2010 it is against the law to discriminate against anyone on the basis of the following protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief

- sex
- sexual orientation

Schools and other public bodies have a Public Sector Equality duty to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The school records incidents relating to each protected characteristic and reports these to the Governing Body termly.

## **12. Prejudice Related Language**

Prejudice related language is never acceptable. Students will be taught this and it will be challenged when heard or seen.

This includes any use of terms associated with a protected characteristic which are used to refer to someone or something as inferior, wrong or broken.

## **13. Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in of school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to students who experience online bullying and their parents, and will treat cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudiced /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that students are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

## **14. Signs and Symptoms**

A child may indicate by signs or behaviour that they are being bullied. These could include:

- is frightened of walking to or from school / asks to be driven to school
- changes their usual routine
- is unwilling to go to school or feels ill in the morning
- begins to truant
- begins to do poorly in schoolwork
- becomes withdrawn anxious, or lacking in confidence
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- starts stammering
- is frightened to say what's wrong
- arrives home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- comes home starving (money / lunch has been stolen)
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- cries themselves to sleep at night or has nightmares
- self harms or expresses suicidal thoughts or intent
- runs away
- becomes aggressive, disruptive or unreasonable

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Adults in school will be trained to be vigilant for changes in behaviour and to report any concerns.

Parents are advised to share any concerning changes in behaviour with a member of school staff.

## **15. Reporting and responding to bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour.

All students are encouraged to speak with any adult regarding issues of bullying and any reported incidents will be investigated and appropriate actions taken, in line with the school behaviour policy.

Students are encouraged to use the SHARP system to report bullying. This is an online referral system which allows students to report concerns relating to bullying anonymously if this would support them disclosing their concerns.



## 16. Procedures

All reported incidents will be taken seriously and investigated involving all parties. Adults in school are trained in the school procedures.

As a result of an investigation into allegations of bullying some or all the following action may be taken:

- 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.
- A member of the SLT, Middle Leader or pastoral team 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.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- 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 students takes place off school site or outside normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- The school Police Early Intervention Officer will support by speaking to students individually to help educate relating to the legal implications of any bullying behaviour.

## 17. Supporting Students

*Students who have been bullied will be supported by:*

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with an appropriate member of staff.
- 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 formal counselling, 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 the Children and Adolescents Mental Health Service (CAMHS).

*Students who have perpetrated bullying will be supported by:*

- Discussing what happened, 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 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 official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- 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 the Children and Adolescents Mental Health Service (CAMHS).

## **18. Recording bullying**

Bullying incidents will be recorded on the student's individual conduct logs on Bromcom and on CPOMS where appropriate.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. All information will be stored in accordance with the Trust's Data Protection Policy.

## **19. Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our students, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- 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.
- Celebrate success and achievements to promote and build a positive school ethos.
- 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.
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- 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.
- Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.
- Personal Development lessons on areas of concern such as Cyberbullying and internet safety
- Programmes for vulnerable groups or groups involved in bullying

- Counselling and/or Mediation schemes
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.

## Appendix 1: Reference websites and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://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](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

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

### **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - o A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)