



Anti-Bullying Policy

Independent School Standards:
Part 3: (10) and 34

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Policy Aims

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community." (DfE, 2007).

At PhoenixPlace we strive to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others (Values Curriculum). These values reflect those that society expects of our students when they leave school and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

We want to enable our students to become responsible citizens and to prepare them for life in 21st-century Britain. Especially at our school, we emphasise the importance of positive relationships among all members of our school community.

Everyone at PhoenixPlace has

- the right to be themselves and to be included in a safe and happy environment
- the right to be treated with respect.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. At our school, the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

If bullying does occur, students should be able to report it and know that incidents will be dealt with promptly and effectively. Only when all bullying issues are addressed will students be able to fully benefit from the opportunities available at school.

Definition Of Bullying

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged time. It always reflects an imbalance and abuse of power. It must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying is usually, therefore:

- Deliberately hurtful
- Repeated, often over some time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

<p>Prejudice-based and discriminatory, including:</p> <ul style="list-style-type: none"> • Racial • Faith-based (Religion) • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Special Educational Needs or disability • Appearance or health conditions • Culture or class • Other personal situation 	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</p>
<p>Sexual</p>	<p>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</p>
<p>Direct or indirect verbal</p>	<p>Name-calling, sarcasm, spreading rumours, teasing</p>
<p>Cyber-bullying</p>	<p>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</p>

In the context of our school however, it is important to consider that we are working with children with social, emotional and mental health needs and attachment difficulties and most of our students have little understanding of how their actions or words impact the way other people feel so we have to be sure that the behaviour was 'intentionally hurtful'.

Signs that a young person is being bullied:

An individual who is being bullied may display some of the following common responses:

- Increased anxiety (displayed through increasingly obsessive behaviours; hand movements, repetitive questioning and statements or short temper)
- Withdrawal
- Aggression
- Seeming over-sensitive or overreacting to minor occurrences (being 'on edge')
- Seeking revenge
- Repeatedly exposing him/herself to the same kind of bullying situation. Although the student may know it as a negative interaction, they may still consider it better than no interaction at all. It becomes a scenario they are familiar with and which follows a predictable sequence.

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 take place between young people, young people and staff, and between staff and individuals or groups.

Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences.

There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Roles And Responsibilities

Headteacher and School Leadership Team (SLT)

The Headteacher and the SLT have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Staff

All school staff, both teaching and non-teaching have a duty

- to report bullying,
- to be vigilant to the signs of bullying and
- to play an active role in the school's efforts to prevent bullying (eg talking about bullying ie PSHE lessons, assemblies)

If staff are aware of bullying, they should reassure the students involved and inform the Pastoral Manager and DSL.

Parents/carers/wider networks

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their children not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person or by phoning or emailing the school office or a member of staff. We also encourage parents to work with the school if their child is being the 'bully'.

It is important also that any network professionals are informed of behaviours that are concerning. The support of the wider network will help with a holistic approach to dealing with any underlying issues.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Dealing with incidents of bullying

The following steps may be taken when dealing with incidents:

- 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 in either the serious incident book, as an Arbor behaviour incident or as a safeguarding incident on CPOMS
- The form tutor and/or head teacher will speak with all concerned.
- 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.
- 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 school's 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 students: students 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 to respond to concerns and build resilience as appropriate.
- Reassuring the student 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
- students who have been 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 the service provider
 - Sanctioning in line with school behaviour/discipline policy.
 - Speaking with police or local services if necessary

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 a senior member of staff/headteacher
- Being advised 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 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 school behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have been bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools' official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to the service provider
- Instigating disciplinary, civil or legal action

Bullying Outside Of School

Bullying whether it takes place inside or outside of school is unacceptable and will not be tolerated. Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays, or in the wider community.

The nature of cyberbullying in particular means that it can impact students' well-being beyond the school day. Staff, parents, carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded. If persistent, students' parents/carers will be informed of the language used and asked to attend a meeting at the school.

Follow-up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the whole school log.

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice-related language in our school even if it appears to be being used without any intent. Persistent use of prejudice-related language and/or bullying will be dealt with as with any other form of bullying.

Hate Crime

Any crime can be prosecuted as a hate crime if the offender has either:

demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity

Or

- been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity

Someone can be a victim of more than one type of hate crime.

These crimes are covered by legislation (**Crime and Disorder Act 1998 and section 66 of the Sentencing Act 2020**) which allows prosecutors to apply for an uplift in sentence for those convicted of a hate crime.

The police and the CPS have agreed the following definition for identifying and flagging hate crimes:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

There is no legal definition of hostility so we use the everyday understanding of the word which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment and dislike.

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

Any concerns about hate incidents/crimes should be discussed with a member of the School Leadership Team. Information on how to report a hate crime can be found at:

<https://www.report-it.org.uk/home>

Children can report any crime anonymously at:

<https://www.fearless.org/>

Behaviours Associated With Bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, and will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse

All staff should be aware that children can abuse other children (previously referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, to view their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth-produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above. For more information, see our safeguarding and child protection policy. These behaviours are considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross-referencing with the safeguarding and child protection policy, but the initial response from staff will be the same as any reported bullying incident and dealt with contextually.

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 crimes related to bullying, cyberbullying and child-on-child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Cyber-Bullying

Nationally, cyberbullying is a growing source of bullying experienced by children and young people. Each incident of cyberbullying will be thoroughly investigated.

It is vitally important for students and parents of children who are being bullied to record or print the evidence of the bullying. Virtually all cyberbullying can be traced if the evidence is kept and given to the School.

We consider student-to-student cyberbullying to be a very serious breach of the anti-bullying policy as we aim to provide a caring and safe environment for all our students so that they can learn in a secure atmosphere.

Most cyberbullying takes place outside of the School, usually from the students' own home. It is important for the school, parents/carers and any relevant professionals to work together to stop any bullying and resolve any issues. In all cases of cyberbullying parents/carers of both the bully and the bullied will be kept informed of investigations into allegations of bullying. Sanctions will be given to students found guilty of cyber-bullying, and the police may be informed.

All students should remember that the majority of what they put onto the internet stays there forever, available for anyone to search, including potential future employers.

Please see our Online Safety Policy which provides students and their parents/carers with advice on how to deal with cyber-bullying.

School Initiatives To Prevent And Tackle Bullying

- The PSHE programme of study includes opportunities for students to understand different types of bullying and what they can do to respond to and prevent bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- Participating in events such as Anti-bullying Week, Black History Month and LGBT History Month
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups and through the anti-bullying survey.
- Working with parents and carers, and where possible, in partnership with community organisations, to tackle bullying where appropriate

Training

The headteacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy.

Monitoring

This policy will be reviewed as guidance from the DfE is updated, and as a minimum annually by the Headteacher and reviewed by the Strategic Advisory Panel (SAP)

Links with other school policies and practices

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

- Management of Behaviour Policy

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- Safeguarding and child protection policies
 - Complaints Policy
 - Confidentiality Policy
 - e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
 - Curriculum Policies such as PSHE and citizenship and computing

Supporting Organisations and Guidance

This list is not exhaustive, many other organisations can be researched online.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

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>

Racism and Hate

- 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
- Show Racism the Red Card: www.srrtc.org/educational

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: 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

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- 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
 - 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