

# **ANTI-BULLYING POLICY 2024/2025**

This New Leaf anti-bullying policy outlines measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils; (Education and Inspections Act 2006). It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2024.

## **1. Policy objectives:**

This policy outlines what New Leaf will do to prevent and tackle all forms of bullying.

New Leaf is committed to developing an anti-bullying culture where the bullying of adults or young people is not tolerated in any form.

## **2. Links with other school policies and practices:**

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints Policy
- Child Protection and Safeguarding policy

## **3. Links to legislation**

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

- ☐ 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

## **4. Responsibilities**

It is the responsibility of:

- KH to communicate this policy to the school community
- KH to ensure that disciplinary measures are applied fairly, consistently and reasonably
- All staff, including: senior leadership, teaching and non-teaching staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with New Leaf.
- Pupils to abide by the policy.

## **5. Definition of bullying**

Bullying is “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.

### **Peer on Peer Abuse**

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. This can involve sexual harassment, violence or HSB (Harmful Sexual Behaviours.) It is absolutely crucial that student interactions are monitored and supervised at all times and that any reports of peer on peer abuse are given full attention and investigated. It is more vital than ever to encourage a culture of listening to children and understanding that it might not be easy for them to approach staff or reveal what has happened.

In this technological age, this form of bullying may be via social media, mobile phones or messenger Apps such as "Dischord" or "Instagram" or during groups chats on consoles such as X-box or PS4/5. We have encouraged students and parents to screenshot any examples of abuse in order to give some written proof of the abuse. The DSL will then initiate an investigation, gather evidence and decide upon the necessary course of action.

**Bullying can involve an imbalance of power and can take place between children, between adults and between adults and children.**

### **BULLYING IS NOT:**

Teasing and banter between friends without intention to cause hurt;  
Falling out between friends after a quarrel or disagreement;  
Behaviour that all parties have consented to and enjoy.

## **6. Forms of bullying covered by this policy**

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

Bullying related to race, religion, nationality or culture

Bullying related to SEND (Special Educational Needs or Disability)

Bullying related to appearance or physical/mental health conditions

Bullying related to sexual orientation (homophobic bullying)

Bullying of young carers, children in care or otherwise related to home circumstances

Sexist, sexual and transphobic bullying

Bullying via technology, known as online or cyberbullying

## **7. New Leaf ethos and statement of Values**

New Leaf recognises that 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, disciplined environment, where pupils are able to learn and fulfil their potential. Bullying behaviour is always unacceptable and claims of bullying will always be taken seriously and acted upon. This policy relates to children, young people and to adults. The school also recognises its duty to respond to bullying that takes place outside the school premises. Reasonable adjustments will be made according to special educational need/disability and taking into account the needs of any vulnerable pupils.

### **Our Community: New Leaf will work with students and parents to ensure/deliver:**

a general culture of positive behaviour with a focus on respect for each other at all levels;

regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and to celebrate the success of anti-bullying work;

opportunities to promote equality and to acknowledge and celebrate diversity;

activities that focus on specific types and/or methods of bullying e.g. homophobic, biphobic and transphobic bullying or cyberbullying. We respect protected characteristics and will not tolerate bullying in relation to individual choices

activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target;

activities that develop social and emotional skills;

opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers;

appropriate levels of adult supervision so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and acted upon at all times;

transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon;

an anti-bullying policy and practice that is reviewed on a regular basis;

support staff who promote positive relationships, to help prevent bullying;

understanding that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;

intervention by identifying and tackling bullying behaviour appropriately and promptly; 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;

a requirement for all members of the community to work with the school to uphold the anti-bullying policy;

access to support from the Local Authority and other relevant organisations when appropriate.

## **8. Responding to bullying: procedures for responding and intervention**

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 designated safeguarding lead or a member of the pastoral support team will interview all parties involved.

The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.

We will inform other staff members where appropriate, and parents/ carers.

Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned. This could include a period of Internal Exclusion or Fixed Term exclusions for more serious incidents.

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 takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy. We will also seek guidance from our community police links for instances that occur outside school.

A clear and precise account of the incident will be recorded by the school in

accordance with existing procedures which include taking statements from witnesses and sharing with relevant staff and external agencies to inform appropriate actions. A record of actions taken will be kept.

## **9. Cyberbullying**

When responding to cyberbullying concerns, New Leaf 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.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- reporting 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, such as mobile phones, requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

Inform the police if a criminal offence has been committed.

Provide information to staff, pupils and parents regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

## **Supporting pupils**

Pupils who have been bullied will be supported by:

reassuring the pupil and providing continuous support;

offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of pastoral support 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 (using external support agencies where appropriate);

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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

## **The alleged perpetrator will be helped 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, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions 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 may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **10. Supporting adults**

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

**Adults (staff and parents) who have been bullied or affected will be supported by:**

offering an immediate opportunity to discuss the concern with KH

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 school's behaviour 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 (staff and parents) who have perpetrated the bullying will be helped by:**

discussing what happened with KH

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

**Preventing a bullying 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;

recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);

openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference, also children with different family situations, such as looked after children or those with caring responsibilities;

challenge practice and language which does not uphold the values of tolerance, non- discrimination and respect towards others;

be encouraged to use technology, especially mobile phones and social media positively and responsibly;



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.

## **Policy and Support**

The whole school community will:

provide a range of approaches for pupils, staff and parents/carers to access support and report concerns;

regularly update and evaluate our practice to take into account 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 school’s 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.

## **Education and Training**

The school community will:

train all 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, especially PSHE

provide a systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

## **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 have to play to prevent bullying;

regularly canvas children and 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;

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 in order to address the problems they have.

### **Involvement and liaison with parents and carers**

We will:

take steps to ensure parents are aware that the school does not tolerate any form of bullying;

make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats;

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;

ensure that parents 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.

### **Monitoring and review: putting policy into practice**

The school will ensure that they regularly monitor and evaluate mechanisms 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.

### **Useful links 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)  
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 International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
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)

## **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.srrc.org/educational](http://www.srrc.org/educational)

## **LGBT**

Barnardos 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)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Coalition-Schools-Guide.pdf

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-](http://www.gov.uk/government/publications/disrespect-nobody-campaign)  
[campaign-](http://www.gov.uk/government/publications/disrespect-nobody-campaign) posters

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-](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)  
[gender-](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related) related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July  
2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)