



## Anti-Bullying Policy

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An academy within:



“Learning together, to be the best we can be”



## 1. Statement of intent

- 1.1 At Pennine View we are committed to provide a safe nurturing environment for all our pupils. Bullying in all forms is unacceptable, this includes: all forms of intimidation and harassment, cyberbullying, bullying related to special educational needs, sexual orientation or gender, sex, race, religion or beliefs. All bullying is unacceptable, regardless of how it is delivered or what reasons are given to justify it.
- 1.2 We recognise the detrimental affect it may have on victims, and therefore work actively to minimise the risks. All victims of bullying are listened to and supported. All perpetrators are supported to enable them to see the consequences of their actions, along with appropriate sanctions.

## 2. Aims

### 2.1. We aim to:

- Provide a calm, positive learning environment which is a safe and healthy environment for all
- Prevent, de-escalate and/or stop any instances in which pupils are subjected to bullying in any form.
- React to bullying incidents in a reasonable, proportionate and consistent way; to safeguard the pupil who has experienced bullying and to provide support and after care for victims.
- Provide intervention for perpetrators, to enable them to learn to change their behaviour, with potential involvement of multi-agencies.
- Report, record and monitor all incidents of bullying
- Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

## 3. Legislation and statutory requirements

- 3.1. This policy is based on advice from the Government and Anti-Bullying alliance. Government guidance explains that academies should publish their



behaviour policy and anti-bullying strategy online

3.2. In addition, this policy is based on:

- The Children's Act 1989 and 2004
- The SEN and Disability Act 2001
- The Green paper 'Every Child Matters' 2003 (outcome 2)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour.

## 4. What is Bullying?

4.1. The ABA (Anti-Bullying Alliance) defines bullying as: 'the repetitive, intentional hurting of one person or group, where the relationships involve an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyber-space. Bullying is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim or victims.

4.2. Pupils at Pennine View school define Bullying as 'name calling', 'hurting you', 'threatening', 'laughing at you', 'racist', 'making you feel uncomfortable', 'pushing you', 'swearing at you', and 'being rude'.

**Bullying is therefore:**

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying is not:**

- The odd occasion of falling out with friends
- Name calling
- Arguments
- An occasional trick or joke played on someone



- 4.3. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

## 5. Child-on-Child Abuse

- 5.1. Child-on-child abuse refers to any form of physical, sexual, emotional, or discriminatory abuse perpetrated by children or young people towards others of a similar age. In a special school context, this may include behaviours that are influenced by additional needs, communication difficulties, or social understanding.
- 5.2. Types of Child-on-Child Abuse may include, but is not limited to:
- Bullying (including cyberbullying)
  - Physical abuse (e.g., hitting, kicking, biting)
  - Sexual violence and harassment
  - Upskirting or inappropriate sexualised behaviour
  - Initiation/hazing-type violence and rituals
  - Emotional abuse (e.g., threats, intimidation, exclusion)
  - Discriminatory abuse (e.g., racist, sexist, homophobic, or ableist behaviour)
- 5.3. All staff are trained to recognise signs of child-on-child abuse and respond appropriately. All reports will be recorded using CPOMS and investigated by the Designated Safeguarding Lead (DSL). Parents/carers will be informed where appropriate, and external agencies may be involved.
- 5.4. Victims of child-on-child abuse will be supported through pastoral care, counselling, and safeguarding plans as appropriate and alleged perpetrators will be supported to understand and change their behaviour, with consideration of their individual needs. A restorative approach may be used where appropriate, alongside disciplinary measures.



## 6. Cyber Bullying

- 6.1. Cyber-bullying is a different type of bullying and can happen at all times of the day, with potentially a bigger audience, as new technology enables things to be quickly shared.
- 6.2. In these instances, an electronic device, such as a mobile phone, may be seized by a member of staff who has been formally authorised by the Headteacher and data or files be examined and deleted where there is good reason to do so. This is in line with the powers outlined in the Education Act 2011.
- 6.3. If material on the device is suspected to be evidence relevant to an offence or contains a pornographic image of a child, school staff are not to view the content and the schools safeguarding procedures must be followed.

## 7. Generative artificial intelligence (AI)

- 7.1. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- 7.2. Pennine View School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- 7.3. Pennine View School will treat any use of AI to bully pupils in line with our Anti-Bullying, Behaviour and Safeguarding policies.

## 8. Sanctions Outside Of School Premises



- 8.1. School staff have the power to discipline pupils for misbehaving outside the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006. This states that disciplinary powers can be used to address pupil's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 8.2. Where bullying outside school is reported to school staff, it will be investigated and acted upon. The Headteacher will consider whether it is appropriate to notify other agencies such as the Police.
- 8.3. In instances where bullying occurs outside school and disciplinary sanctions are considered appropriate and are implemented, this will be on the school premises or when the pupil is under the lawful control of the school staff, for instance on a school trip.

## 9. Procedures For Reporting And Responding To Bullying Incidents

- 9.1. All staff will respond calmly and consistently to all allegations of bullying. They will be taken seriously and responded to and dealt with by all staff impartially and promptly. Staff will seek to protect and support all pupils involved whilst allegations and incidents are being investigated and resolved.
- 9.2. All incidents involving allegations of bullying are recorded on a blue incident form and given to the Behaviour Lead or member of the Senior Leadership Team as soon as practicably possible.
- 9.3. Incidents are recorded onto CPOMS in the Bullying category.
- 9.4. Staff ensure the victim is offered support and feels safe.
- 9.5. Staff will speak to all pupils involved in the incident separately.



- 9.6. Appropriate action will be taken to end the bullying behaviour or threats of bullying, including attempting to help the bully (bullies) understand and change his/her/their behaviour.
- 9.7. Parents/carers of all parties will be informed and may be invited in to school to discuss the issue.
- 9.8. Support in the form of interventions may be put in place for either, the victim, perpetrator or both.
- 9.9. Restorative practices will be encouraged.

## 10. Prevention of Bullying

- Close supervision of pupils identified as either victims or perpetrators both inside and outside at break times and lunchtimes.
  - PSHCE scheme of work includes lessons aimed at personal responsibility, anti-bullying, understanding and managing feelings, empathy and awareness. Anti-Bullying week is supported annually with classroom activities.
  - Post incident learning is conducted after every incident of bullying and better ways to deal with situations identified and put in place.
  - Tutor teams identify appropriate strategies and support for both perpetrators and victims.
  - Regular communication at Staff Briefings regarding issues and concerns.
- 10.1. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.
  - 10.2. These can include:
    - Active participation in the European funded ENABLE programme.
    - Involving the whole school community in writing and reviewing the policy
    - Undertaking regular questionnaires and surveys to monitor the effectiveness of the anti-bullying policy
    - Each class agreeing on their own set of class rules
    - Making national anti-bullying week a high-profile event each year
    - Awareness raising through regular anti-bullying assemblies



- PSHE & RSHE scheme of work from Year 3 to Year 11 used to support this policy
- Circle time on bullying issues

## 11. What Can You Do If You Are Being Bullied?

- 11.1. Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.
- 11.2. Pupil Parliament members were all asked this question and we have included some of the strategies that each class suggested in the list below:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a parent, a friend, a brother, a sister or a relative.
- If you are nervous ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

- 11.3. What can you do if you see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Pupil Parliament members have also discussed this question with each class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.



- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Listen up' box.

11.4. Call a helpline for some advice.

## 12. Monitoring Of Incidents

- All incidents of bullying will be identified by staff and be uploaded onto CPOMS in a reasonable timescale.
- These are monitored by the behaviour lead, who will relate concerns to other members of staff as appropriate.
- Incidents of bullying are formally reported to the Headteacher and Senior Leadership Team termly.
- Incidents of bullying are formally reported to the Governing body termly, these are monitored by the Trust Board.

## 13. Links With Other Policies

- Behaviour Policy
- Safeguarding Policy
- Allegations against Staff

13.1. There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and pupils have found useful.



Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Childline (helpline for children)	0800 1111	<a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/</a>
Stopbullying.gov		<a href="https://www.stopbullying.gov/kids/facts">https://www.stopbullying.gov/kids/facts</a>
UNICEF		<a href="https://www.unicef.org/parenting/child-care/bullying">https://www.unicef.org/parenting/child-care/bullying</a>
Youngminds		<a href="https://www.youngminds.org.uk/young-person/coping-with-life/bullying/">https://www.youngminds.org.uk/young-person/coping-with-life/bullying/</a> <a href="https://kidshealth.org/en/parents/bullies.html">https://kidshealth.org/en/parents/bullies.html</a>