


Anti-Bullying Policy

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Our Vision & Purpose

The Compass Partnership of Schools is an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just and sustainable society.

Our School's Core Values:

Our school has 6 Core Values that we expect to be demonstrable in everyone's attitudes, behaviours and actions:

- **HOPE** – to be confident in our expectations of all that we can to achieve individually and together.
- **TRUST** - to develop relationships that are built on reliability, openness, honesty and living out the Core Values.
- **RESPONSIBILITY** - to have good judgment and the ability to make good choices and decisions.
- **RESPECT**- to show positive consideration for people and the planet; to be kind, tolerant and understanding.
- **COURAGE**- to have ability to try new things, overcome fear to undertake challenges; to be morally brave: being generous, fair, forgiving and compassionate.
- **PERSEVERANCE** - to show a 'growth mindset' despite difficulties, failures or obstacles; to seeing challenges as the opportunity to grow knowledge, skills and positive attitudes.

Ethos Statement:

Our ethos is based around the adoption of "Three Rights":

The Right to feel and to be SAFE

- ✓ We commit to making every school within CHANGE Schools Partnership a place where the children will feel and be safe.
- ✓ We will prepare children well to help them to stay safe for life beyond the school campus and online.
- ✓ We have a strong, child-centred staff team who will also show their own humanity.
- ✓ Our academies will be relentlessly positive, safe and welcoming places to be; our staff will be both interesting and exciting. We will endeavour to sort out children's concerns and worries responding to what they say to us.

The Right to LEARN

- ✓ We will aim to provide first-rate teaching in all lessons and strive for excellence in everything that we do;
- ✓ We will ensure that high standards in English and mathematics are at the heart of a broad and exciting curriculum;
- ✓ Each academy will be an unthreatening place of mutual respect where the children will receive personalised learning and will feel valued.
- ✓ We will encourage the children and celebrate their successes and efforts through striving for the highest quality outcomes.
- ✓ We will ensure that children leave primary education ready, willing and able to successfully take the next step in their learning and the next step in their lives.

The Right to RESPECT

- ✓ Children will be greeted by a friendly face every day and our staff will model positive, respectful relationships to them.

- ✓ The children will be given time to talk and we will thank them for their efforts and attitude.
- ✓ We will show interest in the child and actively listen to them. The children will have a voice at whichever academy they learn at and we will provide a supportive environment for them to learn and grow as human beings.
- ✓ We will support children's holistic development and work hard to overcome barriers and build their self-belief and self-confidence;
- ✓ We will be fair and consistent to every child and our academies will be places where there are smiles seen and laughter heard.

Preventing and Tackling Bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationships involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms" (www.kidscape.org).

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of protected characteristics including race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating. Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

Impact on bullied children

Have low self-esteem.

Develop depression or anxiety.

Become socially withdrawn, isolated and lonely.

Have lower academic achievements due to avoiding or becoming disengaged with school.

Be unable to form trusting, healthy relationships with friends or partners in the future.

Impact on children who bully

Drop out of, or be excluded from school.

Engage in criminal behaviours.

Develop depression or anxiety.

Be abusive towards their partners or children as adults.

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. **This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.**

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police, as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Child-on-Child abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment,

Staff should inform the school's Designated Safeguarding Lead (DSL) before taking further action. The incident should be explored to identify what behaviour was involved, this includes investigating whether there have been any other incidents. The staff member assigned to investigating should:

- Assess the needs of the children involved; consider the age, understanding of the incidence, risks of further incidents.
- Gain a statement of facts from those involved.
- Liaise with the DSL and senior leaders to identify next steps which should include informing parents/carers.
- Consider involving outside agencies.
- Plan a risk reduction plan if necessary and explore what preventative strategies are in place.

Information has been taken from [Keeping Children Safe in Education \(2022\)](#) and Jo Barclay's Safeguarding Forums (Essex Safeguarding Manager for Schools and Early Years).

Our Curriculum

Through our curriculum, children and parents will understand the school's approach and will be clear about the part that they can play to prevent bullying, including when they find themselves as bystanders. Our school ethos is a values based one with a focus on trust, and so staff will create an inclusive environment where it is easy for pupils to report bullying and will be assured that they will be listened to and incidents acted on. Children should be able to openly discuss the cause of their bullying, without fear of further bullying or discrimination.

Our response to bullying should not start at the point at which a child has been bullied. Children will be taught explicitly about different types of bullying and the effects it has through PSHE lessons. In addition, this might involve talking to pupils about issues of difference through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Intervention - Discipline and Tackling Underlying Issues of Bullying

Bullying incidents should be managed through our school's behaviour management system, starting at least at level three (high-level response), in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support and teaching to understand the impact of their actions. When there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'* a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Intervention - Support for Pupils who are Bullied

In all cases, we have a responsibility to support children who are bullied, and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing

formal counselling, engaging with parents, referring to local authority children's services, or referring to mental health services.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in Care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Taken from DfE Guidance: Preventing and Tackling Bullying, July 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Monitoring, evaluation and review

The Governing Body will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout our school.

This Policy will be reviewed by the Governing Body on a 3-yearly cycle.

Adherence to the policy will be monitored by the School's Local Committee.

Policy adopted:	Autumn Term 2022
Other related policies:	Behaviour and Relationships Policy Safeguarding, including Child Protection Policy
Next review:	Autumn Term 2025