

# Anti-Bullying Policy

## 2025-2027

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Carrington School works to promote an ethos where students are reflective, resilient and responsible. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The School recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

Carrington School is aware of the statutory responsibility it has to sanction students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to sanction and address students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises. This policy should be used alongside the school's Safeguarding Children Policy as peer-on-peer abuse must be considered as a potential source of significant harm.

## 1. Aims

- To prevent to the best of our ability all aspects of bullying at Carrington School
- To enhance the Behaviour Policy which confirms the school expectations;
- To involve all members of the school community in countering bullying;
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities;
- To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures;
- To enable parents to feel confident that bullying will be firmly dealt with by the school
- To inform all members of the school community that bullying behaviour will not be tolerated
- To facilitate a 'safe' and 'Telling' environment where those that witness or are involved in bullying can discuss the incident
- To encourage those who bully to change their behaviour.
- To create a caring, friendly and safe environment for all members of Carrington School.

## 2. What is Bullying?

'Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else'

There are different types of bullying:

- **Psychological** (being excluded from groups and rumours etc.)
- **Cyber** (abusive text messages, internet messages etc.)
- **Verbal** (threats, name calling, racism, homophobia etc.)
- **Physical** (punching, kicking, scratching, pushing, throwing objects at someone etc.)



Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Some forms of bullying may break the law and may be reported to the police by the school:

- Violence or assault
- Theft
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse
- Hate crimes – 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.

### 3. Prevention

*“A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.”*

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At Carrington School, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
- Bullying is addressed through the Personal Development programme and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- The School Council regularly considers new ways to prevent bullying



- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- The Carrington Way, outlines the core responsibilities of students at Carrington School including the responsibility to respect others.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Staff recognise that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

#### 4. Tackling Bullying

Carrington School has clear strategies for responding to bullying incidents. These may include outcomes from the school behaviour policy.

- The consequences of bullying will reflect the seriousness of the incident.
- All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.
- The school will support the victim upon finding out about bullying but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

#### 5. Reporting Bullying

**Students** can report bullying of themselves or someone else in the following ways:

- Speaking to their Tutor
- Speaking to their Student Hub Team – Head of Year, Senior Tutor and / or Student Hub Coordinator
- Speaking to the Designated (or Deputy) Safeguarding Lead or other trained DSL's as named across the school (see Appendix A)
- Importantly, students are reminded that they can speak to **any** member of staff in school they trust
- Speaking to your parent and asking them to pass on the information to the school.
- Writing via the anonymous app 'Toot Toot' or confide which can be found on the school computers.

**Parents/Carers** can report bullying of their child or someone else's in the following ways:



- Contacting their child's Form Tutor by email, telephone, meeting
- Contacting their child's Student Hub
- Importantly, parents/carers are reminded that they can speak to **any** member of staff in school regarding this. Staff will pass this on to the Pastoral Team or DSL as appropriate

## 6. Staff

- Staff should let the tutor / DSL know via email or discussion if they are worried about a student or notice anything that raises concern about – depending on seriousness of concern escalation to a DSL may be appropriate
- Members of staff should put all information onto CPoms.
- They should also report to the Head of Year who will log students onto the bullying log, speak with families refer to DICE for intervention / support
- The DICE team will regularly monitor CPoms and track the logs to ensure appropriate sanctions and support are put in place for the victim and the perpetrator.
- Reports and allegations will always be taken seriously and an investigation conducted to ascertain the intensity of the situation and to try and resolve so that these situations do not reoccur.

## 7. Investigation

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include the Year Hub, Assistant Headteacher, Deputy Headteacher or may include external agencies such as the Police.

Any investigation in to alleged bullying will be discreet, sensitive, timely and thorough. The exact timeline of investigations will vary depending on the scenario but will usually include:

- The victims will be talked to along with other witnesses and statements will be taken
- The accused will be talked to, to get their version of events
- Other staff, students and parents/carers will be involved, where needed
- Parents/carers will be kept fully aware
- A record will be placed in all the involved students' files
- All students will be made aware that such behaviour will not be tolerated

## 8. Outcomes

- The perpetrator as well as the student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling through a particular service or in more extreme cases, referral to external agencies such as CAMHS.



- The school will log students onto a bullying log and track future incidents. There are 3 stages after a pre-warning stage, after which the situation is deemed serious. (See Appendix B)
- Students who have displayed bullying behaviour will be issued sanctions in line with the school behaviour policy. These sanctions range from detentions to fixed and even permanent exclusion to be considered following a stage 3 referral / incident. However, if the school feels the situation is unmanageable and not improving and is therefore having a detrimental impact on the wellbeing being of the victim a higher sanction may be imposed sooner.
- Parents/Carers of those bullied and bullying will be notified of the outcomes of the investigation.
- A 'Repair and Restore' meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff and/or students.

## 9. Links

The websites listed below offer direct links to other sources of information for parents and young people.

- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Useful information and links on LGBTQ issues.

- Advisory Centre for Education: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Registered charity independent of central or local government giving free advice and support to parents of children in state schools.

- Anti-Bullying Network: [www.antibullying.net](http://www.antibullying.net)

Established by the Scottish Executive. Useful links and reviews for teachers, parents and students on bullying and related issues.

- BBC Schools: [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

Includes information about bullying.

- Bully OnLine: [www.bullyonline.org](http://www.bullyonline.org)

Information on bullying for teachers, children and schools which details the legal procedures available. This site also lists support groups for teachers.

- Bullying Online: [www.bullying.co.uk](http://www.bullying.co.uk)

Useful information and links on bullying and related issues for parents, children and teachers.

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)

Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.



- The Children’s Society: [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)  
‘Bullying! Information for parents on how to help your child’ – leaflet giving information and practical guidance.
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
Advice for children, parents and teachers as well as training and sample policies.
- Schools Out!: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.
- Topmarks: [www.topmarks.co.uk](http://www.topmarks.co.uk)  
Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.





# Appendix A

## DSL chart



# Safeguarding Children at Carrington

We are committed to safeguarding and promoting the welfare of children, and expect all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place. All staff, including supply staff, volunteers and governors, must ensure that they are aware of these procedures. Parents and carers are welcome to read the policy, which is available on request.

Sometimes, we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our students are discussed with parents/carers first, unless we have reason to believe that such a move would be contrary to the child's welfare.

## Designated Safeguarding Leads (DSLs)



If you are concerned about a child's welfare, please record your concerns and any observations or conversations heard, and report to one of the DSLs as soon as possible on the same day. Do **NOT** conduct your own investigation.

If your concerns relate to the actions or behaviour of a member of staff which could suggest that he/she is unsuitable to work with children, then you should report this to one of the DSLs in confidence. They will refer the matter to the Headteacher, or the Chair of Governors if the concern relates to the Headteacher who will consider what action to take.



***Safeguarding is everyone's responsibility***



## Appendix B

### Anti-Bullying System

#### Pre-Warning – a first incident of what could be defined a bullying occurs.

- In the first instance the school adopts a non-punitive response in the interests of ensuring all students, including bystanders, are enabled to reflect upon their actions.
- All parties interviewed will be interviewed and statements taken. Parents of all concerned will be informed by a member of the pastoral team, usually the Head of Year, that a stage one strategy (Verbal warning) will be implemented.
- Restorative discussions will be held to help reform friendship or agree how to manage themselves with the minimum requirement to be civil.

#### Stage 1:

- All parties interviewed will be interviewed and statements taken. Parents of all concerned will be informed by a member of the pastoral team, usually the Head of Year, that a stage one strategy (Verbal warning) will be implemented.
- The stage 1 warning will be logged for the student(s) on Arbor and CPOMS.
- At stage 1 a meeting/meeting between the teacher, usually the Head of Year and/or tutor takes place with the bully(ies) and the victim(s) and their peers who can influence the situation.
- This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions. Those involved are encouraged to understand one another's feelings and to identify ways they can change their own behaviour and stop the bullying.
- Students/parents are advised of the consequences of further incidents of bullying- i.e. that the student will be moved to Stage 2 intervention where sanctions will be applied.
- Strategies to support students can emerge from meetings including referral to well-being prefects, identification of a safe space during social times, or DICE referral.

#### Stage 2: If bullies do not respond to stage 1 intervention

- In instances where those involved failed to keep to the agreements made at the stage 1 meetings and bullying continues (either to the same, or a new victim) the bullies are considered to be acting defiantly in full knowledge of their actions upon others.
- The school will move the student to stage 2. A 'L3' sanction will be applied at this point, and parents will be notified. During the detention students will be required to complete a reflection sheet about their behaviour. The incident will be logged via Arbor and CPOMS.
- Additional support for the victim(s) of bullying will be agreed in consultation with parents/carers.
- All parties involved will be interviewed and statements taken.
- Parents of all concerned will be informed by a member of the pastoral team that a Stage 2 strategy will be implemented.



- At Stage 2 the pastoral lead, usually the Head of Year and/or Assistant Headteacher (Pastoral), will hold a formal meeting with parents of all involved to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. At this stage, the school will make clear that following a process of education about the impact of bullying behaviour at Stage 1 and further parental support at Stage 2, any further incidents of bullying will result in an exclusion. Parents will be advised that in cases of serious or persistent bullying, permanent exclusion may result.
- Parental support- Following a parental meeting, follow-up contact will be made with parents by the Head of Year/Anti-bullying coordinator to check that the issue has been resolved.

### Stage 3: If bullies do not respond to targeted interventions

- At Stage 3 parents/carers will be advised that a sanction will be applied.
- A behaviour contract with zoning identified to ensure there is no further continuation of bullying and that the victim can go about their day
- Close monitoring of the perpetrator followed with careful intervention, support and guidance to bring about a change in behaviour will be implemented recognising there are no more chances
- In cases of serious or persistent bullying, permanent exclusion may result, following advice and intervention being put in place and the continuation of concerns being raised.
- At the end of this stage the Headteacher and nominated Governor with the responsibility for anti-bullying (behaviour) will be informed. The incident will be logged by a member of SLT as a stage 3 bullying sanction (L5) on Arbor and CPOMS.

Victim support: At every step of the process the victim will have ongoing checks in whether the situation is resolved, this will be logged on CPOMS. Following parental meetings, the victim's parents/carers will have a 'check back' at a later date to identify whether the issue has been resolved and the handling of the process.

Check backs will be completed by HOYs and anti-bullying coordinator.

Parents and victims will be signposted to external advice and organisations that can support their child further.

