

*To aspire, endeavour and thrive together*

# Anti-Bullying Policy

Revision	Description of Changes
New Policy	This policy has been re-written using latest guidance from The Key for School Leaders. It ties in with our Child Protection Policy and Behaviour Policy. MSK

Revision	Authorised by	Date	Adopted by	Date	Review Date
Updated Policy	Headteacher	March 2018	Resources & Support Committee	19.03.18	
New Policy	Headteacher	October 2021	LGB	October 2021	October 2024

Signed ..... Date.....

Chair of Governors

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## 1. Aims

### Our Vision

'To aspire, endeavour and thrive together'

### Our Mission

To develop in each of our students the academic skills, learning habits, values and character traits necessary to thrive and achieve excellence.

### Our Values

At Glossopdale School and Sixth Form, we place great emphasis on building strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success.

We have used the word THRIVE as an acronym to encapsulate our values. Each of the letters stand for a character trait we want to see our students develop whilst at Glossopdale.

- **T**- Tenacity
- **H**- Hard work
- **R**- Responsibility
- **I**- Independence
- **V**- Visionary
- **E**- Excellence

## Anti-Bullying Policy

This policy sets out our commitment to addressing all types of bullying and discrimination at Glossopdale School and Sixth Form. Robust safeguarding processes are in place for all of our students and these procedures ensure that all reported incidents of bullying are dealt with and resolved efficiently and effectively. Glossopdale School has a zero tolerance approach to all forms of bullying and discrimination.

### 1. Rationale

1.1. We strive to create a culture based on our core values. Students must learn in a supportive, caring and safe environment without the fear of being bullied. It is equally important that staff are free from the fear of bullying by students. Glossopdale School and Sixth Form sets high standards for all of our students; it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from discrimination or harassment of any kind. Bullying is an anti-social behaviour; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the learning opportunities and character development available at school. It is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves and others, without resorting to retaliation in any form. It is important that we inform parents/carers fully about our approach to dealing with bullying, so that parents/carers are able to distinguish between what is bullying and what is not.

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## 2. Definition of Bullying

2.1. There is **no legal definition of bullying**. Bullying is usually described as behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group - either physically or emotionally (see 2.6).

In many cases, a single act or type of behaviour can be out of proportion, but it is not considered bullying. It is not easy for students to understand the difference between a deliberate act and an accidental one, however it is the work of adults around them (parents/carers and teachers) to guide them.

### Bullying is not

- Having a disagreement or argument
- Not liking someone
- Peer group fall outs or arguments between groups
- Being excluded from a group
- Accidentally knocking into someone
- A single act of making a joke about someone
- Being bossy
- Expression of unpleasant thoughts about another person
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness

2.2. Bullying can take many forms (for instance, verbal attacks, cyber- bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

2.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical (section 8 references: Preventing Bullying 2017, DFE).

2.4. The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience as people forward on content. Schools have wider search powers included in the Education Act 2011 (section 8 references) to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ+) people

2.5. Where bullying outside of school is reported to school staff, it will be investigated and acted upon. The Headteacher or other designated members of the Senior Leadership Team will also consider whether it is appropriate to notify the police. If the misbehaviour is considered as criminal, or poses a serious threat to a member of the public, the police should always be informed

2.6. Although there is no legal definition of bullying, it is commonly defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

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

### 3. Glossopdale’s approach to creating an environment of openness and transparency

3.1 The Designated Safeguarding Lead (DSL) provides annual training for all staff around preventing and handling safeguarding concerns (including how to handle and report incidents of bullying and discrimination). Glossopdale School and Sixth Form strongly encourages all students to inform staff when bullying is taking place.

3.2 When students report bullying to staff we must work together to create an atmosphere of trust. ‘Victims’ must know that their concerns will be taken seriously and recognise that investigations take time.

3.3 We must make it as easy as possible to report bullying. Students must understand that these reports may result in a number of different outcomes.

3.4 All staff and students on site have a responsibility to ensure that we live by our core values and that we all set a good atmosphere around school. School must be a safe environment for all students and staff. We want to make it clear that this responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- Ensuring that all staff exhibit positive behaviours, demonstrate our core values and become positive role models for all students
- Treating other people with respect at all times
- Remaining vigilant and responsive to any behaviours which may indicate that bullying is taking place
- Not acting in a manner which could be construed as bullying or discrimination
- Not acting in a manner that could be construed as supporting bullying. This includes relaying distressing messages, passing on hurtful messages or photographs via text or social media, relaying threats, laughing at bullying, watching a fight
- Reporting to key staff any bullying we witness or any behaviour that we feel could escalate into bullying

- Engaging students in reviewing and developing our anti-bullying practices. This will be done via student voice sessions which are calendared throughout the academic year

- By ascertaining how the school environment and the journeys to and from school can be improved to reduce the opportunities for incidents of bullying and discrimination

#### 4. Glossopdale’s approach to teaching students about anti-bullying

- Anti-bullying, including all forms of discrimination as listed above is taught through the personal development curriculum in Years 7-11
- Anti-bullying and discrimination is addressed in tutor time for Years 7-13
- Ways of reporting bullying and forms of discrimination is addressed through personal development sessions, tutor time and assemblies throughout the academic year

#### Personal Development Curriculum - overview of the themes associated with anti-bullying / discrimination by year group.

<b>Year 7</b>	<p>Autumn 1-Transition and Safety includes 2 lessons about online safety/ bullying, keeping information safe, how to get help if it goes wrong online. Good friendships/positive relationships (1lesson).</p> <p>Spring 1 - Diversity covers signs and effects of bullying, electronic bullying (1 lesson), promotes tolerance and awareness around prejudice, and how to challenge it.</p> <p>Summer 1- Friendships and romance, having boundaries, consent.</p>
<b>Year 8</b>	<p>Spring 1- Discrimination – recognising and challenging racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia. (12 sessions, further supported by SLD 2 11<sup>th</sup> Feb).</p> <p>Summer 1- Identity&amp; Relationships healthy relationships, legal and moral duty is with the seeker of consent.</p> <p>Summer 2- Digital communication – 1 session on Cyberbullying, 1 session on Online Grooming.</p>
<b>Year 9</b>	<p>Autumn 1- Peer Influence, Substance Use and Gangs – healthy/unhealthy relationships (DA)(1 session). Sexual Exploitation (2 sessions), Gang Exploitation/ County Lines (2 sessions).</p> <p>Summer 1- Intimate Relationship- covers consent and the right to withdraw consent.</p> <p>Citizenship Day deals with bringing citizens together regardless of differences, promoting tolerance.</p>
<b>Year 10</b>	<p>Spring 2- Exploring Influence addresses positive role models.</p> <p>Summer 1- Extremism covers the Equality Act and how to safely challenge discrimination, including online.</p>
<b>Year 11</b>	<p>Spring 1- Communication in Relationships- covers unhealthy, exploitative and abusive relationships.</p> <p>Summer 1- Families- covers ‘Honour based’ violence and forced marriage, and how to safely access support.</p>

## 5. Glossopdale's strategy and approach to preventing and addressing bullying

The following section provides details of how students, parents/carers and staff can report incidents of bullying.

- Students can report incidents of bullying in the following ways:
    - Verbally to Form Tutor, Year Manager, Year Leader, Head of Key Stage or any other trusted member of staff at school
    - Electronically by emailing [safeguardingstudents@glossopdale.school](mailto:safeguardingstudents@glossopdale.school)
  - Parents/Carers can report incidents of bullying in the following ways:
    - Phone call to school (Year Manager/Year Leader)
    - Email to [safeguarding@glossopdale.school](mailto:safeguarding@glossopdale.school) or the student's Year Manager/Year Leader
    - Written letter to the student's Year Manager/Year Leader
  - Staff can report incidents of bullying in the following ways
    - Verbally to the student's Year Manager/Year Leader
    - Electronically by emailing the student's Year Manager/Year Leader
    - By reporting a concern on Provision Map – Safeguard My School
  
  - Posters, display boards and electronic screens around school are used to address anti-bullying and discrimination and to celebrate diversity– including information, helplines and helpful websites to seek out advice
  
  - How allegations of bullying are investigated
    - All staff are committed to effective safeguarding of all of our students. Robust procedures are in place to ensure that every incident of bullying is thoroughly investigated
    - The member of staff conducting the investigation (usually Year Manager/Year Leader/Head of Key Stage/member of SLT) will ensure that thorough written evidence (statements from the victim(s) and alleged perpetrator(s) is gathered, along with any supporting evidence such as screenshots from mobile phones and statements from parents/carers where necessary
    - All evidence gathered during the investigation will be stored as confidential files on Provision Map – Safeguard My School
  
  - How the school records, analyses and monitors incidents of bullying
    - Pastoral staff will check on the victim's welfare at regular intervals, but we do rely on students reporting any repetition. Whilst the sanctions outlined below will be used as appropriate, both students and parents/carers must understand that we cannot take action if we are not made aware
    - All incidents of bullying and discrimination are recorded centrally on ClassCharts and confidentially on Provision Map – Safeguard My School
    - Student voice and parent/carer voice is conducted throughout the academic year, this is a channel by which students and parents/carers can respond to questions regarding strengths and areas for development around the topics of bullying, discrimination and safety in school. The Senior Leadership Team create a report based on the findings with recommendations/actions and this is shared with the Local Governing Body (LGB)
    - A confidential file is maintained by the Designated Safeguarding Lead (DSL) this contains all reported incidents throughout the academic year
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- The DSL meets with the school's safeguarding governor each half-term to provide an update regarding all reporting incidents of bullying and discrimination
- The DSL presents a report with statistics of reported incidents to the Local Governing Body (LGB) at regular intervals throughout the academic year

- Sanction procedures

Glossopdale School and Sixth Form defines bullying and discrimination as a "serious unacceptable behaviour". A behaviour that may cause harm to self or others and/or damage the reputation of the school within the wider community. Such "serious unacceptable behaviours" include:

- Discrimination – not giving equal respect to an individual on the basis of ethnicity/national origin, culture, religion, gender, disability, gender identity or sexual orientation
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual

Online bullying / bullying via social media - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- After the bullying incident has been thoroughly investigated, sanctions will be issued to the perpetrator(s). Refer to appendix 3 of the Behaviour Policy. Bullying in any form will not be tolerated at Glossopdale School and Sixth Form. This includes all forms of discrimination. The perpetrator(s) will receive a sanction in line with our behaviour policy such as: informing the Police, spending time in isolation, detention, isolation at a partner school, fixed-term exclusion, attending a governor panel, permanent exclusion.

- How Glossopdale school supports students who have been bullied, and those who are vulnerable to bullying

- All reported incidents of bullying and discrimination are taken seriously. Victims and vulnerable students are supported in the following ways. The approach used will be tailored to the victim/vulnerable student's needs and any combination of the following measures of support will be implemented.

- 1:1 sessions with Year Manager or other 'keyworker' such as HLTA Wellbeing, Family Support Worker, Teaching Assistant for students with SEND
- Use of solution focused coaching
- Timetabled sessions in our vulnerable inclusion base (the Hive)
- Referral to school nurse and/or counsellor or support groups
- Referral to CAMHS/Healthy Young Minds/ Kooth
- Support by student wellbeing ambassadors in school or student mental health first aider

## 6. Engaging with parents and carers

6.1. It is important for Glossopdale to work with parents/carers to help them to understand our approach to bullying/discrimination and to engage promptly with them when an issue of bullying is reported, whether their child is the victim or perpetrator. We will ensure that parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents/carers may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents/carers to appropriate channels of help.

6.2. We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers. See section 5 above.

- Ensure that all parents/carers know who to contact if they are worried about bullying. See section 5 above.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively. See website compliance section on the school's website
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying (including online safety – see safeguarding section of the school's website)
- Ensure that parents/carers work with the school to model positive behaviour for students, both on and offline

6.3. During a lengthy investigation, or when there is a repetition of bullying, a victim's parents/carers may feel very anxious. It is very important that the investigator and the parents/carers keep in contact but parents/carers must understand that Year Managers, Year Leaders, Heads of Key Stage and Senior Staff do have other demands on their time. We will always endeavour to ring parents/carers on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent/carer would ideally like.

## 7. Supporting organisations and guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://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/preventingand-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- 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)
- 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)

### 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)



## **LGBTQ**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](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)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **8. References**

Preventing Bullying 2017, DfE

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE The Education Act 2011: equalities impact assessment

<https://www.gov.uk/government/publications/the-education-act-2011-equalities-impact-assessment>