





THE COOPERS' COMPANY AND COBORN SCHOOL

Love as Brethren

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	October 2022
	School Staff were consulted on this policy	October 2022
	School Congress were consulted	October 2022
	Date of next Review	October 2024
	Who reviewed this policy?	Mr Rob Bell
	Date approved by The Head	November 2022

Anti-Bullying Policy

Contents

1. Policy Objectives	p.3
2. Links with other school policies	p.3
3. Links to legislation	p.3
4. Responsibilities	p.3
5. Definitions of bullying	p.4
6. Forms and types of bullying covered in this policy	p.4
7. School Ethos	p.5
8. Responding to bullying	p.6
a. Cyberbullying	
b. Supporting students	
c. Supporting adults	
9. Preventing Bullying	p.9
a. Environment	
b. Policy and Support	
c. Education & Training	
10. Involvement of students	p.10
11. Involvement and liaison with parents and carers	p.11
12. Monitoring and review	p.11
13. Useful links/supporting organisations	p.11

This policy is based on DfE guidance as well as the latest 'Keeping Children Safe' in Education guidance.

1. Policy objectives:

- This policy outlines what The Coopers Company and Coborn School will do to prevent and tackle all forms of bullying.
- The Coopers Company and Coborn School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- School Behaviour Policy
- Equality Policy
- Child and Child Abuse Policy
- PSHE Policy
- Complaints Policy
- Safeguarding & Child Protection Policy (in particular the section on child-on-child abuse)

3. Links to legislation:

There are several 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:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, 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 the school.
- Students to abide by the policy.

5. Definition of bullying:

Bullying can be defined as *“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. In addition, this definition includes malicious use of online learning systems – e.g., Google Classrooms.

Bullying is recognised by the school as being a form of child-on-child abuse. For a detailed explanation of the school’s position and policy on child on child abuse, please see Section 9 of [Safeguarding and Child Protection Policy](#).

It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. The school views some bullying as even more serious if it falls under the category of ‘aggravated’ bullying – see section 6 below.

6. Forms and types of bullying covered by this policy:

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobia bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

The School recognises that certain types of bullying are aggravated (viewed even more seriously) because the victims are targeted because they have a “protected characteristic” as defined by the Equality Act 2010. This includes:

- Bullying because of the victim's race or cultural background, or using racist language;
- Bullying because of the victim's religion or belief (including where the victim has no belief);
- Bullying because of the victim's disability, special educational needs or other additional needs;
- Bullying because of the victim's gender, or using sexist language;
- Bullying because of the victim's sexual orientation (homophobia);
- Bullying because the victim has undergone, or is considering undergoing, gender reassignment;

The School recognises that other types of bullying are aggravated (viewed even more seriously) because of the nature of the bullying. This includes:

- Sexual bullying (bringing a sexual context, either verbally or physically, into the bullying of the victim);
- Stealing items from the victim while bullying them (committing robbery);
- Causing injury to the victim while bullying them (committing assault).

7. School ethos

The Coopers Company and Coborn School community recognises that all forms of 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 and disciplined environment, where students are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.

The School is fully committed to promoting diversity and inclusion in everything it does as a fair and equal place of teaching and learning and all students and staff are asked to pledge to:

- L - Listen
- A - Acknowledge
- S - Speak Out
- B - Break Down Barriers

Listen: Listen to and support people who report any type of injustice. Listen to and trust those who report injustices, because equality begins with basic respect for all people. It is better to listen than to speak or react immediately; you will need time to process what someone is saying and educate yourself to find empathy with others. Taking time to reflect and respond is better than immediate retaliation.

Acknowledge: Be mindful of the commonalities that humans share, and practise empathy. Do not fixate on difference, though it is important to be aware of it and the implications of it, particularly with regards to power and privilege that you may have over others - if you have privilege, open this up for all.

Speak out: If you see something, say something. Step in when you see any injustice occurring, and disrupt it in a safe way by offering or seeking support from others around you. Challenge stereotypical assumptions by asking about supporting facts and evidence; have conversations about what led you and/or others to have these beliefs. If you find yourself making an assumption about people, places, or things, challenge yourself by asking whether you know the assumption to be true, or if it is something you have simply been taught to believe by society. Consider facts and evidence, especially those found in academic books and articles, rather than depending on hearsay.

Break Down Barriers: Cross all divides by offering friendly greetings to people, regardless of race, gender, age, sexuality or ability status. Think about who you make eye contact with, nod to, or say "Hello" to while you are out in the world. If you notice a pattern of preference and exclusion, shake it up. Respectful, friendly, everyday communication is the essence of community

8. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- The school will act as soon as an incident has been reported or identified, and will communicate home with involved parties via phone/e-mail/Go4Schools as appropriate
- 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.
- If a student is identified at immediate risk, then the DSL (Designated Safeguarding Lead) will be notified immediately
- The Designated Safeguarding Lead (DSL), a Head of Year, Pastoral Support Manager, or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns, even if there is no immediate risk.

- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- 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 of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

8a. Cyberbullying

When responding to cyberbullying concerns, the school will:

- 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:
 - Support reports 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 (potentially) searching students' electronic devices, such as mobile phones, in accordance with the law
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - 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.
- 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 and students 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.

8b. Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- 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.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers. Additionally, we may utilise peer mentors in order to support them.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through CAMHS

Students who have perpetrated bullying 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, detentions, removal of privileges (including online access when encountering cyberbullying concerns), 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 Young People's Mental Health Service (CAMHS). Additionally, an organisation we work with called ABC may be utilised for support
- Additionally, we may utilise peer mentors in order to support them.

8c Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

- Adults who have been bullied or affected will be supported by:
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

- 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 schools' 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 who have perpetrated the bullying will be helped by:
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - 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.
 - Instigating disciplinary, civil or legal action as appropriate or required.

9. Preventing bullying

9a. 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 (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school 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.

9.b Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider 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 schools' attention, which involves or effects students, 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.

9.c Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral 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 and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as 'Anti-Bullying Week'
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

10. Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites.

- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

11. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they 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, including via the school website
- 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 students, 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.

12. Monitoring and review

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.
- The named Governor for safeguarding will report to the governing body on incidents of bullying/outcomes

13. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
o A Guide for Schools

- www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- 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-gender-related

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