



Blatchington Mill School

Anti-Bullying Policy

| | |
|-------------------------|----------------|
| Date Policy Created: | September 2023 |
| Date of last amendment: | December 2025 |
| Date to be reviewed: | December 2027 |



Contents

| | |
|---|--------|
| 1. Policy Framework | 3 |
| 2. Policy Purpose | 3 |
| 3. Definition of Bullying | 3 |
| 4. Legislation and statutory requirements | 4 |
| 5. Preventative work | 5 |
| 6. Staff Training | 5 |
| 7. A Restorative-Led Approach | 6 |
| 8. Reporting Bullying in School | 6 |
| 9. Stages of dealing with reports of bullying | 8 |
| 10. Use of Sanctions | 9 |
| 11. Behaviour beyond the School Gates and in the Community | 9 |
| 12. Monitoring of the policy | 10 |
| 13. Equality Act | 10 |
| 14. Related Policies | 10 |
| Appendix A: Specialist Organisations that can provide further support and/or advice | 11 |



1. Policy Framework

| | |
|-----------------------|---|
| Initiated: | September 2023 |
| Groups Consulted: | Governors and Staff |
| Date for Review: | December 2027 |
| Audience | Parents, Staff, Governors and Students (as appropriate) |
| Policy located: | BMS website (all audiences) and Staff Channel (Staff) |
| Lead Member of Staff: | Elizabeth Edmed |

2. Policy Purpose

At Blatchington Mill we believe bullying in all of its forms is absolutely unacceptable. It harms the social and emotional well-being and personal development of students and so will never be tolerated in our school. We take all incidences where bullying is reported seriously, investigating them and responding appropriately. In all cases we make it clear that we will not accept the intentional harming of others, we will put in place serious consequences and actions to prevent bullying from occurring again as well as supporting parents and carers to help children respond to any events outside of school.

We strive to create a culture based on our core values of kindness and inclusion. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

Unfortunately bullying happens in all societies, at all levels, so it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

Bullying is in the news and is a form of real anxiety for parents, so it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

The *BMS Anti-Bullying Policy* details the carefully considered systems, approaches and actions that Blatchington Mill School implements to achieve this aim.

3. Definition of Bullying

Bullying is 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, causing injury, damage to another's property |
| Racial | Racial taunts, graffiti, gestures |
| 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, taunting, sarcasm, spreading rumours, teasing, ridicule and shunning |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Bullying might be motivated by actual differences, perceived differences or as a result of association with someone else. It is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues.

This policy will apply to both students and staff and covers all types of bullying- racial, religious, cultural, Special Educational Needs (SEN) or disability, appearance or health conditions, class, sexual orientation, sexist gender/transgender.

4. Legislation and statutory requirements

The *BMS Anti-Bullying Policy* draws on the following legislation and statutory guidance that governs a school's duty to regulate the behaviour of students.

- Preventing and Tackling Bullying
- Behaviour and discipline in schools
- The Equality Act 2010
- Sections 88-94 of the Education and Inspections Act 2006
- The Special Educational Needs and Disability (SEND) Code of Practice.
- Keeping children safe in education
- Independent report (DfE 2017): Behaviour in Schools.
- Mental Health and Behaviour in Schools
- BMS Data Protection Policy



The school records all known examples of bullying and prejudiced-based incidents and puts in place strategies for individual students to prevent further incidents occurring. This will include sanctions alongside instruction to signal that this behaviour is unacceptable.

Our approach encourages students and parents/carers to report incidents where they feel bullying has taken place so that it can be investigated appropriately and to inform whole school approaches to prevent the occurrence of bullying.

5. Preventative work

As a school, we work hard to prevent bullying behaviour. This is done in a range of ways including:

- The school values of **belonging, respect, inclusion and kindness** are promoted across the school day and the curriculum.
- Working with our PSHE and Pastoral curriculum leads to create **resources around bullying and sexist, racist, religious, cultural, disability, appearance, sexist, transphobic, homophobic abuse.**
- **Student led assemblies and form time activities** on unkind behaviours and microaggressions.
- PSHE education and other curriculum subjects are used to **promote social and emotional skills** including those needed to work together, show empathy, build friendships, get support and help others
- The school actively **encourage reporting of any kind of bullying** through multiple channels; through form tutors, Assistant Heads of Year, Heads of Year, Child Protection team
- PSHE education is used to **promote ideas around being an ‘upstander’** and what the students can do to prevent/intervene in bullying. As well as to develop an understanding of what bullying is.
- **E-safety is taught across the curriculum** and through assemblies and visual reminders around the school community
- PSHE education lessons are used to **develop understanding of bullying, its impact and ways to respond to bullying situations.** PSHE education is also used to develop understanding of similarity and differences and the **unacceptability of all forms of prejudice and bullying.**
- **Whole school assemblies** are also used to develop understanding of bullying, its impact and encourage reporting.
- The whole school participates in **annual activities for anti-bullying week** including activities in form time and PSHE.
- Form time provides opportunities for dealing with and reflecting on issues that have arisen in the class.
- We **regularly survey students** through the Safe and Well School Survey.

6. Staff Training

All staff new to the school receive a copy of this policy. There is at least one annual training session for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms of bullying behaviour including cyber-bullying and are trained to identify, record and challenge prejudiced based bullying and incidents.



7. A Restorative-Led Approach

When a student approaches a member of staff regarding a form of bullying they will always be listened to and supported. Staff have training on how bullying can affect a target and know how to respond in such cases. A student can approach **any member of staff they have confidence in** who will listen to the student and help them to reflect on a situation and find ways forward for themselves with the support of other students and staff. **The views of the students involved are given high priority when deciding the restorative-led outcomes.**

All reports of bullying behaviour are thoroughly investigated and appropriate timely action taken. Staff are aware that we support the target **AND** the perpetrator, changing behaviour through education and guidance. Where appropriate restorative justice is used, and Year Office staff have taken part in training in how to facilitate this.

For bullying incidents that are long term or have failed to respond to a previous approach, other approaches may be used if the target feels confident to use this method. The target and the person displaying bullying behaviour come together in a supervised situation with a mediator who is a member of staff trained in the process. Both the target and the person displaying bullying behaviour say how they feel and why. They agree on the solution together and the mediator ensures they are both happy with the decision. The target and the person displaying bullying behaviour reconvene with the mediator at an agreed later date to report on how successful they have been. Additional meetings can be arranged to confirm the successful outcomes.

Both parties feel secure and unthreatened in resolving their problem with a member of staff present. The process supports those students who are in conflict but may have not yet developed the skills to deal with it in an effective way.

Work with the perpetrator is based on underlying thoughts, feelings and unmet needs. Care and support is given to both parties.

Where there are relationships across a form group that cause concern to staff, students or parents/carers, the form group will participate in work on self-esteem and the development of respect for each other. This will be supported by the work of the PSHE Department who will offer additional support and activities wherever they are needed.

8. Reporting Bullying in School

All students have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying by:

- Alerting an adult in school to any concerns.
- Talking to your friends about the situation.
- Above all - always telling someone. Adults will usually need to intervene to stop bullying
- Remembering that all of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.



Students (if you have been bullied):

- If you feel able to and it is safe to do so, ask the person displaying bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Speak to your form tutor or year office team
- Do keep any evidence of online bullying as it can be used as a part of the investigation
- It is possible the situation will take time to resolve, but unless you tell someone we cannot help you.

Parents and carers:

- Listen and talk to your child about the situation and discuss and agree next steps.
- Contact your child's form tutor if you are worried or concerned.
- Monitor social networks, messaging applications and computer and phone use.
- Reinforce the value of kindness and respect.

School Staff:

- We take seriously any report of bullying
- We record it and report it to the student's form tutor
- We will challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- We will let other students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on SIMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved

Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The student saying they are being bullied will be asked to record and report any incidents which cause them concern.

Senior Leadership Team and Governors:

- Reports of bullying and prejudiced based incidents will be made to the governing body
- Senior Leadership will also report on the Safe and Well School Survey
- The senior leadership team and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by students or parents and carers about bullying in the school community.



9. Stages of dealing with reports of bullying

If the incident(s) of bullying in school are severe then a student may start at Level 2, or higher.

Level 1

For initial low-level bullying start by discussing fully the incident with the target and identify how THEY wish to proceed, either by:

- One to one help with their chosen member of staff to examine how the situation can be resolved.
- Group/form discussion with the support of their chosen member of staff or form tutor.
- 'Face' to 'face' contact supported by their chosen member of staff and form tutor of the person displaying bullying behaviour.
- Students will be encouraged to discuss the events with their parents/carers.
- A report of this event will be kept by the member of staff and must be logged on a year team investigation report document.
- Regular contact must be kept with the target so that outcomes can be reviewed at an agreed short- and long-term date.

Level 2

- If the above approaches are not successful or the incident reported is determined after investigation to be a serious and /or persistent level of bullying then appropriate sanctions are applied.
- The Head or Year or Assistant Head of Year will offer appropriate advice/counselling to firstly the target of bullying and then the person displaying bullying behaviours.
- Parents/carers of both parties will be informed of the actions we have taken.
- A report of both the event and the actions taken will be kept on a year group investigation report document.
- Students, both the target and the person displaying bullying behaviour, will be followed up on a short- and long-term basis to check no further incidents have taken place and that the issue/s have been resolved.

Level 3

- Further bullying will result in appropriate sanctions being taken and may result in a minimum one-day exclusion (internal).
- A face to face discussion will take place with the student demonstrating bullying behaviours, his/her parents/carers and the Head of Year and/or the Deputy Headteacher overseeing Behaviour and Attendance.
- In the event of exclusion, a contract will be drawn up where student and parents accept the school's support on behaviour management. At this stage changes to form groups, sets or timetable blocking may be considered.
- Contact will be made with parents/carers of student (target) and their feelings and ideas will be given consideration.
- A report of both the event and the actions taken will be kept on SIMs.
- Students, both the target and the person displaying bullying behaviour, will be followed up on a short- and long-term basis to check no further incidents have taken place and that the issue/s are resolved. A referral to counselling/one to one help may be made.



Level 4

If a student fails to respond to the support given in each of the previous levels and continues with persistent bullying, then this could result in permanent exclusion and possible police involvement.

10. Use of Sanctions

Sanctions by themselves are unlikely to change bullying behaviour but sanctions, in line with the school's Behaviour Policy, will be used where appropriate and to send a clear message about the seriousness of the behaviour. These might include:

- Official warnings to cease offending or sanctions could be applied
- Restore and Repair conversations with students and/or staff (B3 within the Behaviour Policy)
- Homework tasks around abuse, bullying and unkindness from a range of subjects.
- Detention (B4 within the Behaviour Policy)
- Involvement of the Brighton Police Youth Team
- Exclusion from certain areas of premises
- Internal exclusion (B5 within the Behaviour Policy)
- Suspension (B5 within the Behaviour Policy)
- Permanent exclusion (B5 within the Behaviour Policy)
- Parents and carers of those involved will be informed of any action taken.
- Records will be kept on students' files.

Further details on the types of sanctions used can be found within the BMS Behaviour Policy.

11. Behaviour beyond the School Gates and in the Community

At Blatchington Mill we feel a strong sense of duty to the local community and, as such, will take the necessary steps to identify and issue appropriate consequences to students who are responsible for unacceptable behaviour in the community. Students are expected to engage in work to understand why such behaviour is wrong and restore the relationship with the community. The same BBB (B1-5) protocols are followed for behaviour in the community, especially when students are identified as being from Blatchington Mill.

Teachers have the power to discipline students for misbehaving outside of the school premises "*to such an extent as is reasonable*". The school adheres to DfE advice which allows us to deal with misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school or
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.



Where bullying outside of school is reported to school staff, it will be investigated and acted on. The school will also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

12. Monitoring of the policy

- A member of the Senior Leadership Team is responsible for overseeing the school's anti-bullying procedures.
- Students and Staff will have the opportunity to regularly evaluate the policy and assess its implementation and effectiveness.
- The Senior Leadership Team will review the policy annually and assess its implementation and effectiveness.
- The governing body is regularly informed of bullying incident rates, concerns, successes and plans to improve processes and effectiveness.

The *BMS Anti-Bullying Policy* will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years. At every review, the policy will be approved by the full governing board.

13. Equality Act

The *BMS Anti-Bullying Policy* acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to supporting excellent attendance will cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student with poor attendance to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Related Policies

- Behaviour Policy
- Bereavement Policy
- Children With Health Needs who Cannot Attend School Policy
- Child Protection and Safeguarding Policy



- Home School Agreement Policy
- Special Educational Needs and Disability Policy

Related policies are found here:

<https://www.blatchingtonmill.org.uk/our-policies-and-processes/policies/>

Appendix A: Specialist Organisations that can provide further support and/or advice

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

- Anti-Bullying Alliance: Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Cyber-bullying and Online Safety

- Childnet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- The UK Council for Child Internet Safety (UKCCIS): has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ+

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services



across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

- **Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

SEND

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

- **MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, religion and nationality

- **Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- **Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.
- **Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- **Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.



Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.