DEPARTMENT OF EDUCATION, SPORT AND CULTURE
RHEYNN YNSEE, SPOYRT AS CULTOOR

Isle of Man Government
Government
Reiltys Ellan Vannin

Anti-Bullying

DESC Policy

Contents

Summary

About this policy

This document has been produced by the Department of Education, Sport and Culture (DESC). DESC recognises that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

By effectively preventing and tackling bullying, DESC settings can help to create safe, innovative, learning environments where pupils can thrive.

This document is for reference by schools and all other DESC settings to help them take action to prevent and respond to bullying in conjunction with their Behaviour/Relationships, Anti-Bullying, Inclusion, e-safety, Acceptable Use and Equal Opportunities policies.

The purpose of this document is

- to provide guidance to school settings when formulating their anti-bullying policies
- to support the prevention of bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to support swift action if bullying does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what can be done to prevent and deal with bullying.

Who is this document for?

This policy is for leaders and staff in all of DESC's establishments and for anyone working on behalf of DESC including Governors, paid staff, volunteers, sessional workers, agency staff, youth workers, sports staff, culture staff and students. Bullying allegations in relation to staff are excluded from remit of this policy and the Fairness at Work policy and procedures apply.

Key points

All DESC provided and maintained schools, along with other settings (including the Youth Service) must have a Behaviour/Relationships Policy and Anti-Bullying Policy in place.

All DESC provided and maintained schools and other settings including the Youth Service must maintain a record of all allegations of bullying.

Staff complaints of bullying in the workplace are managed by the Isle of Man Government Fairness at Work Policy and Guidance.

Related Policies and Procedures

This policy statement should be read with reference to DESC and school policies and procedures including:

Safeguarding and Child Protections policies

Managing Safeguarding Allegations against Staff Members (MASM) policy

Behaviour/Relationship Policies

Alternative Provision Policy

Equality, diversity and inclusion policies

Acceptable Use and E-safety policies

Mobile Phone and Smart Devises Policy for Schools

Effective Date

This document is effective from 14th March 2025. It will be updated as required and reviewed at least every two years.

Policy

Legislation

Section 10(1)(a) of the Education Act 2001 states that the articles of government of a provided school or maintained school shall specify the authority (that is, the Department, the governing body or the head teacher) which shall determine the standard of behaviour which is to be regarded as acceptable at the school.

Section 20 of the articles of government of each school states that the head teacher, in consultation with the governing body, shall prepare and keep under regular review a written anti-bullying policy setting out the arrangements made by the school to prevent and follow up any incidences of bullying.

The Department of Education, Sport and Culture's policy is that each of its maintained and provided schools shall have a Behaviour/Relationships Policy and an Anti-Bullying Policy in place.

Policy

What is bullying?

The Anti-Bullying Alliance defines bullying as -

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

Bullying can take many forms and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender (including reassignment), sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between individuals, or perceived differences.

Stopping violence and ensuring immediate physical safety should always be a setting's first priority but the impact of bullying can be emotional and/or psychological as well as physical; teachers and schools have to make their own judgements about each specific case. Schools should be aware of the impact of any bullying on victims' emotional wellbeing and take appropriate action to support them in feeling safe within the school community.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for a victim to defend themselves. This imbalance can be displayed in difference ways, it may be:

- Physical
- Psychological (knowing what upsets someone)
- Derived from an intellectual imbalance
- By having access to the support of a group
- Having the capacity to socially isolate somebody

Low level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed as 'banter' or 'horseplay' it can lead to a reluctance to report other behaviour in case this too is dismissed in the same way. Early intervention can help to set clear expectations of behaviour that isn't acceptable and can help to stop negative behaviours escalating.

Since September 2022, a quality assurance framework has been implemented across schools and educational services with indicators to support the development and implementation of school and educational service improvement plans. The framework provides a focus for school and educational service leaders to enable them to reach judgements, monitor and evaluate all areas of a school and educational service provision, including the quality of education, behaviour, relationships and attitudes, personal development and leadership and development at all levels.

The external validation process will then validate the judgements made by school or educational service leaders against the quality assurance framework indicators to support the development and implementation of school or educational service improvement plans. The external validation team will develop an initial picture of a school or educational service and will work collaboratively with the school or educational service to inform validation trails (the focus for the external validation visit).

The following indicators within the framework may apply when validating judgements with regards to bullying:

- The school has high expectations for learners' positive relationships and attitudes and these are applied fairly and consistently
- The school promotes behaviour, relationships and attitudes which are positive and respectful within the school community
- The school promotes respect for everyone, including the different protected characteristics as defined in law
- Leaders establish a respectful culture which positively promotes and supports wellbeing
- The school adheres to all statutory policies regarding child protection and safeguarding

- Leaders ensure that there are appropriate systems in place to identify and monitor concerns, to address attendance and punctuality and appropriate action taken if required.

It should be noted that safeguarding/child protection will be reviewed as part of every external validation visit, the external validation team will always have regard for how well all learners are supported, protected and kept safe. They will not provide a separate validation of the self-evaluation for this aspect of a school or educational service's work but will validate the school or educational service's self-evaluation and judgement within the Leadership and Development section which refers to all statutory policies regarding child protection and safeguarding being adhered to, stating whether they agree that the arrangements for safeguarding of all learners are effective.

Cyber bullying

Widespread access to technology has provided a medium for cyber bullying which can occur in or outside school. All schools have policies in place that describe the acceptable use of mobile phones in the school environment.

All schools have an E-Safety Policy and seek to provide pupils with knowledge, understanding, skills and attributes around appropriate online behaviour through their e-safety curriculum.

Many resources have been developed to assist in responding to cyber bullying – please see the 'associated resources' section of this guidance.

Dealing with bullying

A setting may choose to define bullying for the purpose of its own Behaviour/Relationships Policy and Anti-Bullying Policy, however, any definition that is used must have regard for the definition that is shown on page 4 of this document. Any definition needs to be clearly communicated to and understood by pupils, parents and staff.

A setting's staff, headteachers and governors are best placed to decide on the most appropriate response to the particular issues that affect their pupils – there is no single solution to bullying that will suit every establishment.

School's accountability

Settings should have clear and concise procedures understood by all for reporting any alleged incidents of bullying and clear procedures for investigating which are shared with all in the school community.

Schools' policies and procedures should have due regard for the definition of bullying contained within this guidance.

Pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The Quality Assurance Framework is a tool for measuring how well a school deals with behaviour and bullying. Areas such as wellbeing, behaviour, respect and safeguarding are included in the validation process and will look for evidence of the impact of the actions a school has taken and how effective these actions are in preventing or dealing with any incidents.

A template Anti-Bullying Policy which schools may adapt for their use can be found in **Appendix 1**.

Prevention

Schools' response to bullying shouldn't start at the point at which a child has been bullied. The proactive gathering of intelligence about issues between pupils which might provoke conflict and the development of strategies to prevent bullying occurring in the first place can prove very effective.

Settings within DESC should have measures in place to prevent bullying and these include:

- promote a culture and ethos where all are valued and supported and feel a sense of belonging to the setting – this should be underpinned by clear values and shared behaviours that support those values
- developing a code of behaviour that sets out how everyone involved within the setting is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use the setting about bullying and how to prevent it e.g. through their PSHE curriculum
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place

These procedures and measures should be clear to leaders, parents/carers, pupils and staff. It is important that when incidents do occur, they are dealt with quickly.

Schools which do well at tackling bullying have created an inclusive ethos where pupils and staff treat each other with respect and all have a sense of belonging. That culture extends beyond the classroom to include corridors, dining areas, play areas, staff rooms, administration offices and transitioning in and out of settings.

Involving parents/carers helps to ensure that they are clear that a school doesn't tolerate bullying and gives them awareness of the procedures they should follow if they believe that their child is being bullied. This can help to strengthen parents/carers' confidence that the school will take any complaint about bullying seriously and work to resolve the issue in a way that protects the child.

Involving pupils ensures that they all understand the school's approach and they are clear about their part in preventing bullying, including what they can do when they find themselves as bystanders.

Clear disciplinary sanctions, described in a school's Articles of Government, Behaviour/Relationships and Anti-Bullying policies, can help to highlight how seriously the school views bullying and reflect that bullying behaviours will not be tolerated. Schools should adopt a restorative approach to help perpetrators understand the impact of their actions in a safe and boundaried way.

Open discussions about differences between people such as religion, ethnicity, disability, gender, sexuality or appearance and differences in family situations such as looked after children and single parent families can help to promote tolerance and acceptance of differences between people. These discussions can include that the use of any prejudice-based language is unacceptable and will be dealt with seriously.

Specific organisations and resources can help with particular situations. Schools can draw on the experience and expertise of anti-bullying organisations who have specialist expertise in dealing with certain forms of bullying.

Effective staff training is crucial. Anti-bullying policies work best when all staff are aware of and understand the principles and purpose of their setting's policy, how to resolve problems and where to seek support.

Working with the wider community, such as the police, to establish an agreed approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been or may be committed can be beneficial.

Identification of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of the possible signs and should investigate further if a child displays them. These may include:

- Reluctance to come to school
- Appearing withdrawn or anxious
- Attempting to run away
- Crying a lot
- Having trouble sleeping
- Deterioration in school work

- Equipment damaged or clothes torn
- Having possessions go 'missing'
- Sudden change in behaviour e.g. becoming aggressive or disruptive
- Not eating
- Self-reporting
- Peer reporting

Schools should make sure that it is really easy for pupils to report bullying and also assure them that they will be listened to and incidents will be acted on. Pupils should also feel that they can report bullying which might have occurred outside school, including cyber-bullying. The creation of a safe environment where pupils can openly discuss bullying will help to ensure that reporting takes place.

Intervention - Support for pupils who are bullied

All schools have a responsibility to support children who are bullied and make appropriate provision for every child's needs. The nature and level of support will depend on the individual circumstances and the level of need. Engagement with parents can be vital in ensuring that the child can feel safe and supported.

Settings should ensure that their response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- the setting as a whole

Settings should also follow up any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their physical, social, mental and emotional health. Staff should support all pupils who are bullied, remaining alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. The on-going promotion of a culture of inclusion, acceptance and tolerance of every member of the school community can help towards preventing some instances of bullying.

Vulnerable pupils with additional educational needs or disabilities may lack the social or communication skills to report incidents. It is important that staff are alert to the potential bullying that these pupils might face as a result of their vulnerabilities and to make sure that reporting mechanisms are accessible to all pupils.

A range of other local or individual factors can result in some children being more vulnerable to bullying and its impact. Being aware of this can help schools to develop prevention strategies.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional, physical or mental health difficulties. Schools should ensure that they make appropriate provision for a pupil's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on the child, including seeking expert support and help both within and outside DESC where appropriate.

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. It also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Schools should respond sensitively where an absence arises as a result of bullying.

Schools should do all they can to ensure bullied children continue to attend school. This may include measures to ensure that the victim and the perpetrator are kept separate and contact is minimised. It is important that this support is backed up with actions to tackle the bullying so that bullied children feel safe at school, as well as transitioning in and out of schools and settings.

Discipline and tackling underlying issues of bullying

Schools should apply appropriate disciplinary measures to pupils who display bullying behaviours in order to show clearly that their behaviour is wrong and will not be tolerated. They should also implement measures aimed at preventing this behaviour in the future and should consider restorative approaches.

Disciplinary measures (informed by a school's Articles of Government) should be set out clearly in each schools Behaviour/Relationships Policy and Anti-Bullying Policy and must be applied fairly and consistently.

It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, it is important to consider whether the child engaging in bullying may also need support.

There are organisations (listed in the further resources section) which provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Support for staff who are bullied

It is important that settings take measures to prevent and tackle bullying among pupils. It is also important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues is equally unacceptable.

The IoM Government [Fairness at Work Policy](#) applies to bullying allegations in relation to staff.

Along with the existing Behaviour and Anti-Bullying policies published by each setting, the Department of Education, Sport and Culture has a policy in place that details the actions that will be taken in instances of unacceptable behaviour by visitors to school premises – this can be found in the Associated Resources section of this document.

Reference should also be made to the Managing Safeguarding Allegations against Staff Members (MASM) Policy, which should be used in instances of any allegations of inappropriate behaviour by staff towards pupils.

Monitoring of Bullying

Recording and monitoring of bullying allegations and incidents is essential and can provide valuable information on the scope and scale of the issue in order to guide improvements in policy and practice and inform anti bullying interventions. Recording, monitoring and analysis of bullying is best carried out locally where it can support self-improvement.

Collected data can help to identify trends, specific issues around equality and diversity and other patterns which may help schools address bullying incidents efficiently. The most successful anti-bullying interventions are embedded within a positive ethos and culture and do not focus on individual incidents. Settings should aim to create safe and secure environments where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour, resulting in the reduction of incidents.

All allegations of bullying should be recorded by each setting in a log. This should include actions taken to investigate and deal with all alleged incidents of bullying, and the ongoing monitoring of these incidents, where appropriate. Schools should regularly review their log to identify any patterns or trends to inform policy review and their PSHE/E-safety curriculum. Review is recommended at least each term.

Please see **Appendix 2** for a template log which may be used to record allegations of bullying.

Associated Resources

Legislation and Policy Links

The Education Act 2001 is linked here [Education Act 2001 (gov.im)](#)

The Safeguarding Act 2018 is linked here [Safeguarding Act 2018 (gov.im)](#)

The Equality Act 2017 is linked here [Equality Act 2017 (gov.im)](#)

Each of the Island's schools **Articles of Government** can be found [here](#)

Each school's **Behaviour** and **Anti-Bullying Policies** can be found on their website

The Department's policy on **Unacceptable Behaviour by Visitors on School Premises** is linked [here](#)

The Department's **Managing Allegations Against Staff Members (MASM) Policy** can be found in the Departmental Documents channel in MS Teams

The Isle of Man Government **Fairness at Work Policy** is linked here [faw-policy-review-dec-2022-v3-071222.pdf (gov.im)](#)

Specialist organisations

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

- **The Anti-Bullying Alliance:** [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 bully issues.

  The ABA website contains help and support for those that are being bullied and is linked here [Find help and support (anti-bullyingalliance.org.uk)](#)

- **Kidscape:** [Help With Bullying | Bullying Advice | Kidscape](#) is a 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.

- **NSPCC:** [NSPCC | The UK children's charity | NSPCC](#) the UK's leading children's charity has a wealth of resources that can be accessed from their website.

Cyber bullying and online safety

- **ChildNet International:** [Childnet — Online safety for young people](#) contains specialist resources for young people to raise awareness of online safety and how to protect themselves.

- **Internet Matters:** [Keep Children Safe Online: Information, Advice, Support - Internet Matters](#) provides help to keep children safe in the digital world.

- **Think U Know:** [CEOP Education](#) resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- **UK Safer Internet Centre:** [Cyberbullying - practical advice for professionals working with young people - UK Safer Internet Centre](#) UKSIC established in 2011 is a leading global partnership helping to make the internet a great and safe place for everyone. They provide support and services to children and young people and professionals working with children.

LGBT+

- **Barnardo's:** [LGBT+ young people | Barnardo's (barnardos.org.uk)](#) through its Positive Identities service, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

- **Proud Trust:** [Schools and Training - The Proud Trust](#) is an LGBT+ youth charity empowering young people to be proud of who they are. They run a national training and inclusion programme for schools.

- **Stonewall:** [Schools & colleges | Stonewall](#) An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools and specialist training for teachers.

- **Mermaids**:   [https://mermaidsuk.org.uk/helpline-support-services/](#)   An organisation specifically geared to supporting trans, non-binary and gender-diverse children, young people.

Mental Health

- **MindEd:** MindEd is a free educational resource on children, young people, adults and older people's mental health. It includes information that can be used by parents, linked here   [MPC_03_12 Bullying And What To Do As A Parent - UMBRACO | MPC_03_12 Bullying And What To Do As A Parent (mindedforfamilies.org.uk)](#)

- **Kooth:** [Home - Kooth](#) Kooth is a free, safe, and anonymous online platform where young people can access mental health support whenever they need it.

- **Isle Listen:** [Home - IsleListen](#) Through early intervention and prevention, we support children and young people up to the age of 25 via our educational programme in schools and one-to-one therapeutic support

Race, religion and nationality

- **Educate Against Hate:** [Educate Against Hate](#) provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

- **Kick it Out:** [Home Page | Kick It Out](#) Uses the appeal of football to educate young people about racism and provide education packs for schools.

Sexual harassment and sexual bullying

- **Anti-Bullying Alliance:** [Sexual bullying - anti-bullying guidance for teachers and other professionals.pdf (anti-bullyingalliance.org.uk)](#)

- **Keeping Children Safe in Education (UK Gov):** [Keeping children safe in education 2023 (publishing.service.gov.uk)](#) part five of this guidance document address sexual harassment and sexual violence.

Additional Educational Needs and Disabilities

- **Anti-Bullying Alliance:** [SEN & Disability (anti-bullyingalliance.org.uk)](#)

- **Mencap:** [Bullying at school | Mencap | Learning disability](#) represents people with learning disabilities and has specific advice and information for people who work with children and young people.

- **Changing Faces:** [Physical Appearance Discrimination In School | Visible Difference (changingfaces.org.uk)](#) provides online resources and training to schools on bullying because of physical difference.

APPENDIX 1

<<School Crest>>

Anti-Bullying Policy

<<School>>

<<DATE>>

<<School>> promotes values which reject bullying behaviour and promote co—operative behaviour. **Tackling bullying matters.**

STATEMENT OF INTENT

<<School>> is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. **Bullying of any form is not tolerated in our school**, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

WHAT IS BULLYING

<<School>> recognises that many children and young people will experience conflict in their relationships with other children and young people. We are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

The Anti-Bullying Alliance defines bullying as

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

repetitive ➡ hurtful ➡ intentional ➡ power imblance

<<INSERT SCHOOL DEFINITION OF BULLYING IF IT DIFFERS FROM THE ABOVE>>

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school

engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

BULLYING IS UNACCEPTABLE. <<SCHOOL NAME>> WILL RESPOND PROMPTLY AND EFFECTIVELY TO REPORTED INCIDENTS OF BULLYING.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel safe and happy.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

TYPES OF BULLYING BEHAVIOUR

Bullying can take many forms:

- Emotional – being unfriendly, excluding, tormenting, threatening behaviour
- Verbal – name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical – pushing, kicking, hitting, punching or any use of violence
- Extortion – demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments
- Homophobic or biphobic – bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

PREVENTING BULLYING

At <<school name>> we have a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

We do this by

<<insert list of bullying prevention measures that happen in **your** school, *some examples are listed below*>>

- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Having a positive ethos that all pupils, staff and parents understand.
- Promoting a clear message that bullying will not be tolerated.
- Work in school which develops empathy, social skills and emotional understanding e.g., PSHE, Citizen ship, social and emotional learning programmes.
- Raising awareness of online bullying through regular e-safety lessons.
- Offering training to all school staff around bullying.
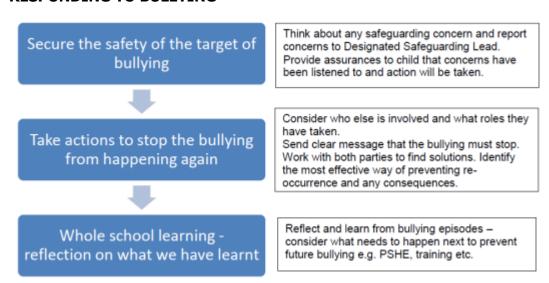
REPORTING BULLYING

At <<school name>> pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupil are encouraged to report bullying to:

<<Insert your school's reporting process>>

RESPONDING TO BULLYING

Secure the safety of the target of bullying	Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to child that concerns have been listened to and action will be taken.
Take actions to stop the bullying from happening again	Consider who else is involved and what roles they have taken. Send clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
Whole school learning - reflection on what we have learnt	Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. **<< Insert the measures your school takes to do this>>**

PROCEDURES FOR PARENTS

If a parent has any concerns about their child, they should **<<insert the actions your school would like parents to take if they think there is an issue with bullying>>**

FURTHER RESOURCES

This policy has links to the following policies

School Behaviour Policy

School Safeguarding and Child Protection Policy

School PSHE Policy

<<Insert links to any other resources you would like to share here>>

Appendix 2

Was the reported incident bullying or not?	Is it a safeguarding incident?	Type of bullying	Characteristics of the bullying	Where the bullying took place	Location details	Action taken and rationale
Record every report of bullying and not just everything you decide IS bullying. Record your rationale. This is important so you can track if there is a misunderstanding between yourself, staff, parents and pupils relating to the definition of bullying. This provides evidence about rationale in case justifcation of decisions is required.	If this is the case, *immediate referral to the settings DSL is required*	Choose from - *Verbal* - *Physical* - *Psychological (e.g. rumour spreading, false friendships etc.)* *Capturing this data will help you understand if you have a particular issue with types of bullying*	Choose from - *Homophobic or biphobic* - *Transphobic* - *Sexist* - *Sexual* - *Racist* - *Disabilist* - *Appearance targeted* *Capturing this data will help you understand if you have a problem with a particular kind of bullying*	Choose from - *on school site* - *online* - *on the way to/from school* - *other* *Capturing this data will help you understand if there are bullying hotspots / areas that need more supervision, a problem with online bullying and/or a problem on journeys too and from school. The next column provides a space to capture further detail about the location*	*Space to capture specific details with regard to location - for example particular parts of the site or a particular journey*	

Version Control and Review

The business area that owns this document is **Education Advice and Support**

Version	Author	Date	Changes
V0.1	Policy Hub	June 2024	First Draft
V0.2		September 2024	Amendments following consultation with SMEs
V0.3		January 2025	Amendments following consultation period
V0.4	Policy Hub	January 2025	Final Draft submitted to SLT (Policy Hub Edit)
V0.5	NG	17/02/2025	Amendments following SLT review
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V1.0	Policy Hub	14/03/2025	Version 1.0 published

Review Date

This document was issued in March 2025 and is due to be reviewed in March 2027.

Anti-Bullying Policy for DESC Establishments V1.0 March 2025