

Anti Bullying and Harassment (hereafter known as ("Bullying") Policy

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Current Status	Operational	Last Review:	
Responsibility for Review:	Group Head of Welfare and Safeguarding	Next Review:	July 2026
Internal Approval:	SET Curriculum	Originated as Professional Behaviour Policy:	Feb 2025

1. Summary

1.1. This policy applies to all staff and any other personnel associated with Eastern Education Group (EEG) schools, which includes:

- Chalk Hill
- Duke of Lancaster School
- Priory School
- Stone Lodge Academy
- Sunrise Academy

2. Introduction and Scope:

This policy covers all children and intends to support schools in promoting harmonious relations between children.

The school is committed to the elimination of discrimination, harassment and victimisation particularly on the grounds of sex, sexual orientation, race, religion or belief, age, disability, gender reassignment, pregnancy and maternity and marriage or civil partnership.

3. The Schools's Commitment

We value the contribution of all our children. We recognise that children are most able to contribute when in a school environment atmosphere in which they feel valued as individuals, and where a culture of dignity and mutual respect is upheld.

We believe that any form of harassment, bullying, victimisation or intimidation is unacceptable; as it undermines the dignity of individuals, is morally wrong and has a detrimental effect on the provision and delivery of education.

Children who suffer from bullying will be treated sensitively and will be protected against victimisation for making or being involved in a complaint.

4. Definition

Bullying can be defined as **persistent**, offensive, abusive, intimidating, malicious and/or insulting behaviour, abuse of power or unfair sanctions which make the recipient feel upset, threatened, humiliated or vulnerable resulting in the confidence of the individual being undermined and giving rise to unacceptable levels of stress.

- Repeatedly shouting or swearing at students both in public and in private
- Spontaneous rages, often over trivial matters

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- Public humiliation
- Personal insults and name calling
- Persistent unjustified criticism
- Spreading malicious rumours
- Freezing out, ignoring or excluding
- Persecution through threats and instilling fear
- Constantly undervaluing effort
- Never listening to another's point of view
- Physical attacks
- Humiliating text messages, e-mails, images or graffiti.

Some examples of ***less obvious bullying***:

- Deliberately sabotaging or impeding learning performance
- Withholding learning related information or supplying incorrect information
- Knowingly destroying a relationship between other people.

All forms of bullying can have an adverse effect on learning performance, morale and physical and mental health. It is not necessarily the action, but how the recipient feels about the action that is the important thing to consider.

All bullying is regarded as a serious matter and the staff will investigate any allegations made.

All complaints will be treated seriously, confidentially and within reasonable timescales.

Disciplinary action will be taken if appropriate including the use of restorative conversations.

5. Curriculum

Children will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through Personal Social Health and Economic (PSHE) lessons and other subject areas and through assemblies and other school activities, such as Anti- Bullying week.

6. Adults

Adults at the school also have a right to work free from bullying and the philosophy of this policy applies to all members of the school community.

Any adult who feels they are being bullied should be encouraged to discuss the issue with their Line Manager or a member of the Senior Leadership Team. Staff should also contact the HR Green team for support.

7. Bullying outside school premises

The Head of School has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the [Education and Inspections Act 2006](#) gives head teachers the power to regulate students conduct when they are not on school

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premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on.

The Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their Local Authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

8. Cyber-bullying

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, and more accessories as people forward on content at a click. The wider search powers included in the [Education Act 2011](#) 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

9. Legal Context

Bullying is psychological harassment. It can take many forms from inappropriate comments and manipulative behaviour to more explicit forms of intimidation and abuse, including threats and violence.

While there are no specific laws that deal explicitly with "bullying" per se, it may be unlawful if it involves either:

- Criminal assault or intimidation
- Discrimination
- A course of harassment

Bullying is contrary to the duty of care to provide a safe environment for students and may breach health and safety legislation.

10. Complaints

Bullying is viewed as a very serious offence, which if proved may in certain circumstances lead to the dismissal of a member of staff, or, in extreme cases, where we have evidence of a child being bullied by another child, the exclusion of that bullying child (the perpetrator).

We will seek to provide a supportive environment for children who make claims of bullying and will treat any such complaint in confidence.

10.1 Informal Complaint

Children who feel they are being bullied by other children should raise the matter in the first instance informally. This will normally be with Safeguarding team or with their trusted adult. Records should be kept on the safeguarding database. In the majority of

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cases the best resolution to a situation can be arrived at informally especially where the incident is an isolated one, fairly minor or maybe unintentional. If agreement can be reached, which is mutually acceptable, the situation should be resolved and the complaint ends at this point.

10.2 Formal Complaint

If however, it is not possible to resolve the situation informally then the complainant should use the formal schools complaints procedure. Any complaint will be investigated and if the accusation is upheld will be treated as a serious disciplinary offence. Both the complainant and the accused will have the right to be accompanied at any investigatory meeting and disciplinary hearing.

10.3 Student Behaviour

Any behaviour by a child directed against staff or other children will be taken seriously and dealt with appropriately.

11. Division of Responsibility

We recognise our duty and responsibility to prevent, as far as possible, or deal with, any form of bullying in the learning environment. However, every child also carries the responsibility for their own behaviour, actions and inactions.

This policy will be communicated through talking to our children, induction, information and publicity, and in-house communications including the website. Parents will receive a copy of policy when their child starts school with us.

11.1 Schools Responsibilities:

In relation to countering harassment and bullying, we have the responsibility to:

- Provide a safe learning environment for children
- Create an environment where students can say "no" to unacceptable behaviour and where they can complain about such behaviour to staff, without being blamed/victimised for alleged deficiencies in their own learning performance
- Inform staff, children and parents/guardians of relevant legislation
- Develop and publish relevant policy and procedures
- Educate staff, children and parents about rights and responsibilities
- Respond promptly and appropriately to all complaints
- Provide appropriate procedures and facilities to deal with complaints
- To support students in developing the EEG character strengths of Resilience, Optimism, curiosity, ambition, ownership, respect, self-control and confidence.

11.2 Student's Responsibilities:

Students have a responsibility to:

- Engage in appropriate behaviour in accordance with our stated expectations, policy and procedures
- Respect the rights of their peers (other children)
- Take responsibility for their own behaviour, actions or inactions

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12. Documentation and Record Keeping

It is in the interests of all parties to ensure that there is adequate documentation of all information and events relating to a claim of bullying al incidents of this nature will be recorded. These will all be recorded on the safeguarding data base currently called c-poms.

13. General

This policy should not be read in isolation, but cross-referenced with all relevant Schools policies

Other links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf