Anti Bullying Policy

The Vyne Community School

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This policy was written following a whole school survey and consultation with students, parents, staff and governors. Every student has been fully involved in devising the different elements of the Vyne Community School Anti-Bullying Strategy and the resulting policy has been shared with all stakeholders. This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Single Equality Scheme.

RATIONALE

At The Vyne Community School we strive to ensure that we create an environment where everyone, including staff, students and parents feels included, happy and safe to flourish in our school. We work closely with our community to build a respectful and caring school where we accept and respect differences. We are a "Telling" school, if someone says something, or does something you don't like, do not retaliate - tell someone.

Bullying of any kind is unacceptable at our school. The Vyne Community School will not tolerate bullying between any members of its community be they staff, students or the wider community. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

PURPOSE

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated towards any member of the school community be they a child or adult.

The Vyne Definition of Bullying

The Vyne Definition of Bullying

Bullying is any repeated behaviour which causes physical, mental or emotional hurt, face to face or online (cyberbullying).

It can happen between friends, when a thoughtless, deliberate or intentionally cruel comment or joke causes hurt to others. When comments cause hurt to others it is not considered banter. It can include spreading rumours, gossiping, commenting on their appearance and speaking badly of others. This can also include leaving someone out or excluding them from activities.

It may also include repeated prejudice based abuse that targets someone's protected characteristics. These include: perceived disability, race, religion, gender identity, or sexual orientation.

This is a behaviour which is persistent, happens more than once and makes it hard for the target to defend themselves.

Written and reviewed by the Vyne Student Body 2025

Bullying can include

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or related to home problems
- Sexist or sexual bullying
- Cyber bullying

The school works hard to ensure that all students know the difference between bullying and simply "falling out". Friendship fallouts occur at times and occasionally there will be conflict between students. Bullying occurs where there is an imbalance of power that is persistent and deliberate.

Statement of Intent

At The Vyne Community School we strive to ensure that we create an environment where everyone, including staff, students and parents feels included, happy and safe to flourish in our school. We work closely with our community to build a respectful and caring school where we accept and respect differences. We are a "Telling" school, if someone says something, or does something you don't like, do not retaliate - tell someone.

Bullying of any kind is unacceptable at our school. The Vyne Community School will not tolerate bullying between any members of its community be they staff, students or the wider community. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a *TELLING* school. This means that ***anyone*** who knows that bullying is happening is expected to tell the staff. Bystanders have a responsibility to tell an adult in school or a peer supporter if they are concerned that bullying is occurring.

Where bullying exists the targets must feel confident to activate the anti-bullying systems

within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school.

Who can you tell?
Tutor, any teacher, Pupil Support and Guidance Manager, Progress Leader (referred to as "YL"), Senior Leadership Team (referred to as "SLT") attached to the year group, any member of Support Staff, Peer Mentors, Cyber Ambassadors and parents/carers. You can tell in person, via a note or email. You can use the "Report the Bully" button on the school website.

Adults in our school should talk to their line manager or the Headteacher if they feel they are the target of bullying or harassment. Any concerns about the Headteacher should be raised with the Chair of Governors.

Who has responsibility?
- Everyone
- Governors, Anti Bullying (Safeguarding) Governor specifically to review Bully Log Termly
- Assistant Headteacher will review bully log, policy and actions as set out below
- Teaching staff and tutors will deal effectively with any bullying incidents they are aware of
- Pupil Support and Guidance Managers will support with the recording and reporting of bullying and peer issues on Sims
- Students will tell an adult if they see or hear any bullying actions towards any member of the school community
- Parents will support the students by ensuring that the students communicate any concerns that they have as soon as possible

Actions to Tackle Bullying
At the Vyne Community School we are aware that prevention is a better course of action and as such we dedicate a number of assemblies, tutor time activities, tutor stand stills, themed events, staff training and ICT lessons to help to educate and inform staff and students. Our website also provides resources for parents to seek support outside of school.

This policy works in partnership with the school's policy on mobile phones and acceptable ICT usage. In addition, this policy interacts with our policy on Equality and we regularly monitor whether any group is disproportionately victimised and act accordingly

Anti-Bullying Charter
All students at The Vyne Community School will sign the Anti-Bullying Charter and will be expected to act in accordance with the Charter. As a school community we are powerful if we act together. These will be displayed in tutor bases.

PSHE
Our PSHE curriculum covers themes such as respect, prejudicial language and Anti-Bullying but are also adaptable for the schools needs as and when they arrive.

Peer Mentors
We have a system of Peer Support. Our Peer Mentors focus on supporting students with any peer issues or concerns students may have.

All members of The Vyne Community School are encouraged to challenge all forms of bullying including prejudice based bullying if they come across it. Training and strategies are shared to empower all to do this confidently.

Everyone has a responsibility to report bullying incidents to staff. The bullying behaviour will be investigated and the bullying stopped quickly. If appropriate a problem solving or

restorative approach may help. If possible, the students will be reconciled. All attempts will be made to help the bully (bullies) change their behaviour. The bully (bullies) may be asked to genuinely apologise. Bullying behaviour will not be tolerated and may result in serious consequences if not improved. Other consequences such as after school detentions or internal exclusions may take place. In serious cases, fixed term exclusion or even permanent exclusion will be considered. After the incident/incidents have been investigated and dealt with, each case will be followed up to ensure repeated bullying does not take place.
Students who are the target of bullying and want to access support to build resilience and strategies to manage situations are offered resilience training.

Prejudice-based Abuse

In the UK, protected characteristics are nine personal traits legally shielded from discrimination by the Equality Act 2010. Prejudicial language is any word or behavior based on negative, unfair opinions about these traits**.**

- **Age**
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

Prejudicial language may be targeted towards an individual or casual use - all forms should be recorded. Prejudice based bullying must be reported to the relevant year team and be recorded using SIMS. Recent advice suggests that a restorative approach and education is more appropriate than traditional sanctions when bullying is racially motivated.

Response to prejudicial language will follow a tiered response, that sits alongside our anti-bullying tiered response. This process uses a restorative and educational based approach to prejudicial language.

If students are concerned about reporting bullying due to it being prejudicial they can use the online bullying alert button or can go directly to the Designated Safeguarding Lead, who is experienced in supporting students with this issue and achieving resolution.

Students with a special educational need or disability who are concerned about bullying can seek support from their key worker or the SENCO in addition to their tutor or Progress Leader. Key workers are vigilant for any signs of bullying and work to support the student if concerns are noted or raised.

We will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school.
- taking preventative action to reduce the likelihood of such incidents occurring.
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents.
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes.
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

Bullying online should be reported using the "Report Abuse" facility on the individual site itself and where possible a screenshot or print out should be taken if it is thought the bullying is by another student. Students should take every possible measure to ensure they are using sites within the provider's terms and conditions, for example age restrictions, they should also ensure privacy settings are set at their highest and regularly reviewed.

For further advice visit www.thinkuknow.co.uk There is further advice and guidance on our school website for both students and parents.

As far as possible parents will be kept informed of the situation, this will be either by letter or telephone call. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem. To ensure communication takes place the school has a series of letters which can be used to keep parents informed.

This policy is displayed in the staff room and is available on the school website. Staff are provided with advice and training in how to recognise and deal with bullying at the Vyne Community School.

Procedures and Outcomes- Tiered Response

The Vyne Community School has devised a tiered response in collaboration with students and staff.

Tiered Response to Bullying at The Vyne Community School

1. **Friendship Fallout or Isolated Incident between Pupils** – Not Bullying

Action
Restorative Conversation / Apology - Actioned by Anti- Bullying Group/Tutor/ Pupil Support and Guidance Manager (**SIMs entry Peer Issue**)

- **Prejudicial Language Pathway:** First instance of prejudicial language.
    - **Action:** C3 Detention + Restorative Conversation (where appropriate).

2. **Repetition of choice towards others which causes upset or distress** – First Instance of Potentially Bullying Behaviour

Action
Restorative Justice / Apology AND Sanction (**C3 Pastoral Detention**) – Actioned by Progress Leader (Parents informed)

- **Prejudicial Language Pathway:** First instance of prejudicial language.
    - **Action:** C3 Detention + Restorative Conversation (where appropriate).

3. **Continuation of choices towards others which fit the Vyne Community School definition of Bullying -Behaviour**

Action – triggered by Pupil Support and Guidance Manager Behaviour Support Meeting Actioned by Progress Leader, tutor invited and wherever possible parents. Actions agreed to support Bully in changing behaviours, **refer to JSR if appropriate**
Standard Letter to Parents informing of meeting**, Acceptable Behaviour Contract signed by Student. (C4 detention with Pupil Support and Guidance Manager) rehabilitation video**

to watch.

- **Prejudicial Language Pathway:** Continued use of prejudicial language.
    - **Action:** C4 Detention + targeted educational work + Formal Meeting with Progress Leader (PL).

4. Following Progress Leader meeting persistent choices towards others which fit The Vyne Community School definition of Bullying – Behaviour Actioned by Progress Leader and SLT

- **Prejudicial Language Pathway:** Persistent use of prejudicial language.
    - **Action:** Internal Reflection Room (for the full day) + Formal Meeting with Progress Leader (PL) and SLT.

Action
Sanctions – Internal Reflection (following signing of Behaviour Contract) Support – JSR/ Pupil Support and Guidance Manager feedback to Case Review / Progress Leader on progress and barriers.

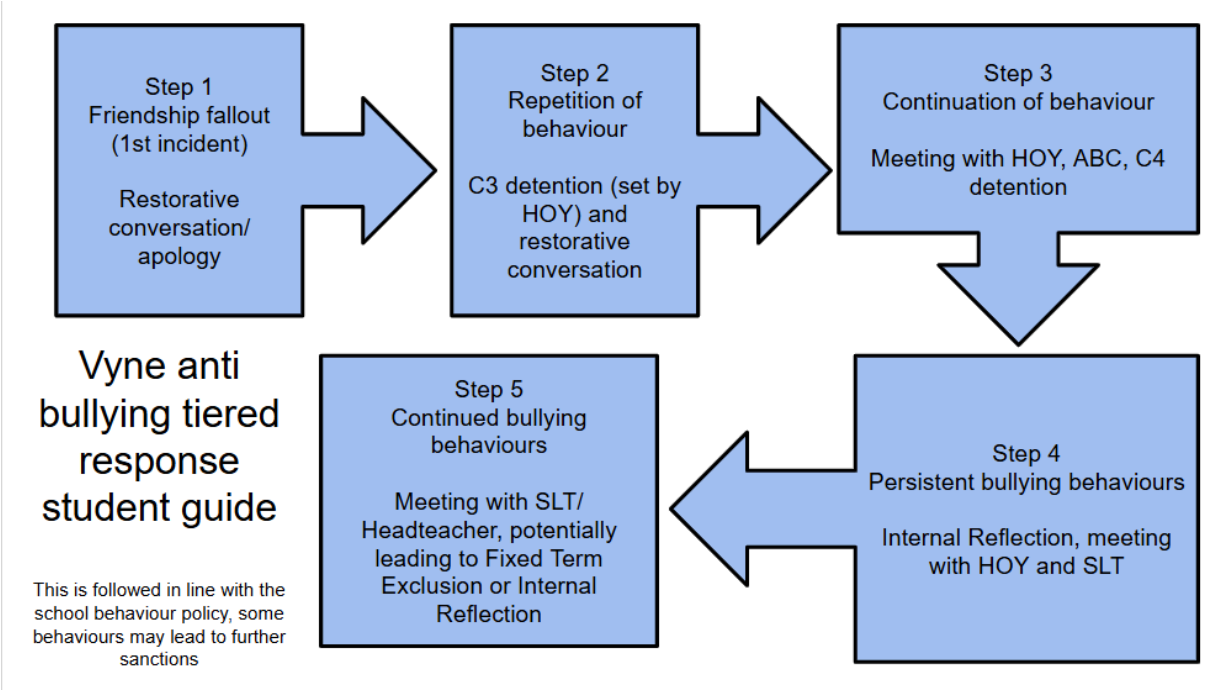
Progress Leader/ SLT informs parents of pupils continued choices
Discussed at year team case review.

5. Continued persistent choices which fit The Vyne Community School definition of Bullying Behaviour

Action
SLT refer to Headteacher
Actioned by SLT
Sanction – potentially Fixed Term Exclusion or removal from lessons to Internal Reflection Room
SLT / Headteacher meeting with parents
Logged on CPOMS as a safeguarding concern

- **Prejudicial Language Pathway:** Ongoing, non-compliant use of prejudicial language.
    - **Action:** Internal Reflection Room, Reciprocal Placement, or Suspension. Formal SLT/Headteacher meeting with parents.
    - **Staff Lead:** Actioned by Progress Leader

Student friendly guide shown below



Prejudicial Language in Lessons
The school undertook a wide consultation with all stakeholders during the summer term of 2024 to reach an agreed approach to the use of resources which may include prejudicial language. It was agreed by all that these resources could be very valuable in education and to exclude them could limit a proper understanding of the issues. This may include lessons around slavery and civil rights.Therefore, any resource will be carefully considered and if used students will be told that prejudicial language is included. Where this language is present it will never be read aloud by staff or students, no person in school should ever say prejudicial words aloud, including the “n” word. Some videos may include this language when it is fitting with the historical context but instances of this will be kept to a minimum. Any lessons that will cover this language will be accompanied by a warning by the teacher.

Monitoring and Reviewing
The logging of incidents is monitored on a daily basis for serious incidents, weekly for individual incidents and each term for patterns across year groups and the whole school. The termly monitoring will be reviewed by a governor.

An annual survey will be carried out of all students regarding bullying. The outcome of this survey informs planning for whole school learning and policy is reviewed before its review cycle if this is deemed necessary. The policy and procedures are reviewed at least every 2 years, this includes consultation with all stakeholders via letter and the school website. The School uses the BIG Award as external moderation of its policy.

Following the regular review of the bully log, if any patterns are identified which require specific learning within the school community then targeted work is done. For example, around inappropriate language this may be built into a Citizenship lesson, assembly or tutor time.

Parental Involvement
The parents of students displaying bullying behaviours and their targets will be informed of an incident and the action that has taken place.

Parents are reminded that they or their children must tell the school if there is an issue with bullying. Keeping information from the school will never help a problem to be solved and

may prolong the period a target has to suffer. Parents can inform the school via their child's tutor in the first instance, if they feel the situation has not been resolved they should contact the Progress Leader or failing that the Assistant Headteacher responsible for Anti Bullying. This contact can be via email, telephone, the "Report the Bully" button or appointment.

We urge parents to keep an open mind and work with the school to achieve a positive solution. Despite the upset that bullying causes, we believe that retribution not only solves nothing but is, in fact, counterproductive. We ask parents to encourage their child to understand that bystanders can be powerful in contributing to bullying or preventing it.

At the Vyne Community School we believe it is essential to constantly review this policy to ensure that we are in a position to strengthen our approach to this issue and as such we will review it annually.

This policy is seen as an integral part of our Safeguarding Children Policy and Behaviour For Learning Policy.

There are suggested resources for parents that are regularly updated on the school website.

Appendix:

- Acceptable Behaviour Contract
- Anti-Bullying Charter

Appendix 1

Acceptable Behaviour Contract

This contract is between The Vyne Community School, and

_____

I agree to the following in respect of my future conduct.

1) I will report to staff any incidents where the conduct of others causes me a feeling of harassment, alarm or distress in order that they are dealt with in the proper manner by school staff.

2) I will not engage in any behaviour likely to cause harassment, alarm or distress to anyone in The Vyne Community School; this includes inciting others to act on my behalf.

3) I will follow the instructions of staff in lessons and at social times.

4) I recognise that my conduct at all times needs to be calm and follow the school expectations with language, following staff instructions and not being physical “Hands Off”.

5) If I need to talk to someone or a “go to” space I will go to _____.

Signed ..... Dated ..... (Young person)

Signed ..... Dated..... (Parent/carer if present at meeting)

Witnessed..... Dated ..... (School representative)

Appendix 2

The Vyne Community School
Inspiring excellence

The Vyne Anti-Bullying Charter

As a school we will:

- Take bullying very seriously when it is seen, and when it is reported
- Support those affected by bullying and help them to feel safe within school
- Regularly monitor all forms of bullying
- Act decisively to take action against the bully
- Support bullies in changing their behaviour
- Identify the difference between banter and unkind and bullying behaviours
- Identify, and act decisively on any incidents of prejudice based abuse
- Keep the subjects of bullying informed on the steps being taken to support them

As a pupil I will:

- I have a responsibility to combat bullying by supporting other pupils
- I will not gang up on other students
- I will not target another student based on the protected characteristics. These include: disability, race, religion, gender identity, or sexual orientation
- I will not join in when students are making fun of another student, even if I cannot stop it
- I will not turn a blind eye if I think someone is being bullied; I will tell someone at school or make use of the anti bullying button

If I see someone being bullied I will:

- Find a member of staff, my tutor, prefect, peer mentor, or use the 'Bullying Alert' button to report it.

If I am being bullied:

- I will report it to a member of staff, my tutor, prefect, peer mentor, or use the 'Report the Bully'.
- I know that I can speak to someone in school and they will listen and support me
- I know action will be taken against the person who is bullying me

If I display bullying behaviour:

- I accept that my behaviour will have to change with immediate effect
- I will be listened to and helped
- I will accept support and encouragement to change my behaviour
- I will accept the sanction given to me if I persistently bully people this may include either Internal Reflection, Reciprocal Placement, or Fixed Term Exclusion

I will sign the Charter to show that I support and will adhere to our Anti-Bullying Charter

As written and reviewed by the Student Body December 2025