



Deptford
Green

Anti-Bullying Policy

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Anti Bullying Policy

Rationale

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community." (DfE, 2007).

At Deptford Green School we strive to create a culture based on our 'GREAT' values (Growth, Respect, Equality, Accountability, Togetherness). 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. Because bullying happens in all societies, at all levels, 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. Because bullying is in the news and is a form of real anxiety for parents, 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.

Statement of intent

Deptford Green School is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

A definition of bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms, for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

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. Schools have wider search powers included in the Education Act 2011 to 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. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying)

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher/DSL will 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting, teasing
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic, Bi-phobic or Transphobic – because of, or focusing on the issue of sexuality or perceived sexuality or gender identity
- Verbal – name calling, sarcasm, spreading rumours, teasing, making threats
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance
- Indirect- spreading rumours or isolating someone from a social group

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from

school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

At Deptford Green School we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and reemphasise our core values.

The Equal Opportunities policy should also be referenced here as any form of discrimination or bullying on the grounds of: Ability; Age; Class; Disability; Gender; HIV Positive and AIDS status; Languages; Physical Appearance; Racial, Ethnic or National Origin; Religion or Sexual Orientation will not be tolerated.

The school recognises that the bullying of LGBTQIA+ children can have its own, specific and sensitive consequences. Some children won't come forward about their bullying or if they do can be very worried about how this is dealt with, in case the process 'outs' them to friends or family. Additional support might be needed for LGBTQIA+ children as they might not have the specific support network or level of understanding from home.

Children with Special Educational Needs might need incidences of bullying to be dealt with differently. This might include having a designated trusted adult to advocate for them. It might also include the use of social stories to aid their understanding of what is happening.

Our objectives are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the student who has experienced bullying and to trigger sources of support.
- Undertake work with the student causing the bullying restoratively, if it repeats to work with their families to ensure they learn from the experience, possibly through multi-agency support.

Our Policy aims:

- All students, parents, staff and governors should have an understanding of what bullying is.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- All students and parents should know what bullying is and inform a member of staff if bullying arises.
- To ensure Deptford Green School always takes bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Prevention- In order to create an environment where bullying is not tolerated we:

Expect everyone in our community to adhere to our GREAT values. Growth, Respect, Equity, Accountability and Togetherness. These values were agreed upon by all stakeholders. We teach pupils about the importance of each value and give them examples on how they can display each value with their behaviour.

We also expect all staff and parents to adhere to and model our GREAT values. If everyone adheres to these values every day then they know that everyone will feel safe, respected, and able to teach and learn effectively.

At Deptford Green School we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year group
- School Captains
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / Lego therapy / counselling for identified students
- Specific interventions for identified individuals or groups
- Parent information in newsletters
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour
- Organise the school community to make it physically safe including regular reviews of break and lunch duties, taking into account the views of students.
- Create an ethos of caring, kindness, inclusivity and respect for all including the use of Restorative Approaches and embedding our work around the GREAT values, Behaviour for Learning, Code of Conduct and our Equal Opportunities Policy.
- Ensure that the Personal Development materials on Bullying are delivered early in Year 7 so that our youngest students understand how they can get help.
- Ensure that assemblies, Personal Development and tutor materials are delivered to all students raising awareness of bullying, Cyber Bullying and developing empathy.
- Support and reinforce messages of anti-bullying in and through the curriculum.

- Train young people in Restorative Approaches and Conflict Resolution (such as the Student Leaders).
- Ensure that appropriate staff receives training to tackle incidents of bullying including training on Restorative Approaches.
- Ensure that incidents of bullying are recorded and monitored and that any follow up is also recorded.
- Report back quickly to parents and carers regarding their concerns on bullying with a clear plan of what will happen next.
- Learn from good anti-bullying practice elsewhere and use external agencies when it is appropriate.
- Continue to develop and maintain a group of Student Leaders so that our young people have a voice and are able to address issues affecting student welfare.
- Make all members of our school community (including parents/carers, staff and students) aware that bullying complaints will be dealt with firmly, fairly and quickly.
- Be zero tolerant of all low level 'cussing' and promote healthy relationships and model the positive ways we should speak to each other.
- Develop strategies for bystanders to become part of the solution to prevent bullying and seek help when it is not safe for them to intervene.
- Raise awareness of and support for our LGBTQ+ community.
- Regularly monitor and review the incidents of bullying that occur and identify trends and patterns, we will also gather student, parent and staff views to inform future planning and practice.
- Report all racist, sexist and homophobic incidents to the Local Authority and the governing body.
- Activity teach and promote the UN Convention on the Rights of the Child as a Rights Respecting School.
- Never turn a blind eye.

Responsibilities and expectations of staff and pupils

Pupils

A 'telling' school is one where pupils do inform staff when bullying is taking place. If pupils who feel they are being bullied tell us about bullying, we will work together to create an atmosphere of trust. Pupils who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time. We make it as easy as possible to report bullying, all year groups have a Pastoral Leader who has no teaching timetable. They are available for their pupils before school, at breaktime, lunchtime and after school. All pupils are encouraged to have a trusted adult who they can speak to if they are worried or feel unsafe.

We educate pupils through assemblies, form time and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities.

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, an LSA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

All staff

Safeguarding is the responsibility of all staff, all staff, parents/carers, and pupils are aware of who to report to and how to report any safeguarding concerns. All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying. All staff are trained to log unkind behaviours and bullying incidents on CPOMS. These concerns go directly to the safeguarding and pastoral teams who will then act.

The Designated Safeguarding Leads, Deputy Safeguarding Leads and the Pastoral Leaders respond to all incidents of bullying as soon as they are reported.

Parents and carers

We understand that it can be very difficult for a parent/carer to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's tutor, Head of Year or Pastoral Leader (in person/via telephone call/via email) to explain their concerns. The member of staff will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the member of staff will make a formal record of the bullying

report on CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

If parents/carers feel that their case is unresolved or would like to dispute any of the issues they can access our complaints policy and procedures here:

Identifying and reporting concerns about bullying

At Deptford Green School we strongly believe in the right of all members of the school community to feel happy and safe. We will not tolerate bullying and we will endeavour to deal with it fully until it stops. We will deal with bullying using a **RESTORATIVE APPROACH** which means that all those involved and affected can have their say about what has happened, can agree on what needs to happen to repair the harm caused and can make agreements about the future

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Students who are bullying others also need support to help them understand and change their behaviour. Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice. The Head of Year and Pastoral Leader is responsible for the safety and well-being of all students in their year groups. Pastoral Leaders have no teaching commitments and so are very available for pupils.
- Informing their parent who can then inform the school.

- Informing student leaders (Restorative Peer Mediators or Mental Health Ambassadors)
- Contacting local and national support agencies for advice/support.

In the event of a Bullying incident:

If a pupil, member of staff or parent/carer reports a bullying incident this will be immediately recorded on CPOMS with as much detail as possible in the form of a written report.

Pastoral Leader/Head of Year/ Safeguarding Team will arrange a meeting with the pupil as soon as possible to gain full possession of the facts. This meeting should take place in an appropriate space away from other distractions. It is essential that the pupil feels this is being taken seriously.

The Pastoral Leader/Head of Year will inform the parents that a problem has occurred and assure them that it will be dealt with quickly and that we will keep dealing with it until it stops.

The Pastoral Leader/Head of Year will then meet with the other students involved (probably individually). It will be explained to the students that a RESTORATIVE APPROACH is being used and that they have to be fully honest if this is going to work. If they can't work this way, then more punitive measures will have to be used.

After the preparatory work a restorative meeting will be held, facilitated by an adult who has been fully trained to use RA.

The purpose of the meeting will NOT be to blame or punish the wrong doers but rather to explore who has been affected by the bullying, how they have been affected and what needs to happen to put things right.

In the case of serious or repeated bullying it is likely that a full RESTORATIVE CONFERENCE will be called. This means that the family and friends of the wrong doers and the harmed will come together for a formal, carefully facilitated meeting.

The outcome of both Restorative meetings and full conferences will be a formal agreement between all parties about future conduct. This agreement will be signed by the wrong doers, recorded on their school files and monitored by a named party to ensure that it is honoured.

A 'check in' meeting will happen with the victim and the student who initiated the unwanted behaviour after a restorative meeting to see how everything is going and if any further work needs to be done. This could include a referral to the school counsellor.

In the case of broken contracts, we will invite parents/carers in for a meeting (if appropriate), and start to use more punitive measures such as after school reflections, safety plans, class changes, placements at another school and/or suspensions will be applied. In extreme cases

and when we have exhausted all other avenues, we will recommend a change of placement such as a managed move, an assessment place at an alternative provision or a permanent exclusion to the Governors.

Students who repeat bullying behaviour, but with new students (therefore not breaking an RA contract) need to be dealt with differently and not using a Restorative Approach.

The following steps may be taken:

- Reminder given
- Restorative meeting with students only
- Behaviour contract
- Restorative conference which will involve students and their families
- Exclusion from certain areas of the school premises or certain activities
- Reflection time
- Isolation
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer, children's social care etc.
- Reflection room
- Reflection Room offsite
- Suspension or permanent exclusion.

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on our website and through our newsletter.

- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Refer the family to external support agencies where appropriate.

Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.

Teaching

During assemblies, Personal Development lessons, computer studies lessons, tutor times and through many other formats we teach our students about our school values (GREAT), our expectations and our zero-tolerance approach to unkind behaviour. We teach:

- Our school values and expect them to be upheld by all members of our school community every day both in school and the local community- they are *GREAT*: Growth, Respect, Equality, Accountability and Togetherness.
- What is bullying and how to report it.
- Friendships: how to form new ones and be aware of how to mend a broken one (prevention of bullying).
- Internet safety: how to avoid the common pitfalls of giving too much information away online.
- Electronic bullying: dealing with text message bullying; Facebook bullying, etc.
- LGBTQI+ bullying: focuses on understanding and increasing awareness of LGBTQI+ relationships and challenging bullying. It also spends time looking at cyber bullying and lessons on the sharing of nudes and semi-nudes.
- Handling conflict: mediation rather than bullying.
- Cyber Bullying: how to combat bullying online. How to stay safe online: how not to reveal too much information on sites like Facebook. How to deal with cyber stalking and other issues for the police.
- Eating disorders, self-harm and mental health: knowledge on all topics is a priority, but strategies on how to deal with and understand them relates to the prevention of bullying.
- Sex and relationship education looks at LGBTQIA+ relationships in depth. Greater understanding and awareness lends itself to the prevention of bullying.

Development, monitoring and review

We plan to:

- Every half term the Designated Safeguarding Lead reviews all serious incidents including bullying. The DSL meets with the Chair of Governor's to discuss the incidents and the follow up. Records are kept of every incident and the support and intervention offered afterwards in order to prevent recurrence.
- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year and Pastoral Staff with students also being involved in the review process
- Support staff to identify and tackle bullying appropriately. Ensure all staff complete training on online safety and bullying.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via Student voice and annual student questionnaires.

Supporting Organisations and Guidance

Please get in touch with the school if you have any concerns about your child or the safety and well being of any other child in our school community. Below are some other useful links.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQI+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

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

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrtc.org/educational