

# Anti-Bullying Policy

ReFocus



**Approved by:**

Paula Tucker  
Headteacher

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## Aims and Objectives

ReFocus aims to establish a tolerant, bully-free environment for all its students; if all students are to achieve their true potential, they must feel safe at school. The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Friendship fallouts occur at times and occasionally there will be conflict between students.

Often bullying occurs where there is an imbalance of power, if bullying does occur, we will:

- Reassure and support the victim
- Investigate/report/monitor/support
- Interview the alleged instigator and provide support if required
- Work with parents/carers and external agencies to help the victim and the instigator
- Record and monitor incidents to avoid re-occurrence.
- Support staff and parents/carers to ensure that our response to incidents is prompt and consistent.

## Objectives

All Directors, teaching and non-teaching staff, students and parents understand what bullying is. All Directors, teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.

All students, Parents/Carers know what the school policy is on bullying, and what they should do if bullying arises.

As a school, we take bullying seriously. Students, Parents/Carers 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.

Context

ReFocus operates within the guidance and procedures set out by the Department for Education (DfE).

## Evaluation

This policy will be evaluated annually by the Executive Headteacher Paula Tucker to ensure it is still fit for purpose. Student’s views will be sought when reviewing this Policy. Circumstances may require more frequent modifications.

## Procedures

This policy is seen as an integral part of our Safeguarding process and should be read in conjunction with our Child Protection Policy, Equality and Diversity Policy and E-Safety Policy.

Procedures and supplementary information to support this policy are appended as follows:

Appendix 1 – Rationale, Prevention, Definition

Appendix 2 - Anti-Bullying Procedures

Appendix 3 - Anti-Bullying Contract

## Rationale, Prevention and Definition Rationale

Bullying occurs in most schools and often there is no straightforward way to resolve the problem. Addressing the issue involves all staff investigating individual incidents of bullying can take time. However, we must respond promptly to a student who complains of being bullied as the long-term effects of bullying can be devastating e.g., poor academic achievement, nonattendance, low self-esteem, effects on physical and mental health and impact on the family unit.

### Prevention

We actively promote a zero-tolerance attitude towards bullying within form time, the curriculum and within PSHE. We raise awareness of the harmful consequences of bullying and raise awareness of its seriousness through regular discussions. Students are encouraged to talk to any member of staff if they feel they are being bullied. We have an anti-bullying box for those students who wish to remain anonymous and an email address that only designated staff can access if bullying does occur.

All pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are open with our students and encourage all students to talk to us if they are experiencing any form of bullying. This means that anyone who knows that bullying is happening is expected to tell staff. Bystanders have a responsibility to tell an adult in school if they are concerned that bullying is occurring.

### ReFocus Definition

A definition of bullying

There is no legal definition of bullying, however, our school definition of bullying is: Repetitive intentional hurting of one person or a 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 (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, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following are protected characteristics and our role in school is to ensure that students are protected from discrimination in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership

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.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher 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 pose a serious threat to a member of the public, the police should always be informed.

Bullying can be (but is not limited to):

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

At Refocus 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 re-emphasise our core values.

## Appendix 2

### Anti-Bullying Procedures

Procedure to be followed by staff when dealing with an incident of bullying

In investigating any incident of bullying a member of staff will interview the victim, the instigator, and any possible witnesses of the bullying, taking written statements. The victim must be immediately supported and re-assured that threatening, aggressive or anti-social behaviour is unacceptable.

The victim should be clear about the action to be taken by the member of staff (e.g., to inform a member of staff). The victim may also need to be supported in adopting “coping” strategies. Finally, it is important that the victim knows that the bullying incident[s] is/are recorded and will be investigated. (See Appendix 1 for details).

It is important that the instigator is allowed to give her/his version of events. After investigation and if appropriate, the instigator must be given an appropriate sanction in line with our behaviour system and must be informed that the incident is being monitored and recorded. Although the victim may need support, it is important wherever appropriate, that the instigator and victim are brought together so that reassurances can be given by the instigator that no further incidents will occur. It is important that the instigator is made to recognise their inappropriate / anti-social behaviour, understands its consequences of it and agrees to stop the offensive actions.

It is important to recognise that occasionally bullying may be falsely alleged, where it is clear that a false allegation has been made the school will also take this very seriously and provide support to the person about whom the allegation has been made. The instigator may also need support/counselling. Incidents of bullying must be recorded and monitored to ensure that the issue is appropriately addressed. It is important that BromCom is updated, and notes are maintained in students' files so that staff can have a complete overview of a student at any given time, but it is also necessary to have an overview of the incidence of bullying in school. With incidents of racial bullying, staff should also refer to the procedures for dealing with racial harassment.

Parents/Carers will be contacted once the incident[s] has been investigated and that the victim, instigator and any possible witnesses have been interviewed.

If there are serious concerns or if the instigator of bullying refuses to accept s/he has been in the wrong, parents/carers will be invited into school to discuss the matter fully. The school reserves the right to contact the police in the investigation of any incident of bullying.

Where appropriate, external agencies and organisations may be involved in a supportive / counselling role (e.g., Kidscope, Children's Adolescent and Mental Health Service, Northamptonshire Children's Services and the student's key worker will be informed or involved as appropriate.

A follow up of the incident will take place between 2-4 weeks later, by the key worker. The victim will be interviewed; this is to ensure that the incident was isolated and to check that the victim is happy and safe. A follow up form will be completed by the key worker and stored centrally.

## Procedures for dealing with Bullying at ReFocus: A tiered Response

### Friendship Fallout or Isolated Incident between Students –

Not Bullying

Restorative conversation/apology actioned by Key Worker - logged on intervention record as: "Restorative meeting"

Logged on BromCom comment "friendship fallout"

Worker to monitor the student/s involved

parents/carers may be contacted if deemed appropriate

### Repetition of choice towards same student/s or new student/s which causes upset or distress

Potential Bullying Behaviour

Restorative meeting / Restorative log completed / apology actioned by Key Worker – logged on intervention record as: 1.) Restorative meeting and attach log 2.) Caution for potential bullying

Restate expectations about acceptable behaviour towards others (Tolerance and Respect)

Logged on BromCom as comment "potential bullying"

Key Worker to monitor the student/s involved – support for victim

Key Worker to set appropriate school-based sanction in line with behaviour system

Parents /carers informed

### Continuation of choices towards others which fit the ReFocus definition of Bullying

Bullying Behaviour

parent/carer meeting at school – actioned by Key Worker - actions agreed to support bully in changing behaviours – anti bully contract to support this / contract signed by student Regular follow up and review of a behaviour/contract by Key Worker.

restorative meeting and log completed if appropriate

recorded on intervention record as: anti bully contract

logged on BromCom as comment "bullying" and then enter type

Worker to set school-based sanction in line with behaviour system.

Key Worker to inform victim's parent/carers of appropriate actions and have a regular follow up with victim/ provide a support package as appropriate

### Persistent choices towards others which fit the ReFocus definition of Bullying – Bullying Behaviour

Panel Meeting at school – Senior leader panel will be present. Actions/Support agreed.

Potential restriction on unstructured time /movement in the building / removal from lessons

Sanctions - fixed term exclusion.

In school support and support from outside agencies which may include

police logged on intervention record as: panel meeting: bullying recorded on

BromCom as comment "bullying" and then enter type

Victims parent/carers informed and invited to school for a meeting if appropriate.

Key Worker have a regular follow up with victim/ provide a support package as appropriate

## Appendix 3 Anti-Bullying Contract

### Anti-Bullying Contract

This contract is drawn up between ReFocus, the student and the Parent/Carer.

As a school we will:

- Take bullying seriously and act upon it when it is reported
- Support the victims of bullying and help them to feel safe within school
- Take action against the bully/s and support them in changing their behaviour
- Work with parents/carers of any student who is involved in bullying to support and encourage the student/s in finding solutions

As a student I will:

- Stop causing upset and distress to other students
- I will show respect and tolerance to all my peers
- I will not join in other situations of bullying behaviour
- I will not turn a blind eye or be a bystander to victimisation or bullying, I will tell someone.
- I will use acceptable language with my peers
- I will not use social media to bully my peers

Specific things I will refrain from:

- 1.
- 2.
- 3.

Specific things I will do to change my behaviour:

- 1.
- 2.
- 3.

As a parent/carer I will:

- I will support the schools actions and strategies to help modify my child's behaviour
- I will encourage my child to change their behaviour
- I will sign the contract to show that I support and will adhere to ReFocus Ltd Anti- Bullying policy.

Student:

Parent/Carer:

ReFocus:

Date

Contract review date:

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://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/nohealth-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

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

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

### **ANTI BULLYING POLICY 9**

- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

### **SEND**

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

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educationa](http://www.srtrc.org/educationa)