



Sackville School Anti-bullying Policy

Reviewed by: P Street

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Next Review Date: June 2026

Sackville School

Anti-Bullying Policy

Aims:

At Sackville, we are a community of upstanders who don't accept bullying behaviours. We are all expected to behave in a prosocial way which shows kindness and respect to all. We are determined to highlight and celebrate equality and diversity in our community to ensure students from all backgrounds feel supported, known and loved. We are all responsible for the wellbeing and care for one another. As an inclusive community, all incidents of bullying behaviours should be reported, investigated and resolved.

'Be an upstander, not a bystander'

We define bullying behaviour as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. We can categorise bullying behaviours into three areas: verbal, indirect and physical.

Statutory duties of schools:

This policy is in accordance with Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies. (DfE July 2017)

Culture & Ethos policy:

We have deliberately set very high expectations for our students' behaviour inside and outside of lessons. When monitoring and reviewing these standards, we gather feedback from students, parents and staff and analyse this feedback meticulously. We can say with confidence that incidents of rude or anti-social behaviour in lessons are exceptionally rare. We pride ourselves on the calm, respectful and hardworking environment that we have established in our school. We have also developed similarly robust systems for the management of student behaviour during social times and in between lessons. Students relate well to each other and to their teachers as this is the established norm. On the very rare occasions when an individual student lets themselves down in this respect, we have a very strong record of dealing with this promptly and effectively.

Community support:

Every student needs to be able to turn to a trusted adult in times of difficulty. As a result, we deliberately place our form tutors at the heart of our community provision. Our form tutors meet their tutees at the start of every school day and support their pastoral wellbeing throughout their time in school. As this role is so important, we do our best to ensure that our form tutors stay with the same group of students from Year 7 to Year 11. The wellbeing of each student is overseen by their Community Leader. This person acts as a key point of contact between home and school on all pastoral issues. Our Transition team also manages all transition issues from primary school and ensures that this crucial phase in each young person's school life is handled with sensitivity and care.

In order to strengthen relationships in this crucial aspect of school life, we try to ensure that each cohort's Community Leader stays in charge of their wellbeing throughout their time at school.

Every half term, our individual Community student voice groups will meet to discuss concerns, worries and proposals which will then be discussed by the Sackville School student voice group and fed back to the School Development Team. During this time, we will explore bullying and how best to deal with it. We also revisit these themes through our assembly programme and we actively support national events such as 'Anti-Bullying Week'. Our school is currently participating in The Diana Award and has a number of staff and student anti-bullying ambassadors. Our students are regularly reminded of our expectations and their obligations to each other in this area.

'Young people have the power to change the world'

The Diana Award encourages the use of the anti-bullying ambassador programme following a peer-led approach.

Definition of Bullying (DfE Preventing and Tackling Bullying) :

Persistent bullying	One Off
<p>Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, 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 children, or perceived differences.</p> <p>Examples (not exhaustive) include:</p> <ul style="list-style-type: none"> • Actual physical harm, damage to property. • Verbal abuse (including sexual and racial harassment) • Extortion • Exclusion from friendship groups • Malicious gossip • Cyber bullying - abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites, Tik Tok and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events. • Coercing a third party to bully an individual • Theft • Non-verbal threatening gestures • Intimidatory messages- the production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures. • Graffiti, sniggering, sarcastic remarks • Homophobic - name calling /using graffiti, spreading rumours about a person's sexual orientation; taunting a person of a different sexual orientation • Racial - discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background. 	<p>A single incident in which the victim is made to feel hurt, humiliated, intimidated or upset will be considered as bullying if there is a clear power imbalance between the perpetrator and the victim. Such a power imbalance might be created by:</p> <ul style="list-style-type: none"> • The perpetrator clearly being older, bigger, or stronger than the victim. • The perpetrator being part of a group while the victim is on their own or part of a much smaller group. • The victim clearly being more vulnerable by virtue of their physical appearance or personality

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's culture for learning policy.

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants.

Reporting:

It is crucial that the victim reports a bullying incident to a member of staff. This would normally be their form tutor or Community Leadership Team but it can be to anyone who they trust.

The school's first priority will be to address this issue. With this in mind, the perpetrator(s) will always be spoken to very quickly and given clear warnings about their conduct while our investigations are ongoing. It is exceptionally rare for any of our students to ignore such advice. It is also not unusual for the victim of bullying to feel that it cannot be resolved by the school, or that school action will make the situation worse. This is not the case. Strong, coordinated and urgent action by the school can have an immediate and lasting impact.

In our experience, bullies do not continue a campaign against students when they know the victim will immediately report them to a member of staff. Nevertheless, we recognise that it still takes great courage for a victim to choose to speak out. There is no substitute for taking this action however. There is no greater deterrent for a bully than a student who is willing to speak openly about what is happening to them.

In the vast majority of cases, issues of this nature are resolved very quickly once they have been reported to us. On very rare occasions, however, we see short-term improvements only for the perpetrator to start again some time later. It is crucial that the victim or their parents immediately report such recurrences to us, as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.

Process:

Once a bullying complaint has been received, it will be forwarded to the Community Leadership Team and investigated. The Community Leadership Team will normally take personal responsibility for the investigation, although more senior staff may take the lead role under specific circumstances.

The alleged perpetrator(s) will be spoken to as soon as possible. Particular priority will be given to ensuring that the victim does not suffer any reprisals from the alleged perpetrator or their associates while the investigation is ongoing.

If the complaint is upheld, sanctions will be issued as appropriate. Such sanctions may range from a detention, to a period of time in our RR, depending on the seriousness of the incident in question.

Parents of both the victim and the perpetrator will be informed of the issue and consequences of the school's investigations and that sanctions have been applied.

In most cases, a restorative meeting will be offered between the victim and the perpetrator at an appropriate point in time. This can help to draw a line under the issue and help all parties to move on. On some occasions, the victim may not wish to have such a meeting and, in these circumstances, their wishes will be respected.

All incidents of confirmed persistent bullying will be reported and recorded on our school system Bromcom and CPOMS.

Record keeping:

Reports of bullying will be discussed on a regular basis by the community leads in their formal meeting with SLT members and a record kept.

Careful written records will be kept of the incident in question and the sanctions that have been applied. Subject teachers may also be made aware of any tensions between students in the same classes.

Monitoring, evaluation & review:

The form tutor and Community Leadership Team will play a key role in supporting the victim in the aftermath of a bullying incident.

This support will include:

- Taking time to talk to the victim about the actions that have been taken by the school.
- Giving advice about how to avoid contact with the perpetrator and their associates in future.
- Providing support from staff and/or their peers to ensure that they feel safe during the school day

In the weeks that follow, the form tutor will proactively check with the victim if there has been any recurrence of these issues.

We also recognise that the perpetrator often needs support and positive guidance in these circumstances. Once the sanction has been served and any restorative processes completed, the perpetrator may also need additional support and encouragement to ensure that such issues do not recur. This may involve ongoing advice and oversight from their form tutor, Community Leader and other pastoral staff.

A senior member of the school staff will be identified to lead on the implementation of the policy. The school will review the policy annually and assess its implementation and effectiveness.