The Angmering School

Ambition
Courage
Respect

Anti-Bullying Policy

2025

Reviewed and approved by the Governors' 9 July 2025
Next review due July 2027

The Angmering School

Anti-Bullying: Policy Guidelines

The Angmering School is committed to creating a safe and secure environment for all students.

In order to achieve this goal we take time and care to ensure that bullying is defined and dealt with promptly and efficiently. All staff are actively committed to their role within the agreed guidelines.

Reviews of our anti-bullying policy inform the necessary changes which are implemented on a regular basis. These reviews are through the Parent Forum, Empowerment Council and the Governing Body.

Guidelines

General Principles:
♦ The Angmering School is committed to forming positive working and friendship groups. ♦ The Angmering School aims to create a culture in which bullying is rare and where it is not tolerated.
♦ It incorporates bullying of and by staff whether by students, parents or staff. ♦ The Angmering School is committed to the principles of Restorative Justice as part of the repair-based approach to managing incidences of bullying

● It incorporates approaches recently concluded in the Rainbow Flag review (2025) that ensures The Angmering School has a whole-school approach to tackling homophobic, biphobia, and transphobic (HBT) bullying by integrating LGBTQ+ issues into the curriculum and promoting an inclusive environment.

The Angmering School's definition of bullying is in line with that of the Anti-Bullying Alliance which states that bullying is: *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*
It can include any or more than one of the following:
- Verbal abuse or aggression.
- Aggressive or insulting gestures or facial expressions.
- Deliberate exclusion or isolation from a group.
- Physical or threatened assault. Intimidating behaviour - forcing a person to do something against his/her will, taking a person's possessions by force.
- Electronic/Online Cyberbullying.
- Referencing or denigrating a person's protected characteristics as defined under the Equalities Act of 2010, such as race, gender, sexual orientation.

Cyberbullying

Bullying is often known to take the form of cyberbullying such as sending malicious e-mails, text messages, social media communications or phone calls.

Forms that are most common are:-

♦ Harassment – repeatedly sending offensive, rude and insulting messages.

♦ Denigration – distributing information about another that is derogatory or untrue through posting on social networks, e-mail or instant messaging or sending digitally altered photos of someone.

♦ Trolling – posting inflammatory or off-topic messages in an online community with the primary intent of provoking an emotional response.

♦ Impersonation – using a person's online identity to send or post vicious or embarrassing material. This can sometimes be known as Catfishing.

♦ Outing or Trickery – sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others.

♦ Cyber Stalking – repeatedly sending messages that include threats of harm or are highly intimidating which makes a person afraid for his/her safety.

Cyberbullying has some characteristics that are different to traditional bullying :-

♦ Anonymity – the bully cannot be identified and the victim is left wondering who the cyber bully is.

♦ Accessibility – cyberbullying can take place any time of day or night, leaving the victim no escape.

♦ Distribution - cyberbullying can offer unlimited opportunities for the repeated and unsolicited distribution of materials and communications.

Legal age limits apply to all social media platforms and this is considered a parental responsibility to ensure these are adhered to. The school also takes guidance and refers to the Online Safety Act (Updated April 2025) when considering content in this policy.

Commitment Charter

In order to share our core values or ambition, respect and courage, we have defined a Commitment Charter to outline what students at The Angmering School should expect from staff and each other. This is detailed below.

Through everything we do we will promote ambition, respect and courage.

Ambition

We will plan for outstanding progress and take account of the needs of all learners. All members of the school community will be encouraged to meet their aims and be the best they can be. **Courage**

Everyone will be given opportunities for leadership and to take on new roles and responsibilities. We will challenge learners to overcome their barriers and be brave in learning from their mistakes. **Respect**

Everything we do will be bound by kindness, respect, fairness and equality. Understanding of fundamental rights, British values and a culture of integrity will underpin and drive this approach.

Key Personnel involved and their roles to make sure that we aim to create a culture where bullying is rare and where it is not tolerated:

The Headship Team:

♦ Monitors the implementation of the **Anti-Bullying** Policy supports and advises on Anti-Bullying guidelines.
♦ Ensures every new student is aware of the policy during their
   introductory visit - Induction Day.
♦ Have systems in place to deal with cyber bullying.
♦ Actively promote the school's core values of ambition, courage and respect, as well as the restorative process.

The Deputy Head and Assistant Head teacher ensure that:

♦ Specific guidelines for anti-bullying procedures are adhered to.
♦ Accurate and detailed information is recorded by the necessary parties. An overview is
   maintained of incidents, Year Group charts are produced which are then shared with
   the Year Team Leaders and the Student Support Staff and commented on in the SEF.
♦ Liaison with the Youth Prevention Officer (Sussex Police) takes place when
required.
♦ The policy is reviewed and updated with the Governing Body.

Year Team Leaders ensure that:

♦ Bullying incidents are logged and dealt with effectively through regular consultation
   with and advice to Group Tutors.
♦ Full investigation of any allegation of bullying takes place, with all voices heard.
♦ Consultation with Headship Team and Group tutors occurs to ensure all reported
incidents are dealt with fairly using all available information. Relevant sanctions are
imposed, taking into account any past occurrences. Sanctions may include withdrawal
from breaks, lunchtimes, extended isolations, external exclusion (by the Headteacher) or
permanent exclusion (by the Headteacher)
♦ They deal with any cross-tutor group incidents or severe incidents of bullying when
   referred to them by the Group Tutor.
♦ When needed they can contribute towards the Perspectives programme which revisits
   bullying throughout school life as part of our curriculum offer.
♦ They raise awareness of bullying by covering the topic in assemblies, especially in
   the annual Anti-Bullying Week.
♦ Restorative processes are enacted to support the repair of damaged relationships
   where appropriate. These processes will be sometimes used as in isolation or in
   conjunction with other sanctions.

Group Tutors ensure that:

♦ They are alert to signs that a student is being bullied, for example, poor attendance,
   deterioration of work, seeking adult company, self harm etc..
♦ Their tutees are aware that bullying is unacceptable through regular discussions during
START
♦ They foster an environment whereby their tutees will feel the supportive atmosphere which
allows them to report incidences of bullying**;**

All Staff ensure that:
♦ They are aware and alert to the signs that a student is being bullied and deal with it

consistently and instantly.

♦ They are constantly aware of bullying and re-iterate it's unacceptability.
♦ They are aware that covert bullying may take place even with no disclosure.
♦ They constantly confront inappropriate language whenever it is heard. They will be particularly alert to racist, sexist or other discriminatory behaviour and log this via the Group Tutor.
♦ They are aware that any racist incident (A racist incident is any incident which is perceived to be racist by the victim or any other person) must also have a 'Racist Incident in Schools' report completed and logged by the Headteacher's Personal Assistant.

Student Support Team ensure that:
▪ Students are supported at break and lunchtime to ensure incidents of bullying can be easily reported.
▪ They liaise with the relevant tutors and Year Team Leaders to ensure incidents are dealt with appropriately and parents of all parties are informed.
▪ They file copies of the incident logs and produce termly charts to show figures of incidents. The most appropriate member of staff has a discussion with all students involved, together or separately, to help resolve the conflict and to avoid future occurrences:
▪ An account is written re: the incident and that parents of all relevant parties are informed of the incident and sanctions imposed.
▪ They check with victims on a regular basis to ensure no recurrence.
▪ All reports are filed via the Administrative Team in the relevant student files.

Students ensure that:
♦ They report any incident of bullying they experience. They can do so by reporting it to their tutor and any member of staff or through the Student Support Team.
♦ They report any incidents of bullying they see experienced by another student.
♦ They are aware of how their actions can exacerbate a potentially difficult situation by acting as a bystander by overtly encouraging.

Parents ensure that:
♦ They report any incidents of bullying their child reports whether it is directed at their own child or another student. They can do so by emailing or calling the school to speak to staff.
● They enforce the legal age limits on all social media platforms

Links with other Policies and documents
♦ Accessibility, Disability and Equality Policy
♦ Behaviour Policy
♦ Attendance Policy
♦ The Angmering School Home-School Agreement

Success Criteria for Policy:

Quantitative & Qualitative Data indicate the following;
♦ Students are willing to report incidences of bullying.
♦ Student voice reports positive approaches to dealing with bullying.
♦ Bullying incidents are dealt with effectively and there are not repeat incidents. ♦ Good working relationships exist between staff, students and parents.

This policy has been written in accordance with the DfES anti-bullying pack *Don't Suffer in Silence.* DfE guidance including Preventing and Tackling bullying (July 2017), Supporting children and young people who are bullied: advice for schools, Cyber bullying: advice for headteachers and school staff and guidance from the Anti-Bullying Alliance.

TAS Restorative justice guidance

Where possible, when dealing with behaviour in the classroom or community, we will aim to avoid:

Giving our own opinions and imposing our own values. Offering unasked advice.
Assuming we know what's going on (even when you are present).
Assuming we know best.
Imposing solutions.
Taking sides.
Rushing people (those that fail to take their time, end up wasting time.)
We will use restorative justice in one-to-one scenarios and through conference meetings where there are more complex issues to be addressed.
In order to prepare for these meetings, we will plan and prepare effectively, using the questions and statements below.

Pre-RJ conversation statements:
- We all need some time to think about what just happened.
- We need to speak about this when we have had some time to think about how this happened.
- Take some time and we will talk about this.
- This needs to be sorted out, I can see you are not ready right now – we need to talk about this later.

Enquiry questions:
- What happened?
- What else happened?
- What happened just before this?
- Where were you when this happened?

Intended outcome questions:
- What did you want to happen?
- What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X?

Emotional intent questions:
- What were you thinking/feeling when this happened?
- What was going through your mind when….
- What were you thinking at that point?
- Emotional reflection questions:
- What do you think/feel about this now?
- What's in your mind now?
- Now that you've had time to think and calm down, how does this change things?

Resolution questions:
- How can we put this right?

- What can you do so X feels happy this won't happen again?
- What needs to happen to put this right?
- What can you do so X feels happy this won't happen again?
- What did you want X to do?
- What would you need to go into the contract?

IN A RESTORATIVE RESOLUTION – IT IS NOT ENOUGH TO SAY "SORRY" – IN RESTORATIVE SOLUTIONS WE NEED TO SEE AN APOLOGY OF ACTIONS.

We need to see our students learn from the experience and own their actions to enable them to develop as individuals. Therefore, we will ask them to:

Show it – Tell the truth/take responsibility, showing remorse, engaging appropriately, being respectful, saying a real sorry, shaking hands/hug.

Fix it – Clearing up the mess, doing the homework, be on time, repairing friendships or relationships by being honest and taking responsibility.

Change it – Stopping the behaviour, engaging with another pupil or adult in a positive manner, adopting appropriate relational strategies that will stop conflict.