

CAMBOURNE VILLAGE COLLEGE ANTI BULLYING PROCEDURE	
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<b>Responsible Officer:</b>	Deputy Principal
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## Cambourne Village College Anti-Bullying Procedure

This procedure is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It has also considered the DfE statutory guidance “Keeping Children Safe in Education” 2023 ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The school have also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”. Also, the DfE research into anti-bullying practices has been utilized to help formulate this procedure. Further information can be found at:

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

### 1) Procedure objectives:

- I. This procedure outlines what Cambourne Village College will do to prevent and tackle all forms of bullying.
- II. The procedure has been adopted with the involvement of the whole school community.
- III. Cambourne Village College is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### 2) Links with other school procedures and practices

This procedure links with several school procedures, practices and action plans including:

- Pupil Code of Conduct
- Child on Child Abuse Procedure
- Child Protection Procedure
- Pupil Behaviour Procedure
- Acceptable Use of IT Procedure
- Equality and Diversity Procedure
- Safeguarding and Child Protection Procedure
- RSE Procedure
- Transgender Procedure.

### 3) Links to legislation and Guidance

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Behaviour in Schools 2022
- Mental Health and Behaviour in Schools 2018
- Counselling in schools a blueprint for the future: 2016
- Keeping Children Safe in Education (KCSIE) 2023
- Working together to safeguard children 2022.

**Definition of Bullying: “Behaviour by an individual or group, repeated over time”**

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

**4) Procedures Flowchart**  
**Dealing Effectively with bullying in our community.**

**A report of bullying is made to the school**

**Student** - by speaking to a member of staff, email or by using the 'Raise a concern' function their iPad

**Staff** – if reported to staff, this will be logged on passed on to the relevant team.

**Parent/Carers** – through email or phone call to the tutor or year team.

**Year Teams (HOY, AHOY, PSA, Tutor) will:**

Gather details about bullying concerns, including as required:

- (1) Conversations with students(s), victims(s), alleged perpetrator(s), witnesses.
- (2) Conversations with teachers and other relevant staff.
- (3) Check our systems: identify any patterns of previous incidents, behaviour or concerns between named students.

Year Teams use the evidence gathered and the Anti-Bullying Procedure to determine if the incident(s) fits the above definition of bullying.

**Yes – it is bullying**

**No - it is not bullying**

Continue to monitor closely and conversations with relevant parties

Discuss concerns with students involved. Update given to parents/carers on actions taken by the school. Appropriate sanction issued as per the school behaviour procedure.

**Student who experiences bullying**

**Student who bullies others**

**Appropriate intervention** and actions are put in place and communicated to all relevant staff to ensure the victim feels support, listened to and to minimise the risk of a repeat incident.

Parents/Carers contacted and if required a meeting arranged with Year Team. Appropriate intervention (sanction and education) put in place as well as unpicking the reasons for this behaviour. This will be communicated to all relevant parties to minimize the risk of a repeated incident.

**This will be recorded on school monitoring system**

If the incident is repeated escalated sanction will be applied.

Where necessary the Year team will liaise with the safeguarding team. Contact maybe made with external agencies including Children's Social Care and/or the Police

## 5) Responsibilities

It is the responsibility of:

- The headteacher to communicate this procedure to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Trust Board to take a lead role in monitoring and reviewing this procedure.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this procedure accordingly Staff receive updates and safeguard training to ensure they understand the principles and purpose of the school's safeguarding procedure, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the procedure.
- DSL and Safeguarding team to ensure safeguarding needs are met.
- Support and Challenge team to offer pastoral care for students.
- SENDCo – to support the needs of vulnerable and SEND students
- PCSO – Police Community Support Officer to support the school for more serious incident, both in and out of school.

## 6) Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying can occur both in and outside of school.

## 7) Forms and types of bullying covered by this procedure

Bullying can happen to anyone. This procedure covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying and harassment – Child on Child abuse
- Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## 8) School ethos

- Our Cambourne VC 'Respect Values' instil a culture of respect and tolerance within our community to ensure incidents of bullying are minimised.
- The Cambourne VC community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. Bullying and issues connected with bullying and safeguarding are woven into the taught curriculum pastoral work of the school and Personal Development Programme.
- Our Pupil Behaviour Procedure promotes and encourages positive routines and expectations and an orderly environment in school.

### *Our community*

- Monitors and reviews our anti-bullying procedure and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying procedure.
- Requires all members of the community to work with the school to uphold the anti-bullying procedure.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints procedure
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate. We work closely with agencies and organisations to educate and raise awareness of students. We also work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

## 9) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported to a member of staff, this will be passed on to the Support and Challenge team to investigate and deal with the incident appropriately
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in the outcome of the investigation, as appropriate.
- The DSL or a member of the safeguarding team will be informed of all bullying issues where there are safeguarding concerns. This will be recorded on the schools safeguarding software (MyConcern)
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality procedures.

- Sanctions, as identified within the school behaviour procedure, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL or member of the safeguarding team will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this procedure and the school's behaviour procedure.
- Statements will be collected for bullying incidents in accordance with existing procedures. This will include recording appropriate details regarding events and action taken.

### ***Cyberbullying***

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems
  - identifying and collecting statements from possible witnesses
  - Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation procedure.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural procedures.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply
    - Providing advice on blocking or removing people from contact lists
    - Helping those involved to think carefully about what private information they may have in the public domain.

### ***Supporting pupils***

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience a member of staff from the year team.

- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, referring for counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service.
- Pupils who have perpetrated bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and access to these devices be monitored by parents
  - Sanctioning, in line with school behaviour procedure; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from our PCSO, the Police or referrals to Early Help, or Children Social Work Service.

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- Adults who have been bullied or affected will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour procedure.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## 10) Preventing bullying

### *Environment*

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos
- Deliver a curriculum that promotes positive relationships – both in subject and PHSCE/RSE education.

### *Procedure and Support*

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school procedures, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### *Education and Training*

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, PHSE, tutor sessions, assemblies, drop down days / external visitors, peer support, and oracy sessions.
- Our student leaders advise and help shape school decision making. These groups feedback regularly to the School Leadership team on their impact.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week



- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## 11) Involvement of pupils

We will:

- Involve pupils in procedure writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## 12) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including procedures and named points of contact) is available to parents/carers via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- 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 pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 13) Monitoring and review: putting procedure into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the procedure is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate
- The procedure will be reviewed by a senior member of staff every two years

## 14) Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- 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)

- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- 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)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- 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)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

- 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)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)