

Following these guidelines will ensure you meet current Ofsted framework and statutory guidance Keeping Children Safe in Education.

Link to other relevant policies including [Safeguarding and Child Protection Policy](#)

[Keeping Children Safe in Education \(KCSIE\)](#) states that:

“Peer-on-peer abuse includes bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.”

The approach to these issues must be in policies, including:

- how risk will be minimized;
- how incidents will be recorded, investigated and dealt with; and
- how perpetrators and victims supported.

It is made clear that this abuse should always be treated seriously and never just as banter or part of growing up –the need for staff knowledge and training and a robust Anti-Bullying Policy is highlighted.

Anti-Bullying Policies should include reference to the potential serious nature of bullying and state that it can be a safeguarding issue. The policy must link to the school’s Child Protection and Safeguarding Policy and other relevant policies (e.g. Acceptable Use Policy, Relationships or Behaviour Policy, Equality and Diversity Policy, SEN Policy).

Other useful documents:

- [Overview of Sexting Guidance](#) – This one-page summary document has been designed for all teaching and non-teaching staff in schools and colleges. It provides an overview to frontline staff on how to respond to incidences involving ‘sexting’. All designated safeguarding leads should read the full guidance [Sexting in Schools and Colleges](#) and further information and resources are available in OCC’s ‘Managing young produced sexual imagery – sexting resource pack’ which can be found on the <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>
- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> - A summary of this document has now been included in Keeping Children Safe in Education (2020) as Part 5, which gives it statutory status.

Include a definition of bullying that should be developed from consultation of whole school community – governors, parents and carers, school adults and students.

- [Department for Education](#): Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- SEAL definition: Bullying means that one child is deliberately (usually) using his or her power over another to make them feel bad. Bullying is not having a single argument or

fight with some. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

- Anti-Bullying Alliance definition: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Use of language

- Ensure that your policy uses alternatives to the words 'bully' and 'victim'. Labelling young people as 'bullies' or 'victims' implies fixed roles rather than current behaviour.
- Labelling the behaviour rather than the child will promote change. This language also impacts on parents/carers. It is better to refer to the young person or child who is doing the bullying and the target of the bullying. Alternatively, you can refer to 'harmer' and 'harmed'.

Define all methods and practices of bullying (e.g. homophobic and biphobic, gender based, sexist, sexual and transphobic bullying, race-related and religious, SEN and disabilities).

Latest information, guidance and resources on all forms of bullying can be found on the [Oxfordshire Schools' Anti-Bullying webpages](#).

State that discriminatory language is not acceptable and will be challenged (as above relating to all groups who may be discriminated against).

- This could include a statement that all abusive language is viewed seriously (see reference to KCSIE 2022 that peer-on-peer abuse is not seen as banter or as a normal part of growing up). For example, the Stonewall School Report 2017 found that 86 per cent of those LGBT young people regularly hear the phrases 'you're so gay' or 'that's so gay' at school.
- A culture where discriminatory language goes unchallenged is likely to be a culture where bullying and peer-on-peer abuse is more prevalent.
- Further details of how to challenge homophobic, biphobic and transphobic language can be found here <http://www.stonewall.org.uk/get-involved/education/secondary-schools/homophobic-language-materials>
- This guidance can be adapted for all forms of discriminatory language.

Reference bullying outside of school e.g. journeys to and from school, extended services, cyberbullying.

- The Education and Inspections Act 2006 gives headteachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)."
- [Behaviour and Discipline in Schools \(DfE 2020\)](#) states that, "It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied."
- [DfE cyberbullying guidance](#) states that, "All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school". The guidance also states that, "where bullying outside school is reported to school staff, it should be investigated and acted on."
- For further information please refer to: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and the latest cyberbullying guidance for schools, parents/carers and young people on [Oxfordshire Schools' Internet Safety and Cyberbullying webpage](#).

Dealing with an incident

- Include details of how an incident of bullying will be dealt with including examples of different kinds of bullying and what will actually happen and what sanctions or actions are likely to take place.
- Back up with a protocol which provides staff with a detailed checklist of how to respond to an incident, including procedures, good practice and how to record the incident. Refer to 'Oxfordshire Checklist for Managing a Bullying Incident' for more information. Latest version available via <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>

<ul style="list-style-type: none"> ▪ Provide details of how incidents are recorded. Refer to 'Oxfordshire Form for Recording Prejudice-Related Incidents and Bullying'. Latest version available via http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance
<p>Response</p> <ul style="list-style-type: none"> ▪ Give details of the strategies the school uses to support 'targets' of bullying and include examples. ▪ Give details of the strategies used to support children who bully others and include examples.
<p>Prevention</p> <ul style="list-style-type: none"> ▪ Include details of preventative strategies that you use to address bullying, for example: <ul style="list-style-type: none"> ○ Staff are trained in Restorative Practice. Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours. ○ The RSHE programme of study includes opportunities for pupils to learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language. ○ Difference and diversity are celebrated across the school through diverse displays, books and images.
<p>Parents/Carers</p> <ul style="list-style-type: none"> ▪ Provide information for parents/carers about bullying and how they should support their child and communicate with the school. Information could include: <ul style="list-style-type: none"> ○ Spotting the signs of bullying; ○ How to talk to your child; ○ How to contact the school and who to speak to; ○ What to do if you are not satisfied with the school's response. ▪ Further guidance on providing information for parents can be found via http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance ▪ Details of independent organisations which may be useful to parents are available at www.oxfordshire.gov.uk/anti-bullying. The Anti-Bullying Alliance has extensive advice and information for parents and carers including an online interactive Anti-Bullying tool for parents https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents ▪ Ensure parents/carers are consulted in the production of Anti-Bullying Policy. ▪ Best practice includes a parent/carer friendly version of your policy developed by parents/young people.
<p>Students</p> <ul style="list-style-type: none"> ▪ Provide information for children and young people about what to do if they are bullied or see or know of others who are being bullied. ▪ Ensure young people are consulted in the production of Anti-Bullying Policy. ▪ Best practice includes a child-friendly version of your policy developed by them. ▪ Example student anti-bullying leaflet (doc format, 1.2MB)
<p>Review</p> <ul style="list-style-type: none"> ▪ Every 12 months.

You may wish to adapt our Model Anti-Bullying Policy which can be accessed via <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>