



Baines School

Nil Sine Labore

The Governors of Baines School **Anti-Bullying Policy**

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Approved by the Governing Body	9 th February 2026
Next Review Due	February 2027

Introduction

Bullying behaviour affects everyone, not just the bullies and the victims. It also affects other children who watch, and less aggressive pupils can be drawn in by peer group pressure. Bullying is NOT an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. No one person or group, whether pupil or staff, should have to accept bullying behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Baines School. This Policy has been agreed with staff, governors and pupils.

All incidents of bullying will be logged in the Baines School Bullying Log. This is kept in TEAMS and is the shared responsibility of the Pastoral Team, Assistant Headteacher responsible for behaviour and culture, Assistant Headteacher responsible for Personal Development and Designated Safeguarding Lead.

This policy should be read in conjunction with:

- Child Protection Policy
- Child-on-Child Abuse Policy
- Behaviour Policy
- Staff Bullying and Harassment Policy

Definition of Bullying

Bullying can occur as a result of several types of anti-social behaviour. Bullying is:

- Deliberately hurtful (including aggression)
- Repeated over a period of time
- Difficult for victims to defend themselves against There are 4 main types:
 1. PHYSICAL – e.g. hitting, kicking, taking belongings
 2. VERBAL – e.g. name calling, insulting, making offensive remarks
 3. INDIRECT – e.g. spreading nasty stories, exclusion from groups, spreading malicious rumours
 4. CYBERBULLYING – e.g. sending malicious/inappropriate e-mails, text messages or inappropriate use of social media platforms

Name-calling is the most common direct form. Pupils may be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

Bullying is behaviour which can be defined as a **repeated and targeted** attack (physical, psychological, social or verbal) by those in a position of power, on those who are powerless to resist, with the intention of causing distress for their own gratification or gain.

Bullying can include:

- homophobic bullying (where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality)
- transphobic bullying (where people behave or speak in a way which makes someone feel bullied because they are trans, questioning their gender or do not conform to gender stereotypes)
- racist bullying (where someone's bullying focuses on the person's race, ethnicity or culture)
- cyber bullying (where electronic communication is used to send messages of a threatening or intimidatory nature)
- child on child bullying (where the perpetrator and victim are of a similar, but not necessarily the same, age)
- gender bullying (where the bully may focus on the gender of the victim, including in a sexual manner)
- SEND bullying (where the target of the bullying has learning needs and / or is disabled)

Different Roles in Bullying

Different roles in bullying have been identified and it is important that these terms are understood and used by all members of the school community.

- The Ring-Leader: the person who through their social power can direct bullying activity
 - Assistants/Associates: those who actively join in the bullying (sometimes because they are afraid of the ringleader; sometimes because they want to stay friends with the ringleader)
 - Reinforcers: those who give positive feedback to the bully, perhaps by smiling or laughing
 - Outsiders/Bystanders: those who stand back or stay silent and thereby appear to condone or collude with the bullying behaviour
 - Defenders: those who try to intervene to stop the bullying or comfort students who experience bullying
- It is not bullying when:**
- There is no intention to hurt or harm i.e., behaviour is thoughtless or accidental
 - There is a one-off fight/argument between pupils of equal stature or strength
 - There is a good reason why others cannot be included in a group activity
 - A pupil is called a nickname with which they are happy
 - Friends have a temporary fall out

Aims and Objectives of the Policy (Values and Principles)

Baines School believes that its pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying behaviour is unacceptable and will be challenged and not tolerated under any circumstances. Reports of bullying behaviour will be recorded and taken seriously and there will be a clear and swift response to any of this type of behaviour. Pupils will be listened to, will know that it is "OK to tell," who to tell, and how to

tell. Parents/carers will be informed of any incident, listened to, and will be kept informed of how their concerns are being dealt with.

This policy applies to all members of the school community and includes all forms of bullying - child on child, adult to child, adult to adult and child to adult.

The Limits of the Policy

This anti-bullying policy embraces all aspects of school life including educational visits and will be applied accordingly. It considers, incidents that take place on the way to school and leaving school to home. It will also support parents/carers in preventing and reporting upon cyber bullying.

Equality Duty:

Baines must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Bullying Outside of Baines School

This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in the town centre.

Should the school become aware of bullying issues that occur outside of the school, where possible, these will be acted upon and investigated. The person dealing with the issue will also consider whether it is appropriate to notify the police or the anti-social behaviour coordinator in the local authority of the action taken against a pupil.

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only) – Gov.UK

Cyberbullying

The wider search powers included in the Education Act 2011 gives teachers a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Responding to Bullying Behaviour

All incidents of bullying should be reported to a member of staff. They will then inform Pastoral Officers, Progress Leaders and (where appropriate) the AHT for Personal Development or the DSL. If bullying is suspected, a full investigation will follow; we will talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following actions will be taken to support the victim:

- By offering them an immediate opportunity to talk about the experience with an adult in school (either Pastoral Officer linked to year group or where appropriate, an adult of their choice)
- All discussions will be recorded via Synergy via the Pastoral Log, with student written statements provided on **yellow statement paper**
- **It is at this point, once the investigation has been carried out, that school staff will use their expertise to determine whether or not bullying is taking place**
- Informing the victims' parents/carers
- Offering 1-1 internal counselling with pastoral support officers
- By offering continued support post incident – at least 2 1-1 welfare check in sessions with a pastoral officer to maintain support
- Arrange for them to be escorted to and from the school premises by parents/carers at an alternative time if appropriate
- Providing a “safe” place for the pupil to access at lunch and break times e.g. student support, library or buddy club

The following interventions will also be put in place to help the identified perpetrator in the following ways:

- By talking about what happened, to discover why they became involved
- Informing the bullies' parents/carers
- By continuing to work with the perpetrators in order to change behaviour and attitudes
- By taking one or more sanctions described below to prevent further bullying incidents
- **Progression of Sanctions**
 1. Official warning – verbal/written
 2. Isolation at break/lunch
 3. Detention (after school)
 4. Full day(s) isolation
 5. Loss of Privileges
 6. Internal Exclusion
 7. Fixed Term Exclusion
 8. Permanent Exclusion

Preventative Measures

One of the most important preventative strategies to guard against bullying behaviour is the ethos and culture of the school. At Baines we aim to create a warm, friendly, welcoming school where pupils and parents/carers feel valued and listened to.

Over the year, the students will spend time in lessons and form time taking part in activities to raise the awareness of positive behaviour to each other, and strategies used to eliminate bullying at Baines. These include Personal Development lessons, form activities, Kindness Week, Anti-Bullying Week, LGBTQ + Week, assemblies etc.

Students will be encouraged to train and act as mentors for others as part of our Peer Mentor scheme, and Buddy Club is used to help Year 7 students to settle at Baines School (year 8 students are also able to attend Buddy Club). Students can also approach their year link Pastoral Officer at a breaktime or lunchtime for support and guidance. The team of Peer Mentors in Year 10 and Senior Students in Year 11 work with students as well to support them develop resilience. There is also a weekly lunch drop in session led by our Peer Mentors in N Block for students to seek support.

To support safe and effective movement around school, during lesson transition class teachers will stand on yellow lines to meet and greet students and proactively monitor the corridors to promote a positive environment for all. SLT and Pastoral Staff are placed in specific spots across the school site at transition points to monitor transition, encourage students to move quickly to lessons and proactively promote a safe and supportive environment whilst students travel around site. Before school, break time, lunch time and after school duties explicitly state where staff should be stood to monitor behaviour and student interactions. Duty staff will wear high-vis jackets and have radios on them to maintain communication across the school site. Duty staff will also carry a whistle to allow them to quickly get attention if required. All duties are monitored by SLT staff who regularly check in with staff via radios to receive reports and updates on student behaviour and site culture during social times.

An active Student Voice, an emphasis on mediation, restorative meetings and a buddying system all promote the anti-bullying culture.

At Baines we embrace the ECM agenda. The installation of CCTV and intensive supervision at break and lunchtime creates an atmosphere whereby pupils feel safe.

Intervention Strategies

When bullying behaviour occurs our response is to ensure the safety of the victim, deal with the incident, liaise with parents/carers and manage regular follow-ups. If bullying behaviour persists then the school will put in place appropriate intervention and support in order to change behaviour of the perpetrator. This may mean referral to outside agencies or LA Support Agencies.

Monitoring and Evaluation

Simple checks will be made in school to measure progress and incidents will be monitored by the pastoral team and the anti-bullying lead (Miss S Wild – Assistant Headteacher for Personal Development in conjunction with the AAHT DSL). Relevant data and feedback gathered from pupils, staff, parents and governors will enable an annual review of the policy.

How Success will be Measured

- Preventative measures and good school ethos mean few incidents of bullying recorded
- Speed and efficiency in dealing with bullying incidents
- Case studies provided to highlight effectiveness in dealing with bullying incidents

Implementation and Monitoring of the Policy

- The policy is reviewed by the anti-bullying lead every year
- Staff training is provided on an annual basis
- Mentors are encouraged to participate in mentor training every year
- The policy is always a working document and aspects of it are on view at all times around the school

Useful links

Below are a series of websites covering a range of issues young people may face. These range from e-safety to support with family breakdown and bullying:

www.kidsmart.org – E-safety advice for young people

www.thinkuknow.co.uk – Advice on being safe online

www.bullying.co.uk – Support and advice on bullying

<https://www.relate.org.uk/what-we-do/counselling/young-peoples-counselling> – Information on counselling and support for young people

<https://www.barnardos.org.uk/> – Support for vulnerable young people

www.childline.org.uk – 24-hour service for young people who need someone to talk to