**Artemis - Anti-Bullying Policy**

| Version Date | Date of next review |
|---|---|
| May 2025 | May 2026 |

**Purpose**

The purpose of the anti-bullying policy is to create a safe and inclusive environment where every student can thrive without fear of bullying. This policy aims to prevent bullying through initiative-taking measures, raising awareness of the impacts of bullying, and foster a positive culture rooted in respect and kindness. By providing clear guidelines and consistent action we strive to reduce and eradicate bullying and promote the well-being and success of all members of our community

**Policy Statement**

We are committed to a learning environment where every student feels valued, respected, and free from bullying. Our anti-bullying policy reflects our unwavering dedication to promoting positive relationships and preventing all forms of bullying. We believe that every member of our community deserves to be treated with dignity and kindness.

We recognise that:
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- bullying causes real distress and affects a person's health and development.
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have the right to equal protection from all types of harm or abuse.
- bullying can cause significant harm.

Through education, awareness raising, a restorative behaviour policy and a culture of kindness, we strive to create an atmosphere where bullying is not tolerated, and students can thrive academically, socially, and emotionally.

Our policy ensures that incidents of bullying are promptly addressed, support is provided to victims and perpetrators, and appropriate solutions and logical consequences are implemented. Together, we work collaboratively with students, staff, parents, and the wider community to cultivate a caring and inclusive environment where everyone can reach their full potential, free from the harmful effects of

**Definitions**

Bullying includes a range of abusive behaviour that is.
- repeated
- intended to hurt someone either physically or emotionally.

Bullying is when individuals or groups seek to harm, intimidate, or coerce someone. It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time. Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions that we have set out below (this list is not exhaustive):

| Verbal Abuse | Physical Abuse | Emotional Abuse | Online Abuse |
|---|---|---|---|
| • Name-calling<br>• Saying nasty things to or about a child or their family. | • Hitting or pushing<br>• Physical assault | • Making threats<br>• Undermining<br>• Exclusion from social groups or activities | • excluding a child from online games, activities, or friendship groups<br>• sending threatening, upsetting or abusive messages<br>• creating and sharing embarrassing or malicious images or videos<br>• 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games.<br>• voting for or against someone in an abusive poll<br>• setting up hate sites or groups about a particular child<br>• creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name. |

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

This Policy should be used in conjunction with:
• Behaviour Management Policy
• Student Code of Conduct
• DEI Policy
• Learning Support Policy
• Acceptable User Agreement

**Legal Framework**
This policy has been drawn up based on legislation, policy and guidance that seeks to protect children. Many countries now have national legislation covering anti bullying expectations and requirements in education environments.

**Policy Procedure**

At an Artemis Education school the following procedure areas are important in ensuring that all members of our school community understand the significance of this policy.

**Culture**

- we have a code of conduct and school principles/values that set out how everyone involved is expected to behave and interact, in person and online.
- we put clear anti-bullying procedures in place.
- we manage challenges and problems with a restorative solution focused approach.
- we monitor anti-bullying measures for impact and effectiveness.
- we provide support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic, and sexual bullying.

**Reporting Channels**

- we provide a confidential reporting platform for students who are being bullied or have knowledge that others are being bullied.
- we provide confidential, online and in person reporting channels for all members of the community.
- anonymous and identifiable reports will be treated with equal importance and the same observation, investigation and action phases completed as appropriate.
- reporting channels will be clearly advertised in all classrooms and public areas in the school as well as on the school website.

**Monitoring Channels**

- we hold regular discussions with staff, volunteers, children, young people, and families who are members of our community about bullying and how to prevent it. These discussions will also: provide opportunity to reflect on whether the impact of the policy is positive for the community.
- A student committee will monitor and present to the governing body regularly on effectiveness of anti-bullying measures.

**Prompt Response**

Designated staff

- are trained and given time to respond to bullying allegations as part of their position of responsibility.
- will follow a clear timeline within which reports will be acknowledged, investigated, and addressed.
- will provide updates and information sharing with relevant parties in a timely manner.

**Investigation Procedure**

The following procedure is a suggested procedure please add details for the individual school.

- Confirm key pastoral staff are available to manage the process (provide cover if necessary)

- Arrange individual rooms or offices which have privacy for those involved to for statement collection and interviews.
- Ensure the rooms are safe, supportive and comply with safeguarding expectations of the school.
- Ensure those involved are kept separated and identity confidential.
- If it is necessary to interrupt learning for students involved inform the relevant teachers through management information system.
- Minimise learning disruption but if it is necessary to meet simultaneously with students to reduce corroboration of narratives arrangements should be made to facilitate this.
- Minimise attention on students involved.

**Gather information**
Statements and interviews
1. Collect written statements from all involved (Use a scribe if language or age is a barrier to writing the statement).
   Information must include time, date, location, individuals involved, witnesses and a description of the alleged bullying behaviour(s). (See proforma)
2. Use restorative questions to prompt:
   - What happened
   - What were you thinking at the time?
   - What have you thought about the situation since?
   - Who has been impacted by what has happened and in what ways?
   - What do you think needs to be done to make things right?
3. Check statements with students. If any clarifying questions are asked note these on the additional question sheet and the responses given.
4. Use open ended questions.
5. Review the statement and any questions with the student and ask if they agree the contents and if there is anything else that they would like to add. Any additions should be added to the question sheet. Ask the student to sign and date the statement and any supplementary sheets.
6. Collect and collate any evidence relating to the incidents such as text messages, social media posts, photographs, video, cctv footage,
7. Keep all relevant parties including parents/guardians informed about the investigation process and outcomes. Maintain confidentiality while providing updates on the steps being followed to address the alleged incidents.

**Review information and any evidence**
- Assess the credibility and relevance of the information and evidence. Determine the frequency of the bullying and severity.
- Analyse any patterns of behaviour or locations to identify unsafe places in school. Identify any underlying causes or systems issues contributing to the situations e.g., changing room bullying where no cctv or teacher presence.

**Take appropriate action**

Based on the information gathered determine the most appropriate action to be taken:

- Refer to the school behaviour management policy guidelines to determine individual student outcomes.
- Reference national requirements and if necessary, inform the relevant authorities.
- Support for all involved should be offered. This may include access to counselling, a designated staff member for emotional support, referral to external support.
- Review preventative interventions for the wider community based on the evidence and information collected.
- Communicate with all stakeholders regarding the outcome of the investigation and impact for their child. Ideally this will be as an in-person meeting.

**Documentation and monitoring**

- Continuously monitor the situation after the initial investigation to ensure that the reported incidents cease and to measure the effectiveness of any intervention measures.
- Designated Safeguarding Lead should compile a report and log on the school´s online safeguarding system linking all students involved.
- Provide ongoing checks and support to all involved.

**Appendix 1**
Proforma for collecting student statements.

| Name | House/Class/ Tutor group | Date |
|------|--------------------------|------|
| | | |

**Who was involved?**

**Where did this take place?**

**What time?**

**For how long?**

**What happened?**

**Have you seen any other similar incidents involving the same or some of the same people?**

**What were you thinking at the time?**

**What have you thought about the situation since?**

**Who has been impacted by what has happened and in what ways?**

| What do you think needs to be done to make things right? | | |
|---|---|---|
| | | |
| Would you like the opportunity to speak to a trusted member of staff or a counsellor about this situation | **Yes** | **No** |
| Do you agree that the information outlined in this statement is accurate | **Yes** | **No** |
| **Signature of student** | | |
| **Signature of designated member of staff** | | |

**Appendix 2**
Additional information sheet
For use if any additional questions are asked for clarification or student wishes to add to their statement

| Name | House/Class/ Tutor group | Date |
|---|---|---|
| _____ | _____ | _____ |
| **List additional questions and responses** | | |
| | | |