

# POLICY



## **PREVENT BULLYING POLICY FOR SCHOOLS WITHIN QUEST**

University Collegiate School & Sixth Form  
Hindley Green Community Primary School  
St. Peter's C. of E. Primary School, Hindley  
St. John's C. of E. Primary School, Hindley Green  
St. John's C. of E. Primary School, Abram

**Spring 2025**  
**Review Spring 2027**

## Prevent Bullying Policy for Schools within QUEST

### Rationale & Intent

Students and children at QUEST enjoy many rights. These include the right to be safe, enjoy and achieve and make a positive contribution to their school and community life. QUEST maintains a caring approach to students and children and any form of bullying, physical, verbal, racial, homophobic, sexist or other type of harassment will not be tolerated. As “listening and telling” schools we are committed to the creation of positive, safe learning environments for all. Bullying of any form is unacceptable in any form and not tolerated in our schools and trust, whether carried out by a child or an adult.

We recognise that many students and children will experience conflict in their relationships with other pupils and QUEST schools are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. Bullying is present to a greater or lesser extent in all institutions. All members of a school community deserve the right to feel valued, equal and respected and be able to come to school without fear. There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement from Early Years to Sixth Form and can lead to mental health concerns such as anxiety and depression. Our schools use this definition.

***Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.***

*Department for Education 2011*

### What is bullying?

Bullying may be defined as the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group.

It can be:

- **Physical** – Unprovoked assault on a person or group which can range from a ‘prod’ to grievous bodily harm.
- **Psychological (Emotional)** – Reduction of a person’s self-esteem or confidence through threatening behaviour and language, taunting, name calling, mocking, teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Social Ostracism** - rejection by peer group, isolating or excluding an individual from the activities and social acceptance of their peer group or through passing notes and spreading rumours
- **Online/Cyber bullying** – Use of social media, messaging, calls, photos, videos. Misuse of other associated technology for mobile phones, electronic devices and/or the internet to deliberately upset someone. Being subjected to harmful online interaction with other users. Cyber bullying is illegal under the Malicious Communication Act 1988. The Child Exploitation and Online Protection (CEOP) gives support with this.
- **Extortion** - demanding money/goods with threats
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child- on -Child abuse** - any abusive behaviour that involves sexual harassment/abuse/violence, cyberbullying, physical abuse, ‘upskirting’, ‘sexting’, coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).

QUEST schools are very clear that abuse will never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’.

Whilst there are several definitions of bullying all definitions include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power
- that it may be verbal, physical or psychological.

Bullying takes many forms. It can be related to:

- Race, religion or culture
- Sexual orientation (or alleged orientation) or of a sexual nature
- Disability or SEN
- Appearance or health
- Home circumstances e.g. bereaved.

As schools within Quest, we acknowledge that many pupils experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying is as much an attitude as an act and it can only be identified by assessing the effects it has on the victim.

There are times when adults 'bully' students/children and that such bullying may be viewed as child abuse. If this occurs it will be seen as such and employees will follow the guidelines laid down in the Trust's Safeguarding and Child Protection Policy.

Conversely, there are students/children who bully their parents, teachers and other adults and adults who attempt to bully other adults. The 'pressure to cope' applies to staff as well to students and children.

Bullying is unacceptable. Our schools and trust will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, students from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Staff as well as students and children benefit if schools and organisations establish an ethos that repudiates bullying.

### **Objectives of the Prevent Bullying Policy**

- To develop nurturing, positive and safe learning environments where bullying will not be tolerated.
- To promote inclusion, mutual agreement, self-esteem, and self-worth to meet the physical, emotional and mental health needs of all members of the school community.
- To ensure that everyone in the school community understands what bullying is and how the school will deal with incidences of bullying
- To ensure staff understand their role in preventing and responding where a child is at risk. (
- To develop a listening caring ethos at QUEST schools where any form of bullying is not tolerated and dealt with in the appropriate and timely manner.
- To encourage discussion and not make premature assumptions and to foster a problem solving approach.
- To ensure that all staff, parents, students and children are aware of this policy and fulfil their obligations in relation to it.

## **Reporting Bullying**

Any student or child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed.

Parents must report any bullying incidences they are made aware of to the pastoral team in the first instance. Students and children should report bullying incidents to available staff or someone who they can trust. Alleged and proven incidents will be recorded by staff on the school MIS system and investigated initially by the pastoral team and followed up by discussing with the individuals. If an incident is not resolved in the first instance it will be passed onto the senior leadership team and ultimately the Headteacher. Any incident will be logged and passed immediately to the team leader who will ensure the matter has been resolved.

At QUEST schools, students and children are encouraged to talk to staff when they are unhappy or have concerns. Students and children in our schools understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their teacher (form/class/subject), teaching assistant, pastoral staff/Heads of House
- Peer mentors

Students and children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve students and children as far as possible in finding solutions.

Adults and staff should be aware that a student or child may indicate through signs, symptoms or behaviour that they are being bullied. Staff should consider this and investigate if a student or child:

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to underachieve in lessons
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other students/children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

It is important to note that these signs and behaviours could also indicate other concerns or problems.

## **Responding to Alleged & Proven Bullying**

In each case of bullying, the priority for QUEST schools will be that the bullied individual feels supported and that the individual/s responsible for the bullying are made aware that their behaviour is unacceptable and the bullying stops.

All incidences alleged or proven are investigated and bullying behaviour or threats of bullying will be addressed in the following way:

- Adults will actively listen and question students/children, staff and parents (where apt) to ensure that we act appropriately on information received. This action will demonstrate that a safe, secure and positive environment exists
- Ensure that victims of bullying are treated in a supportive manner, and their case heard in an atmosphere of positive concern
- All staff will be informed so that close monitoring of all parties can begin
- The student or child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required
- Appropriate feedback will be given to students/children and parents of all parties in a timely manner
- The school will work with both the student(s)/child(ren) and the parents to ensure that any bullying is stopped and that support is given where needed
- In serious cases, parents will be informed in writing and a suspension or even exclusion will be considered/actioned
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and it will be considered that the incident/incidents are closed. QUEST schools strongly believe that all students/children can be bullied or a bully and as such all parties once an issue has been addressed should be allowed to move on from the issue at hand
- The Trust and school accepts that any student or child could display bullying behaviour and as such has a moral imperative to help those doing so to change their behaviour
- If necessary and appropriate, external agencies will be consulted to provide support. This may include therapeutic interventions or behaviour support. Pastoral support from QUEST school staff will be provided in the first instance
- The school will aim to sort out differences and encourage the pupils to reconcile. The Restorative Justice approach (outlined below) will be implemented, wherever relevant, to support both sides; whether bullying is alleged or proven (appendix 1)

### The Six Principles of Restorative Practice



### Benefits



### **Proactive Prevention strategies**

We have various methods to help our Trust and school communities prevent bullying. These include:

- We are listening and telling schools. This is a message that will be always promoted with all audiences
- There is an agreed collective responsibility to address any incidents of bullying observed.
- Explore issues through the PSHE, RSE and Personal Development curriculum, assemblies/collective worship and through an annual national anti-bullying week
- A peer support system for pupils will be promoted and training provided for both staff and pupils.
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create. Pupils are educated through the curriculum, workshops and assemblies about keeping safe online and the impact cyberbullying, inappropriate online activity can have on their emotional wellbeing and mental health.
- Parents will be encouraged to actively support the policy
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at an early staff meeting. The policy will be discussed and then distributed to all new staff.
- The Board of Trustees and Senior Leadership Teams will monitor all forms of bullying and discrimination via termly reports, staff meetings, auditing proformas from pupils and parents and an annual questionnaire on bullying and school practice for pupils to complete.
- This policy is to read alongside Behaviour Management, Safeguarding and Child Protection, PSHE, RSE, SEND and Equality and Diversity policies.
- Students and children will be involved in creating solutions, in developing policy and practice, and in maintaining agreed strategies and behaviours

### **Bullying outside school**

The Headteachers have the power to respond to bullying behaviour involving students and children whilst out of the school grounds; be it on a school organised trip or school organised community activity. Conduct that threatens the health and safety of students, children, staff or members of the community will not be tolerated. The Headteacher will consider the evidence available and if the claim is proven will impose sanctions in line with the Trust's Behaviour Management policy. In serious cases where an offence may have been committed the Headteacher may also contact the local police.

### **Governance & Review**

The Trustees will be responsible for ensuring that this policy is actioned and reviewed regularly. The named Trustee for Safeguarding is Sue Darbyshire.

This policy has been reviewed with due regard to the Equality Act 2010 in February 2025 and Trustees are aware of its contents.

Signed: M Doyle

CEO

## Supporting Organisations and Guidance

If you find it difficult to talk to anyone at school or at home, you can also contact:

### **ChildLine**

This charity offers a free, 24-hour helpline and counselling service for children in distress or danger. Tel **free phone** 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

### **Bullying Online**

for parents/carers whose children are being bullied and who don't know what to do. Contains advice for both children being bullied and their parents.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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)
- 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)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

### **Racism and Hate**

- 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)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

School Name:

### Restorative Justice approach to Bullying

<b>Name of alleged Victim</b>		<b>Name of alleged perpetrator</b>	
<b>Context:</b>			
	<b>Date</b>	<b>Names Involved</b>	<b>Actions/comments</b>
<b>Stage 1</b>			
<b>Step 1</b> Interview the victim			
<b>Step 2</b> Meet with others involved			
<b>Step 3</b> Contact Parents			
<b>Step 4</b> Resolution Strategy			•
<b>Step 5</b> Meet individually again or as a group to review – repeat as necessary			•
<b>Step 6</b> Resolution Strategy			•
Review			•
<b>Stage 2</b> Pastoral support programme			•
<b>Stage 3</b> Contact outside agencies			