



Anti-Bullying Policy

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	9. Peer-On-Peer Abuse	Added appendix



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1. Introduction

At Stoke Newington School we seek to provide a positive and supportive environment where all achievements are applauded and students feel a strong sense of belonging. Our diverse school community makes us all the richer and is something we celebrate.

We have high expectations of behaviour for all our students, thus allowing everyone to thrive and achieve brilliant outcomes. We pride ourselves on our compassionate pastoral care and environment of kindness.

All members of the Stoke Newington School community have the right to learn and work in a safe and secure environment.

We want everyone to feel safe and be happy in school and have the right to support when feeling insecure. We want Stoke Newington School to be a school where bullying is viewed as unacceptable, treated seriously and dealt with effectively.

Bullying is anti-social behaviour and affects everyone. Stoke Newington School will not accept bullying of any kind.

2. Aim of the policy

At Stoke Newington School we want to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied. Therefore, this policy will aim to:

- Define bullying
- Outline what the school does to prevent bullying
- Identify groups at risk of bullying
- Explain how to report bullying
- Describe how the school records incidences of bullying and records actions taken
- Outline sanctions for bullying
- Outline support available for both victims, perpetrators and their families

Only when issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

3. Preventing Bullying

We work hard at Stoke Newington School to eradicate bullying and we would be naïve to suggest that it does not exist in our community. To that end, we run a number prevention and awareness initiatives to promote reporting procedures and educate pupils of the impact of bullying. This includes, but is not limited to:

- Promoting the school values of CARE: Compassion, Ambition, Resilience & Excellence
- Posters in every classroom that define bullying and promote reporting procedures
- Participating in Anti-bullying Awareness week every year
- Engaging with the Student Leadership Body to gain their views on bullying and harassment
- Employing a range of pastoral staff with a specific role to support students and their welfare
- Regularly raising staff awareness of research and school data to improve our response to tackling bullying
- Discussing issues around bullying, racism, and discrimination in PPP lessons
- A strong pastoral & tutor time programme that regularly includes bullying-related issues and encourages 'courageous reporting'



4. Bullying

4.1 Forms of bullying

Keeping Children Safe in Education(2024) (KCSIE) identifies bullying as a form of Child-on-Child Abuse that broadly takes three different forms:

- Cyberbullying
- prejudice-based bullying
- discriminatory bullying

Stoke Newington School has adopted the Anti-Bullying Alliance's definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

The Anti-Bullying Alliance has over 30 years' experience of researching and campaigning against bullying and have identified that bullying can be (but we recognise may not be limited to):

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

It may also be when:

- The same person or group always leaves someone out or shuns them.
- Someone makes threats of violence against someone else.
- Someone damages someone else's kit or clothing deliberately.
- Someone takes someone else's belongings deliberately.
- Someone tries to force someone else to do something they do not want to do.
- Someone tries to force another to do something sexual they do not want to do.

Although all these actions are serious and should always be reported, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim. We also recognise that this not an exhaustive list and incidents not listed above may also be labelled and recorded as bullying.

4.2 Bullying outside school premises

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. Stoke Newington School may also consider whether it is appropriate to notify the police or Multi-Agency

Safeguarding Hub if the misbehaviour could be criminal or poses a serious threat to a member of the public.

4.3 Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

At Stoke Newington School we have seen an increase in cyberbullying since returning to school following the Coronavirus outbreak and are committed to reducing instances. We do this ensuring by keeping bullying high on staff's radar through staff briefings, meetings and training sessions and by promoting reporting procedures, having specific lessons on online safety in our PPP curriculum.

4.4 Groups at risk to bullying

At Stoke Newington School we recognise that some groups are more at-risk to bullying than others. These tend to be marginalized groups that are at risk of discrimination, and it is therefore important that extra attention is paid to these groups to safeguard them from bullying. For this reason, the following groups are highlighted identified in KCSIE 2022 and Preventing and Tackling Bullying 2017 and are flagged to school staff as vulnerable:

- Black and Global Majority(BGM) students
- Looked After Children (and Post Looked After Children)
- Students with Special Educational Needs & Disabilities
- Children who are lesbian, gay, bi, or trans (LGBT)

5. Reporting & recording bullying

5.1 Reporting

We regularly promote and reinforce the importance of reporting bullying and harassment at Stoke Newington School. Students or parents are encouraged to report incidents by:

- Speaking to their (or their child's) form tutor, Head of Year, or any other appropriate member of staff in school
- Emailing any appropriate member of staff, or sending a message on MS Teams where applicable and appropriate
- Seeking support from a member of the Student Leadership Body or Prefect to help report an incident
- Emailing the school reporting email: stop@sns.hackney.sch.uk

Staff and students in our school community have a responsibility to themselves and others to report incidences of bullying. We cannot manage or respond to an incident that has not been formally reported via one of the mechanisms outlines above. All parents/carers of pupils involved as victims or perpetrators should be contacted on the day where possible. We seek to work in partnership with our parents/carers in supporting students who are bullied and those who have bullied(perpetrators)



5.2 Recording an incident

Once an incident has been reported to a member of staff it should be reported via the school safeguarding software. This will raise a concern with safeguarding team, who will then share it with the appropriate Head of Year & School to follow up. This staff member will then update the log by recording any actions taken, including uploading statements, listing the details of phone calls made and recording sanctions and support put in place. Once the incident has been dealt with, the staff member will inform the safeguarding team who will close the case and file the paperwork accordingly.

6. Support & Sanctions

6.1 Sanctions

Sanctions include but are not limited to:

- Permanent exclusion
- Suspension (formerly known as Fixed-Term Exclusions)
- Time in the Referral Room out of circulation with the main student body
- Detentions
- Parent/Carer meetings
- Restricting social or extra-curricular activities

It is important to note that there is no 'one-size-fits-all' approach to sanction and the context of incident and pupil involved will be considered before a decision on a sanction is made. Only the Headteacher can suspend or exclude a student.

6.2 Support

The victims of bullying need support. This can take the form of, but is not limited to:

- An offer of an immediate opportunity to discuss the experience with their Form Tutor or a trusted adult of their choice in the school community
- Counselling within school through one of the school's counsellors or ASpace, our external counselling service
- An offer of continuous support and reassurance to the student working in partnership with parents/carers
- Opportunities to restore self-esteem and confidence.
- Opportunities to discuss their concerns with the school's Student Leadership Body or Prefects
- A mediated meeting with the perpetrator
- Safe areas to go to if the student feels vulnerable at times in the school day.
- An assigned member of staff to go to if the student feels vulnerable.

We also recognise that the perpetrator of a bullying incident also requires support, and this may take the form of:

- Establishing their wrongdoing and need to change
- Opportunities to discuss their concerns with Student Leadership Body or Prefects
- Opportunities to discuss their concerns with one of the school's counsellors or ASpace, our external counselling service
- Meeting with parents to discuss issues and identify further opportunities to support including involving the Head of Inclusion as appropriate.

7. Advice for on cyberbullying



7.1 Advice for parents and carers

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of “friends” on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn’t be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person’s status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC - bullying and cyberbullying prevention

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to

stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

Set boundaries

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls

For parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and The Parent Zone - help

Being involved and talking to children

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and antibullyingpro provides practical advice for parents

7.2 Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.



Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

7.3 What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved. The Parent Zone-Top tips if your child is being bullied.

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in need of support to return to school. To help schools support pupils who are severely affected by bullying the Department has produced advice for schools, available at: [Supporting bullied children](#)

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: Childline - [Building confidence after online bullying](#)

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector [advice and support from the anti-bullying sector](#)

Facebook has produced a support sheet [Empowering Parents and Families](#) which gives guidance on what to do if you child is being bullied.



8. Useful Resources

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world [stay up to date and keep your child safe in today's digital world](#)

8.1. Contact details for social networking sites

[The UK Safer Internet Centre](#) works with social networking sites to disseminate their safety and reporting tools

Social networking site	Useful links
Ask.fm	Read Ask.fm's 'terms of service' Read Ask.fm's safety tips Reporting on Ask.fm: You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
Facebook	Read Facebook's rules Report to Facebook Facebook Safety Centre
Instagram	Read Instagram's rules Report to Instagram Instagram Safety Centre
Kik Messenger	Read Kik's rules Report to Kik Kik Help Centre
Snapchat	Read Snapchat rules Report to Snapchat Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules Report to Tumblr by email If you email Tumblr take a screen shot as evidence and attach it to your email
X	Read Twitter's rules Report to X
YouTube	Read YouTube's rules Report to YouTube YouTube Safety Centre



8.2. Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace calls for them.

Some service providers such as Vodafone produce annual magazines for parents and carers ([Digital Parenting](#)), giving information and top tips for keeping your children safe online including cyberbullying.

Service provider	From your mobile	Pay as you go	Pay monthly contracts
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150
Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

8.3. Organisations that provide support to parents and carers and children

- [The Anti-Bullying Alliance](#)
- [CEOP](#)
- [Childline](#)
- Childnet
- [The Diana Award](#)
- Internetmatters
- [Kidscape](#)
- [Get connected](#)
- [NSPCC](#)
- [The Parent Zone](#)
- [Thinkuknow](#)
- [Young Minds](#)
- [UK Safer Internet Centre](#)



9. Peer-On-Peer Abuse

Purpose:

To ensure a safe and supportive environment for all students by preventing and addressing peer-on-peer abuse.

Definition:

Peer-on-peer abuse includes physical, emotional, sexual, and cyberbullying behaviours that cause harm or distress to another student.

1. Zero Tolerance:

The school has a zero-tolerance approach to any form of peer-on-peer abuse.

2. Reporting:

- Students are encouraged to report any incidents of abuse to a trusted adult or through the school's reporting system.
- Staff must report any suspected or confirmed cases of peer-on-peer abuse to the designated safeguarding lead immediately.

3. Response:

- All reports will be taken seriously and investigated promptly.
- Appropriate disciplinary actions will be taken against perpetrators in accordance with the school's behaviour policy.
- Support will be provided to victims through the schools pastoral system and also counselling support if necessary.

4. Prevention:

- Regular education and awareness programs will be conducted to inform students about the effects of peer-on-peer abuse and how to seek help.
- The school will always strive to foster a culture of respect and inclusion through various initiatives and activities.

5. Confidentiality:

- All reports and investigations will be handled with confidentiality to protect the privacy of all parties involved.