



**PASS 11 PLUS**  
GRAMMAR PREPARATION SUCCESS

## Anti-Bullying Policy

<b><i>Responsible Board/Committee</i></b>	JMS Provider
<b><i>Policy Type</i></b>	Centre
<b><i>Policy Owner</i></b>	Jag Singh
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## 1. Introduction

This policy will help all stakeholders in the Pass 11 Plus's community to achieve the vision of the school, which is that 'within a friendly, caring and stimulating community, Pass11 Plus will educate young people from all backgrounds and prepare them for life.'

At Pass11 Plus our core purpose is to create the conditions for our students to be able to thrive and flourish. We have four guiding principles which drive our work:

Every student should feel seen, supported and safe.

The relationship between staff and students should always be a nurturing one, grounded in high expectations.

Students should always demonstrate our character virtues, even when they are away from staff gaze.

Our systems should be so robust that they create equity of experience.

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

To protect the rights of all students and to ensure that they have a safe and secure learning environment, Pass11 Plus will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our centre's ability to educate students and their ability to learn. If such a case arises, the staff at Pass11 Plus will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the centre community effectively and positively; and
- keep all other students safe, happy and confident.

## 2. What is bullying?

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can include: name calling; taunting; mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful or untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### 3. Forms of bullying

***Bullying can happen to anyone. This policy covers all types of bullying including:***

- bullying related to race, religion or culture;
- bullying related to SEND (Special Educational Needs or Disability);
- bullying related to appearance or physical/mental health conditions;
- bullying related to sexual orientation (e.g. homophobic, transphobic or biphobic bullying);
- bullying of young carers, children in care or otherwise related to home circumstances;
- sexist, sexual and transphobic bullying;
- bullying via technology – (cyberbullying).

### 4. Signs and symptoms

***A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. All staff, and as far as possible parents,/carers should be aware of these possible signs and that they should investigate if a child:***

is frightened of walking to or from the centre;

does not want to go on the school/public bus;

always asks to be driven to school;

changes their usual routine;

is unwilling to go to centre (centre phobic);

begins to truant;

becomes withdrawn, anxious, or lacking in confidence;

starts stammering;

attempts or threatens suicide or runs away;

cries themselves to sleep at night or has nightmares;

feels ill in the morning;

begins to do poorly in school work;

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 dinner or other monies continually "lost";

has unexplained cuts or bruises;

comes home starving (money / lunch has been stolen);

becomes aggressive, disruptive or unreasonable;  
is bullying other children or siblings;  
stops eating;  
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 or jumpy when a cyber-message is received.

## 5. Preventing bullying in school

### ***The centre community will:***

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- actively provide systematic opportunities to develop students' social and emotional skills, including their resilience;
- provide a range of approaches for students, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through form time and/or specific sessions based on relationships, displays, assemblies, peer support and the school council;
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, and follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and intelligence about bullying incidents and issues so as to develop effective strategies to prevent bullying from occurring;
- actively create "safe spaces" for vulnerable children and young people;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- work with other agencies and the wider centre community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive centre ethos.
- Have dedicated PSHE time that tackles issues relating to all forms of bullying.

## 6. Responding to bullying

All incidents of bullying will be fully investigated by a member of the pastoral team. Once the details have been established staff should be informed about the person being targeted and the other students involved either in briefing and via email, with the situation to be monitored in lessons.

### ***Students who have been bullied or abused will be:***

- Given an immediate opportunity to discuss the experience with a form tutor or Head of Centre.
- Given an opportunity to speak to the counsellor
- Offered reassurance and support as the Head of Centre begins an investigation.
- Asked to provide a written statement which identifies the potential ringleader, and any others involved, and the nature of the bullying or abuse. Witnesses to bullying or abuse will also be asked to produce a written statement.
- Students who have demonstrated bullying or abusive behaviours will:

- Meet with their Head of Centre (or other member of the pastoral team) to discuss what happened and why they became involved in such behaviours.
- Be supported in establishing the wrong doing and the need to change.
- Asked to provide a written statement of the incident(s). Witnesses to bullying or abuse will also be asked to provide statements.
- The Head of Centre will make a judgement, based on evidence, to take any one or more of the following courses of action:
  - Mediation between the bullied and the bully. If possible, the students will be reconciled.
  - Disciplinary action against the bully using school behaviour policy and mediation with the bullied and bullying student(s).
  - Reporting the incident to the Head of the Centre in order to facilitate further investigation. In extreme cases the Headmaster will take the decision to suspend a student for a fixed term or, in extreme cases, recommend permanent exclusion.
- Informing both sets of parents / carers about the incident(s).
- If necessary, consult the police regarding any further action.

## 7. Involvement of students

### ***The Centre will:***

- regularly canvas children and young people's views on the extent and nature of bullying;
- encourage students to report instances of bullying as soon as possible;
- ensure that all students know how to express worries and anxieties about bullying;
- ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve students in anti-bullying campaigns in the school and embedded messages in the wider centre curriculum;
- publicise the details of help lines and websites;
- offer support to students who have been bullied and to those who are bullying in order to address the problems they have and reduce further incidences of bullying.

## 8. Liaison with parents and carers

### ***The centre will:***

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats;
- ensure that all parents/carers know who to contact if they are worried about bullying;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- ensure that parents work with the centre to role model positive behaviour for pupils, both on and offline

## 9. Links to legislation

***There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:***

- The Equality Act 2010;
- The Education and Inspection Act 2006;
- The Children Act 1989;
- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986;
- The Computer Misuse Act 1990.

## 10. Responsibilities

***It is the responsibility of:***

- Headmaster, teaching and non-teaching staff to be aware of this policy and implement it accordingly;
- the Headmaster to communicate the policy to the centre community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- staff to support and uphold the policy;
- parents/carers to support their children and work in partnership with the centre;
- pupils to abide by the policy.

## 11. Complaints

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the Centre following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the Centre's Complaints Procedure.

## 12. Supporting organisations and guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Mental health and behaviour in schools – updated March 2016 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 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)

### LGBTQIA

- Mermaids: [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
- 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-ofpractice-0-to-25>

### 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/)
- True Vision: [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.theredcard.org](http://www.theredcard.org)