



Healing Multi Academy Trust

Anti-Bullying Policy

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ANTI-BULLYING POLICY

This policy is based on DfE guidance *Preventing and Tackling Bullying* (2017) and supporting documents. It also considers the DfE statutory guidance *Keeping Children Safe in Education* (2020) and has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- The Education Regulations 2014
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- Working together to safeguard children
- Keeping children safe in education.

This policy outlines what each academy will do to prevent and tackle all forms of bullying. The academies are committed to developing an anti-bullying culture where the bullying of children, young people or adults is not tolerated in any form.

The academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our academy can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

The academy recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Responsibilities

It is the responsibility of:

The Principal to communicate this policy to the academy community; to ensure that disciplinary measures are applied fairly, consistently and reasonably; and that a member of the senior leadership team has been identified to take overall responsibility.

The Principal has the primary responsibility for ensuring that children know that bullying is wrong and that it will not be tolerated in academy. This is undertaken in a variety of ways, including through whole academy assemblies, RE / PSHCE lessons and when dealing with specific incidences of inappropriate behaviour.

The Principal has specific responsibility for developing a academy climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.

The Principal reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

The Local Academy Council require the Principal to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The Principal retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the Governors, reviews this policy on an annual basis. The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.

All staff (including governors, senior leadership, teaching and non-teaching staff) have a collective responsibility for discouraging and responding to any incidences of bullying. If members of staff witness an act of bullying, or are alerted to possible bullying situations, particularly exclusion from friendship groups, they must support the children involved following discipline and behaviour procedures and may involve the learning mentors or a Senior Member of staff to provide support or appropriate sanctions.

Parents and carers have a responsibility to support the academy's anti-bullying policy and to actively encourage their child to be a positive member of the academy community.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the academy immediately.

Pupils are to be encouraged to be a positive members of the academy and for the academy community and abide by the policy.

Definition of bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE *Preventing and Tackling Bullying*).

Bullying is the use of repeated actions (physical, verbal and emotional) by an individual or a group with the intention of hurting any person and which results in pain and distress to the victim. This is deliberate, intentional and sustained over a period of time. Bullying can take many different forms in an academy but the main types which are prevalent in academies and workplaces are:

The key factors in defining bullying are as follows:

- When one or more people physically, emotionally or psychologically cause hurt and harm to a person who is in a weaker position
- Bullying is characterised by repeat behaviour often a series of different incidents over a period of time
- It is also symptomatic of a power imbalance between the person(s) doing the bullying and the person(s) being bullied.

Forms of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Signs of Bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from academy
- Asking to be driven to academy
- Unwillingness to attend academy
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in academy work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Preventing Bullying - Environment

The academy 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.

- Encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- Consider seating arrangements in class and these will be changed and organised in a way that prevents instances of bullying.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children.
- Recognise the potential for children with SEND and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the academy values of tolerance, non-discrimination, inclusion and respect towards others.
- Encourage positive and responsible use of technology, especially mobile phones and social media.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive academy ethos.

Policy and support

The academy will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing academy policies, for any bullying brought to the academy's attention, which involves or affects pupils, even when they are not on academy premises.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and training

The academy will:

- Train all staff - including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff - to identify all forms of bullying and take appropriate action, following the academy's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the Pupil Council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-bullying Week

- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

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Reporting Bullying

- Academies should provide clear systems to report bullying that the children are reminded of regularly.
- Worry/ Concern boxes should be located in discrete areas
- All staff should ensure an open dialogue is maintained around bullying.
- Children who witness bullying should be encouraged to report it ...develop a 'Telling School' ethos.
- Posters and literature should be regularly updated and reviewed to show the priority the subject has in the academy.
- Parents and carers should also be reminded about the avenues to report bullying in school.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The academy will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Principal/Deputy Principal/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The academy will speak with and inform other staff members, where appropriate.
- The academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the Safeguarding policy and GDPR regulations.
- Sanctions, as identified within the academy Behaviour policy, and support will be implemented in consultation with all parties concerned:
 - If the member of staff is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
 - The member of the learning mentor team / SLT informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.
 - If possible, the staff member who has dealt with the incident will attempt reconciliation and will obtain a genuine apology from the bully. This will either be face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
 - The perpetrator is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour through a restorative approach.
 - Parents/carers are informed of bullying incidents and what action is being taken.
 - A member of SLT informally monitors the pupils involved over the next half-term through regular check-ins
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off academy site or outside of normal academy hours (including cyberbullying), the academy will ensure that the concern is fully investigated. If required, the DSL will collaborate with other academies. Appropriate action will be taken, including providing support and implementing sanctions in academy in accordance with this policy and the academy's Behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. All records will be held on CPOMS.
- Most incidents will result in a restorative, problem-solving approach with each pupil given an opportunity to talk. The discussion should remain focused on finding a solution to the problem and stopping the behaviour recurring.

Cyberbullying

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (e.g. screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the academy systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. We will access the DfE *Searching, screening and confiscation at academy* and Childnet cyberbullying guidance to ensure that the academy's powers are used proportionately and lawfully.
 - Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, the Learning Mentor or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children's Social Services, or support through Young Minds Matter.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with academy Behaviour policy; this may include official warnings, working outside of the classroom, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children's Social Services, or Young Minds Matter.

Supporting adults

Our academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults will be supported by the Principal or Senior Leadership Team, and signposted to relevant external support networks or services, such as Open Minds, police or Early Help.

Bullying outside of academy

Teachers have the power to discipline pupils for misbehaving outside of the academy premises. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside academy is reported to academy staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on academy premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Principal is responsible for determining whether it is appropriate to notify the police or whether it should be dealt with within academy of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Linked Policies

This policy links with several academy policies, including:

Behaviour policy
Safeguarding and Child Protection policy
Acceptable Use policies
Curriculum policies, such as: RSE, Teaching and Learning
Social Media policy
Equal Opportunities statement

This policy will be reviewed every 2 years by the Principal and Local Academy Council.