



EDUCATION
and
LEADERSHIP
Trust

Trust Anti-Bullying Policy V1.7

Date reviewed and approved by designated committee or person:	September 2020
Next Review date:	September 2023

Responsible for this policy:	Deputy for Student Wellbeing
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1.0 PURPOSE OF THE POLICY

- To ensure that students learn in a supportive, caring and safe environment, without fear of being bullied.
- To highlight the fact that bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated.
- To ensure that all issues of bullying are addressed, as only then will students be able to fully benefit from the opportunities available at school.

2.0 AIMS AND RESPONSIBILITIES

- All Governors, teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the Trust schools' policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what the Trust schools' policy is on bullying, and what they can do if bullying arises.
- As a school we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

3.0 WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behaviour, which is repeated over a period of time. Bullying makes the victims feel uncomfortable, worthless, powerless and excluded.

3.1 Statement of Intent

Reflecting the Education and Leadership Trust's ethos, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Positive relationships between all members of the school community are always encouraged. Students will have explicit opportunities to focus on positive relationships within their Personal, Social, Health and Relationships Education programme, as well as anti-bullying activities delivered through group tutorials and assemblies.

3.2 WE WILL:

- Implement a Zero Tolerance Policy towards bullying.
- Encourage students to report bullying.
- Ensure all staff are alerted to the signs of bullying and act promptly and firmly against it, in accordance with school policy.
- Ensure that procedures (Behaviours for Learning) are in place to deal with incidents of bullying.
- Ensure that staff and students are aware of the procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

4.0 POSSIBLE FORMS OF BULLYING

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), intimidation, spreading rumours
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racist comments, taunts, graffiti and/or gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of another student's sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing, racist and homophobic comments
Cyber	all areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, inappropriate use of Whats App, social media etc.

4.1 There are various types of bullying, but most have three things in common;

- It is deliberately hurtful behaviour
- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can, and frequently does, have long term effects on victims which may affect their adult lives.

5.0 SIGNS AND SYMPTOMS

5.1 A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school 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 a bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

6.0 REPORTING BULLYING

It is important that if students are being bullied that they report this in school immediately. This can be done in a number of ways:-

- verbally to an adult in school
- VLE – using the anti-bullying button on the school's virtual learning environment
- accessing the anti-bullying room
- contacting the anti-bullying ambassadors
- using the Shout Out boxes outside House offices

7.0 SCHOOL'S RESPONSE TO BULLYING

7.1 The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be logged thoroughly and systematically on SIMS by the member of staff who has been approached. Parent/Carers will be informed at the discretion of the Head of House and Learning Coach/Form Tutor.
- A clear account of the incident must be recorded and kept on file.

7.2 Students who have been involved as a victim in a bullying incident will be supported by:

- an immediate opportunity to discuss the experience with a Pastoral Manager/House Co-ordinator/Head of House/Tutor or Learning Coach and choose their own course of action, including
 - staff mediation
 - peer mediation
 - school nurse/counsellor
- This process will be monitored and reviewed to ensure that the student's self-esteem and confidence is restored as far as is possible.

7.3 Students have the following responsibilities:

- Ensuring that previous victims of bullying are not isolated from groups of friends
- Intervening when someone is being bullied and making it clear to the bully that their actions are not acceptable
- Informing a member of staff that bullying is happening
- Encouraging the victim to join in activities and groups
- Discussion and consideration of bullying issues in PSHRE sessions, assemblies and Tutor time

7.4 The following disciplinary steps will be taken with all forms of bullying:

- Staff will refer to the school Behaviour for Learning Policy, in particular the Behaviour for Learning procedures
- Depending on the severity and frequency of the incident, the student who bullies can expect in the first instance a C3, and in more frequent and/or extreme cases a C4. The latter sanction will also include the student being placed on an appropriate level of report. There may also be recourse to parent/carer involvement. Parents/carers may be invited in to discuss the incident(s) with a member of staff, a Head of House, the Academy Headteacher, a Governors' Behaviour Panel, or the police officer linked to the school – as appropriate. In more extreme circumstances the student who bullies will face a fixed term or permanent exclusion.

8.0 THE CURRICULUM

Within the curriculum, each school will raise the awareness of the nature of bullying through inclusion in the PSHRE curriculum, the tutor time programme, peer mediation, peer listening, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

9.0 IMPLEMENTATION OF THIS POLICY

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all our students.

It links with the following policies which can be read in conjunction;

- Behaviour Policy
- Attendance and Punctuality Policy
- E-Safety Policy
- Safeguarding Policy
- Equality Policy
- Managing Allegations of abuse made against other children Policy

10.0 MONITORING, EVALUATION AND REVIEW

The policy will be promoted and implemented throughout the school.

The Trust will review this policy annually and assess its implementation and effectiveness.

Responsibility for monitoring and review of the policy will lie with a nominated member of SLT.