



# Anti-bullying policy

## September 2021

Office use

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<b>Associated documents:</b>			
<ul style="list-style-type: none"> <li>Local Academy Behaviour annexes</li> <li>Local Academy Safer Internet Use / Personal Information Devices policy</li> <li>Local Academy Anti-bullying annex</li> </ul>		<ul style="list-style-type: none"> <li>Trust Safeguarding and Child Protection Policy 2020</li> </ul>	
<b>Links to:</b>			
<ul style="list-style-type: none"> <li>Equalities Act 2010 <a href="http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a></li> <li>Education and Inspection Act 2006, 2011</li> <li>Children Act 1989</li> <li>Protection from Harassment Act 1997</li> <li>Malicious Communications Act 1988</li> <li>Public Order Act 1986</li> <li>Preventing and tackling bullying: advice for Principals, staff and governing bodies 2017</li> </ul>		<ul style="list-style-type: none"> <li>Keeping Children Safe in Education 2020 <a href="http://www.gov.uk/government/publications/keeping-children-safe-in-education">www.gov.uk/government/publications/keeping-children-safe-in-education</a></li> <li>Working Together to Safeguard Children 2018 <a href="http://www.gov.uk/government/publications/working-together-to-safeguard-children">www.gov.uk/government/publications/working-together-to-safeguard-children</a></li> <li>SEND Code of Practice 2014 <a href="http://www.gov.uk/government/publications/send-code-of-practice-0-to-25">www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></li> </ul>	

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## **1 Definition of bullying**

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

1.2 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 and untruthful rumours.

1.3 This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

1.4 Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

1.5 Bullying is not having a single argument or fight with someone. It isn’t saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

## **2 Scope and mission**

The trust:

2.1 Expects each academy to produce an anti-bullying policy annex and review annually.

2.2 Expects the individual academies will support staff to promote positive relationships, to help prevent bullying.

2.3 Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

2.4 Academies have a commitment to intervention by identifying and tackling bullying behaviour appropriately and promptly.

2.5 Academies ensure that pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

- 2.6 Requires all members of the community to work with each academy to uphold the anti-bullying policy.
- 2.7 Expects all academies to report back to parents/guardians regarding concerns on bullying, dealing promptly with complaints.
- 2.8 Seeks to learn from good anti-bullying practice elsewhere.
- 2.9 Utilises support from the Local Authority and other relevant organisations when appropriate.

### **3 Aims and objectives**

- 3.1 Our trust vision is to ensure that all members of our community enjoy a positive, safe and enriching experience set within the specific context and ethos of each of our academies. We expect pupils and all stakeholders to contribute positively to the common good of the whole trust community.
- 3.2 Diverse Academies recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for social, emotional and mental wellbeing. Each person is uniquely valued, with each academy community ensuring they remain a welcoming place for all.
- 3.3 By effectively preventing and tackling bullying, our academies can create a safe environment where the potential of everyone in our community is nurtured and developed to reach their full potential.

### **4 Responsibility for implementing the policy**

- 4.1 The trust has delegated day-to-day responsibility for delivering the Anti-bullying Policy to the principal of each academy.
- 4.2 All employees of Diverse Academies will consistently follow the policy. All staff are responsible for the behaviour of children when engaged in activities directly related to the work of each Academy.
- 4.3 The implementation of the Policy and respective academy anti-bullying annexes are quality assured in each academy through the work of the Strategic Development Leader, behaviour.
- 4.4 The overall responsibility for the trust policy is overseen by the Chief Education Officer (CEdO) with the portfolio of behaviour.

4.5 The academy principal to communicate this trust policy to the respective 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.

4.6 Local Academy Committees to take a lead role in monitoring and reviewing their respective annex to this policy.

4.7 All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

4.8 Parents/guardians support their children and work in partnership with the respective academy.

## **5 Types of bullying include (but are not limited to):**

- bullying related to race, religion, nationality 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 (homophobic bullying)
- bullying of young guardians, children in care or otherwise related to home circumstances
- sexist, sexual and transphobic bullying
- bullying via technology, known as online or cyberbullying.

## **6 Responding to bullying**

6.1 The trust academies have clear systems to report any type of bullying. This includes those who are the victims of bullying or have witnessed bullying behaviour.

6.2 Pupils should initially report bullying to their class teacher (primary / special) or form tutor (secondary).

6.3 The academy will take appropriate action.

6.4 The academy will log all concerns in the most appropriate format – highlighted in each academy annex.

6.5 Parents or guardians should report their initial concerns about possible bullying to their child's teacher (primary) or form tutor (secondary). The academy will take appropriate action.

6.6 Visitors or bystanders should report bullying at the respective academy's main reception and it will be passed on to the appropriate member of staff.

6.7 In all academies, a 'Bullying Log' will be used to ensure that individual incidents are followed up. It may also be used to identify trends and inform preventative work in the respective academy; leading to further development of the anti-bullying policy annex.

6.8 The management of a bullying incident in all academies will involve dialogue between the relevant combination of staff and pupils. In more persistent cases the dialogue may include parents and/or supporting agencies, (e.g. Targeted Support Service, Police, Education Psychology Service, Special Needs Support Service and School Health/ Healthy Families personnel).

6.9 Parents of any children involved in bullying will be contacted and kept informed by the designated member of staff.

6.10 Responses to bullying in each academy will be varied, depending upon context and the needs of all parties involved. Diverse Academies delegates full responsibility for the management of specific cases to the Academy.

6.11 The trust expects all staff to outlaw bullying in their responses to a student's behaviour in the context of lessons, tutorials and assemblies. The trust encourages pupils to support each other and show disapproval to the act of bullying.

## **7 The protocol**

7.1 Diverse Academies delegates the specific response to any bullying concerns to each academy; the trust may expect that:

7.2 The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.

7.3 Sanctions (as identified within the academy behaviour annex) and support for individuals will be implemented, in consultation with all parties concerned.

7.4 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).

7.5 A clear and precise account of the incident will be recorded by the respective academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## 8 Cyber / online bullying

8.1 The trust defines cyberbullying thus:

- Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks.
- Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Technology can be used to carry out a wide range of unacceptable or illegal behaviours.

8.2 Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate.

8.3 Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met.

8.4 Diverse Academies recognises that any member of the academy community – student, staff member, parent or guardian – can be involved in and be affected by cyberbullying.

Cyberbullying can take place between pupils; between pupils and staff; between parents and guardians and pupils; between parents and guardians and staff; and between staff members.

8.5 Diverse Academies encourages parents/guardians to take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of the respective academy community. This will not only help protect their child online but also other members of the academy community. Further safeguarding guidance and advice can be found in the 'Safeguarding and Child Protection Policy'.

8.6 When responding to cyberbullying concerns, the trust expects each academy to:

8.6.1 Act as soon as an incident has been reported or identified, and to follow specific protocols as laid out in the respective annex.

8.6.2 Provide appropriate support for the person who has been cyberbullied.

8.6.3 Work with the person who has carried out the bullying to ensure that it does not happen again.

8.6.4 Inform and work with parents to mitigate against future issues involving cyberbullying.

8.6.5 Consider confiscation and a search of pupils' electronic devices, such as mobile phones, in accordance with the law, specifically section 15 of the DfE 'Searching, Screening and Confiscation at School - January 2018) advice

8.6.6 Request the deletion of locally held content and content posted online if they contravene the trust Behaviour Policy and / or academy behavioural protocols.

8.6.7 Ensure that sanctions are applied to the person responsible for the cyberbullying; in conjunction with steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

8.6.8 Inform the police if they believe a criminal offence has been committed.

8.6.9 Provide information to staff and pupils regarding steps they can take to protect themselves online.

## **9 Supporting pupils**

### **Pupils who have been bullied in all trust academies can expect to be:**

9.1 Given reassurance and provided with continuous support to work towards restoring self-esteem and confidence.

9.2 Offered an opportunity to discuss the experience with their class teacher, tutor or Head of House / Year in the first instance.

9.3 Advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

9.4 Connected with the wider community and local/national organisations – when appropriate - to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

### **Pupils who have perpetrated the bullying will be helped by:**

9.5 Discussing what happened, establishing the concern and the need to change.

9.6 Informing parents/guardians to help change the attitude and behaviour of the child.

9.7 Providing appropriate education and support regarding their behaviour or actions.

9.8 Sanctioning, in line with respective academy behaviour/discipline protocol.



9.9 Working with the wider community and local/national organisations – when appropriate - to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **10 Supporting employees**

The trust recognises that bullying of staff, whether by pupils, parents or other staff members, is unacceptable.

10.1 Employees who have been bullied or affected will be supported (when relevant) through the Disciplinary and / or Grievance policy (HR) or Concerns and Complaints Policy (Corporate) and in accordance with the existing protections outlined in the Safeguarding and Anti-Bullying Policies.

## **11 Preventing bullying**

The whole trust community will commit to:

11.1 Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others.

11.2 Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

11.3 Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.

11.4 Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

11.5 Encourage the safe and respectful use of technology, especially mobile phones and social media.

11.6 Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

11.7 Actively create “safe spaces” for vulnerable children and young people.

11.8 Celebrate success and achievements to promote and build a positive ethos in all academies.

## **12 Support**

The Diverse Academies community commits to:

12.1 Providing a range of approaches for pupils, staff and parents/guardians to access support and report concerns.

12.2 Regularly updating and evaluating practice - taking into account the developments of technology

12.3 Providing up-to-date advice and education to all members of the community regarding positive online behaviour.

12.4 Taking appropriate, proportionate and reasonable action, in line with Nottinghamshire or Lincolnshire County Councils guidance and academy annexes which involves or affects pupils, even when they are not on academy premises

12.5 Implementing appropriate disciplinary sanctions; where the consequences of bullying and the seriousness of the incident are taken fully into account.

12.6 Using a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **13 Education and training**

The trust and each academy will provide opportunities to:

13.1 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 respective academy policy and procedures (including recording and reporting incidents).

13.2 Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding.

13.3 Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the academy/student council.

13.4 To develop pupils' social and emotional skills, including building their resilience and self-esteem through a detailed tutoring programme, a comprehensive relationships, sex and health education, character education offer and / or a robust PSHE curriculum.

## **14 Involvement of pupils**

The trust, through delegation to individual academies, will:

14.1 Involve pupils in drafting and writing amendments to local anti-bullying annexes. The trust has a commitment to ensuring pupils are involved in decision making, to ensure that they understand the respective academy's approach and are clear about the part they have to play to prevent bullying.

14.2 Regularly canvas children and young people's views on the extent and nature of bullying.

14.3 Ensure that all pupils know how to express worries and anxieties about bullying.

14.4 Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

14.5 Publicise the details of internal support, as well as external helplines and websites.

14.6 Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **15 Involvement and liaison with parents and guardians (including complaints procedure)**

The trust, through delegation to individual academies, will:

15.1 Ensure that key information about bullying (including the trust policy, the local academy protocols and named points of contact in the local annex) are available to parents/guardians in a variety of formats.

15.2 Ensure all parents/guardians know who to contact if they are worried about bullying.

15.3 Work with all parents/guardians and the local community to address issues beyond the academy gates that give rise to bullying.

15.4 Ensure that parents work with the respective academy to role model positive behaviour for pupils, both on and offline.

15.5 Ensure all parents/guardians know about the academy and trust complaints procedure, how to use it effectively and how to raise concerns in an appropriate manner.

15.6 We believe that all our academies provide a good education for all our students, and that the Principal and other staff work very hard to build positive relationships with all the parents and carers. However, if a bullying concern or complaint does arise, academies have procedures in place in accordance with the terms of the Education (Independent School Standards) Regulations 2014 Part 7:

[www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi\\_20143283\\_en.pdf](http://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf)

[www.dalp.org.uk/about-us/policies](http://www.dalp.org.uk/about-us/policies)

Informal complaints are made using the flowchart protocol in the Concerns and Complaints Policy – section 4.

In the unlikely event of a formal complaint, section 5 of the above policy is used.

Template letters to the academy governing body are outlined in the appendix A of the above policy.

## **16. Monitoring and review**

16.1 Each academy will have a Lead Academy Committee member with responsibility for anti-bullying, who will work with the designated staff member to report on specific academy bullying issues via ERM and other appropriate forums.

16.2 The named trustee for safeguarding, behaviour and anti-bullying, working with the Strategic Development Leadership will report on a regular basis to the trustees on serious incidents or complaints that have come to the attention of the trust.

## **17 Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

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)

The BIG Award: [www.bullyinginterventiongroup.co.uk](http://www.bullyinginterventiongroup.co.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 Guardians: [www.youngguardians.net](http://www.youngguardians.net)

Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk](http://www.cafamily.org.uk)

## **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)

UK Council for Child Internet Safety (UKCCIS): [www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis)

## **Race, religion and nationality**

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)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

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

### **Gender / sexual identity**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Academys Out: [www.academys-out.org.uk](http://www.academys-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-AcademysGuide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-AcademysGuide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for academy staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexualand-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017): [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **18. Review of the policy**

This policy is reviewed annually by the trust in the summer term in time for the next academic year; we will monitor the application and outcomes of the policy to ensure it is being applied effectively.