



ENJOY, LEARN, ACHIEVE

Anti-Bullying Policy

July 2018

Office use

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Associated documents:			
See page 3 within policy			
Links to:			
DfE Preventing and Tackling Bullying July 2017			
DfE Keeping Children Safe in Education 2018.			
Childnet Cyberbullying: Understand, Prevent and Respond: Guidance for Schools.			
See Page 3 within policy			



Diverse Academies
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1) Policy objectives:

- This policy outlines what East Leake Academy will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole academy community.
- East Leake Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other academy policies and practices

- This policy links with a number of other academy policies, practices and action plans including:
 - o Positive Engagement for Learning (Behaviour) policy
 - o Complaints policy
 - o Child protection policy
 - o Confidentiality policy
 - o Online safety and Acceptable use policies (AUP)
 - o Curriculum policies, such as: PSHE, citizenship and computing
 - o Mobile phone and social media policies
 - o Searching, screening and confiscation policy

3) Links to legislation/guidance

- There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - o The Education and Inspection Act 2006, 2011
 - o The Equality Act 2010
 - o The Children Act 1989
 - o Protection from Harassment Act 1997
 - o The Malicious Communications Act 1988
 - o Public Order Act 1986
 - o Preventing and Tackling – Advice for Headteachers, Staff and Governing Bodies 2017

4) Responsibilities

- It is the responsibility of:
 - o 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 (AP PDBW level) has been identified to take overall responsibility.
 - o Academy Governors to take a lead role in monitoring and reviewing this policy.
 - o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - o Parents/carers to support their children and work in partnership with the academy.
 - o Pupils to abide by the policy.

5) Definition of bullying

- 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)
- 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.
- 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.
- 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.
- SEAL definition of misconceptions of bullying: Bullying means that one child is **deliberately** (usually) using his or her **power** over another to make them feel bad. 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**.

6) Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to race, religion, nationality or culture
 - Bullying related to SEND (Special Educational Needs or Disability)
 - Bullying related to appearance of physical/mental health conditions
 - Bullying related to sexual orientation (homophobic bullying)
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Sexist, sexual and transphobic bullying
 - Bullying via technology, known as online or cyberbullying.

7) School ethos

- East Leake Academy community recognises 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 mental wellbeing. By effectively preventing and tackling bullying, our academy can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- *Our Community:*
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships, to help prevent bullying.
 - 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.

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the academy:
 - The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
 - Sanctions (as identified within the Positive BFL Policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - 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).
 - A clear and precise account of the incident will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

8.1 Cyberbullying

Bullying is purposeful, repeated behaviour designed to cause physical and emotional distress. 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. Cyberbullying can include:
 - intimidation and threats
 - harassment and stalking
 - vilification/defamation
 - exclusion or peer rejection
 - impersonation
 - unauthorised publication of personal information or images
 - manipulation
- Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group.

- Cyberbullying can be a way for someone being bullied face-to-face to retaliate.
- 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.
- Any member of the academy community – pupil, staff member, parent or carer – can be involved in and be affected by cyberbullying. Cyberbullying can take place between pupils; between pupils and staff; between parents and carers and pupils; between parents and carers and staff; and between staff members.
- Schools and other educational providers must work with the whole academy community to understand, prevent and respond to bullying behaviour, including cyberbullying.
- Cyberbullying can include discrimination and hate crimes, including:
 - Sexist bullying
 - Racist and faith targeted bullying
 - Bullying related to sexual orientation (homophobic or biphobic bullying)
 - Bullying related to gender identity (transphobic bullying)
 - Bullying of people because they have special educational needs and disabilities
- 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 (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;
 - 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, specifically Section 15 of the DfE '[Searching, screening and confiscation at school](#)' advice (January 2018).
 - 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.

8.2 Supporting pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing continuous support.
 - Offering an immediate opportunity to discuss the experience with their tutor, Head of House, 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 Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- *Pupils who have perpetrated the 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/discipline policy; this may include official warnings, detentions, 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, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

8.3 Supporting adults

- Our academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults (staff and parents) who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the principal.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide

further or specialist advice and guidance.

- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the principal to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the academy's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

9) Preventing bullying

9.1 Environment

- The whole academy 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.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - 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.
 - Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
 - 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.

9.2 Policy and Support

- The whole academy community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- o Regularly update and evaluate our practice 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.
- o Take appropriate, proportionate and reasonable action, in line with existing academy policies, for any bullying brought to the schools attention, which involves or affects pupils, even when they are not on academy premises; for example, when using academy transport or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

9.3 Education and Training

- The academy community will:
 - o 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).
 - o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the academy/student council, etc.
 - o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem through a detailed VT programme and a robust life and subject curriculum.

10) Involvement of pupils

- *We will:*
 - o Involve pupils in policy writing and decision making, to ensure that they understand the academy's approach and are clear about the part they have to play to prevent bullying.
 - o Regularly canvas children and young people's views on the extent and nature of bullying.
 - o Ensure that all pupils know how to express worries and anxieties about bullying.
 - o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - o Publicise the details of internal support, as well as external helplines and websites.
 - o Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

11) Involvement and liaison with parents and carers

- *We will:*
 - o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
 - o Ensure all parents/carers know who to contact if they are worried about bullying.

- o Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying.
- o Ensure that parents work with the academy to role model positive behaviour for pupils, both on and offline.
- o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner ([http://www.dalp.org.uk/documents/Policies/Complaints\(1\).pdf](http://www.dalp.org.uk/documents/Policies/Complaints(1).pdf))

12) Monitoring and review: putting policy into practice

- The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the academy's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The named Governor for anti- bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
- www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
 - A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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