Anti-Bullying Policy

Policy Code:	SW6
Policy Start Date:	September 2020
Policy Review Date:	September 2022

Please read this policy in conjunction with the policies listed below:

- SW5 Safeguarding and Child Protection Policy
- SW9 Parental Communications and Complaints Policy
- SW4 Student Behaviour and Discipline Policy
- HR5 Acceptable Use Policy – ICT
- HR6 Data Protection Policy
- ICT2 Online Safety Policy (Staff)
- ICT3 Online Safety Policy (Students)

1 Policy Statement

1.1 This policy outlines the manner in which instances of bullying behaviour will be dealt with in accordance with DfE guidance *Preventing and tackling bullying 2017* and the *Equality Act 2010*.

1.2 The Trust will not tolerate bullying of any kind.

1.3 Respect for each other is vital. Everyone has a right to maintain their dignity and their values. Everyone is expected to acknowledge, understand and respect every other individual.

1.4 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.

1.5 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

1.6 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust's HR department (via FederationHR@prioryacademies.co.uk) for appropriate consideration at the next available point in the policy review cycle.

2 Roles, Responsibility and Implementation

2.1 The Education and Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Student Welfare.

2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

3 Aims

3.1 To provide a caring and supportive environment for all students.

3.2 To enable all students to develop the personal skills necessary to deal with bullying if they encounter it.

3.3 To enable students to recognise actions that may lead to bullying and therefore prevent bullying behaviour.

3.4 To encourage students to take appropriate action if they see bullying behaviour.

3.5 To promote positive strategies to combat bullying.

3.6 To ensure that all staff are aware of policies and procedures related to bullying behaviour.

3.7 Each Academy will endeavour to provide inspirational, happy and comfortable environments, which positively encourage students to want to come and learn.

4 Principles

4.1 The *Equality Act 2010* requires all Academies to have due regard of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

4.2 The Trust will:

- Adopt a definition of bullying that is agreed across The Federation. (See Appendix A).
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying though our Personal Development Programmes and related activities.
- Provide support for all members of The Trust community who may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across The Federation.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexual orientation and encourage understanding and tolerance of different social, religious and cultural backgrounds.

5 Safeguarding

5.1 If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** because of bullying, the Academy will consult and refer such instances immediately to the Designated Safeguarding Lead (DSL) in that Academy. Please refer to SW5 Safeguarding and Child Protection (Promoting the Welfare of Students and Vulnerable Adults) Policy.

5.2 Even when safeguarding is not an issue, the Academy DSL may consult and work with external agencies to support students who are being bullied, or are involved in bullying behaviour.

5.3 Peer on peer abuse can take many different forms, including serious bullying (including cyber-bullying, homophobic and transphobic bullying). In the event that bullying behaviour becomes abuse, the Academy's Designated Safeguarding Lead will be involved in supporting all involved parties. Please refer to SW5 Safeguarding and Child Protection (Promoting the Welfare of Students and Vulnerable Adults) Policy.

6 Harassment

6.1 Although bullying in itself is not a specific criminal offence in the UK, some types of harassment or threatening behaviour – or communications – could be criminal offences under the following Acts:

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- The Public Order Act 1986

6.2 If an Academy DSL feels that an offence may have been committed, they may seek assistance from the police.
For example, under the *Malicious Communications Act 1988*, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety; or to send an electronic communication which conveys a message or image which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

7 Bullying Outside of School/Academy Premises

7.1 The Trust and thus each Academy has a specific statutory power to discipline students for poor behaviour outside of the Academy premises. Section 89(5) of The Education and Inspections Act 2006 gives schools the authority to regulate students' conduct when they are not on Academy premises and are not under the lawful control or charge of a member of staff.

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, particularly if the effects of these incidents are being brought into school.

7.2   When bullying outside an Academy is reported to staff, it will be investigated and acted on. A member of the Senior Leadership Team will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police must be informed.

8   Preventative Measures

8.1   Clearly the best way to deal with bullying is to prevent it occurring. The Academies actively seek to prevent bullying and may use the following strategies:

- encouraging considerate behaviour and rewarding such behaviour with praise and rewards;
- actively engaging students in meaningful activities inside and outside the classroom to avoid boredom;
- staff being role models of considerate and anti-bullying behaviour;
- providing a physical environment which is secure, safe and appropriately supervised;
- reviewing student opinions of bullying through student perception surveys;
- reviewing parent/carer opinions of bullying through parent surveys;
- reviewing staff opinions of bullying through staff surveys or other means of gathering information;
- using the results of surveys to modify practice if appropriate and/or necessary;
- providing space for children to avoid overcrowding;
- providing a range of environments during break/lunch times;
- raising the awareness of students and staff about bullying and the consequences, for example, through personal development, curriculum, assemblies and the bulletin ICT systems;
- highlight information about appropriate outside agencies that students can use;
- keeping accurate records of bullying incidents, in all settings, and reviewing on a regular basis;
- providing education regarding 'cyber bullying' and internet safety;
- providing education on Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ+) issues and the impact of homophobic, biphobic and transphobic (HBT) bullying; and

- each Academy will have a distinctive ethos which promotes good citizenship and encourages students to take responsibility for themselves.

The appropriate preventative action may vary greatly. It could range from a talk/explanation, counselling from the EYFS Coordinator/Class Teacher/Form Tutor to outside agency workshops.

9 Help and Support

The victims and the perpetrators of bullying will receive help and guidance from staff, and external agencies if appropriate. In all cases of bullying, parents/carers will be involved and appropriate support will be given to those students involved.

9.1 Students who have been bullied may be supported by:

- being provided with an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- being provided with the opportunity to take part in restorative conversations with those involved in the bullying;
- being reassured about the circumstances of their situation;
- being monitored by the appropriate pastoral team to provide a programme of support to restore self-esteem and confidence;
- reporting to Lincolnshire Children's Services when a child may be suffering or likely to suffer harm; and
- involving other external agencies to support when appropriate.

9.2 Students who display bullying behaviour may be helped by:

- discussing what happened and how to resolve the situation;
- discovering why the students became involved;
- establishing the wrongdoing and need to change;
- informing parents, carers or guardians to help change the attitude of the student;
- the implementation of a programme that aims to foster positive interpersonal skills. This may involve work with specialist outside agencies; and
- being provided with the opportunity to take part in restorative conversations with the victim(s).

10 Disciplinary Action

The following disciplinary steps may be taken:

- official warnings to cease offending

- exclusion from certain areas of Academy premises
- removal from lessons
- appropriate boarding-specific restrictions
- internal exclusion, a decision taken by the Head of Academy
- minor fixed-term exclusion, a decision taken by the Head of Academy
- major fixed-term exclusion, a decision taken by the Head of Academy
- permanent exclusion, a decision taken by the Head of Academy

11 Monitoring, evaluation and review

11.1 The policy will be promoted and implemented throughout the Academies according to their own pastoral management systems.

12 Records

12.1 Careful records must be kept of all reported incidents, the advice and support given and the response of the bully and the bullied person.

12.2 All incidents of bullying will be reported and recorded by the member of staff dealing with it. All settings will hold recording books.

12.3 Incidents in the Early Year setting and the Keyworth Centre will be transferred to the main Academy system so that cross-checking may take place if appropriate.

12.4 The records of bullying incidents will be analysed to ensure repeat offenders are identified and supported. The effectiveness and impact of advice and support given in reducing the number of incidents will be evaluated regularly.

13 Policy change

13.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

The Priory Federation of Academies Trust
Anti-Bullying Policy

This Policy has been approved by the Education and Standards Committee:

Signed…………………………   Name...   Date:

Trustee

Signed…………………………   Name...   Date:

Chief Executive Officer

Signed…………………………   Name...   Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.

APPENDIX A

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on groups of race, religion, gender, sexual orientation, special education needs or disabilities, or because a child is adopted, in care or has caring responsibilities.
Preventing and tackling bullying 2017

It can happen anywhere – at school, at home or online. It often involves a power imbalance between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

Bullying includes:
- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual, homophobic, biphobic and transphobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.

"Bullying" usually, but not exclusively, has three common elements:
- It is deliberately hurtful.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.

Relationships between young people can break down from time to time and relational conflict occurs. To minimise the number of times these differences lead to bullying requires each individual to respect others.