



Anti-Bullying Policy

Procedure Originator:	CLA
Approved By:	MBO
Date Approved:	September 2020
Review Interval:	2 years
Last Review Date:	September 2023
Next Review Date:	September 2025
Audience:	All stakeholders

Links with other Academy policies and practices

This policy links with a number of other Academy policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and Child Protection policy
- Online safety and Acceptable use policies (AUP)
- PSHE
- Assemblies

Links to legislation

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):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Policy objectives:

- This policy outlines measures that will be taken at The Orme Academy to prevent and tackle all forms of bullying.
- The policy has been refined over a number of years adopted with the involvement of the whole school community.
- The Orme Academy is committed to developing an anti-bullying culture where the bullying of children and young people is not tolerated in any form.

1) Responsibilities

It is the responsibility of:

- The Principal and leadership team to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Incidences of bullying are reported on My Concern
- Heads of Year are responsible for monitoring all forms of bullying within their year group using My Concern as their bullying log
- DSL and Deputy DSL to offer support with discriminatory bullying.
- School Academy Councillors to take a lead role in monitoring and reviewing this policy.
- All staff, including: Academy Councillors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

- Students to understand and abide by the policy.

2) 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 also include: name calling, taunting, mocking, making offensive comments; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- Bullying can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.
- Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff should familiarise themselves with the school’s Safeguarding and Child Protection Policy to be clear when bullying may also constitute a Safeguarding concern.
- Cyber bullying 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.

3) Forms of bullying recognised 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 or 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

4) Academy ethos

Our Academy community recognises that bullying, especially if not acknowledged, can have a devastating effect on individuals; it can create a barrier to learning, impact upon attendance 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.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- 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, in particular students with SEND; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

- Ensures our students 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 Academy to work with each other 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 the Academy Trust and other relevant organisations when appropriate.

5) 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. All allegations of bullying will be reported to the Head of Year of the child being bullied and suspected bully.
- The school 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.
- All parties involved will be interviewed.
- The Designated Safeguarding Lead will be informed of **all bullying issues where there are safeguarding concerns**. This is most likely, but not exclusively linked to section 2.2 of the Safeguarding and Child Protection Policy: **Emotional Abuse. All forms of discriminatory bullying are also potential Safeguarding concerns as the perpetrator may be harbouring radical or extreme views**. See flow chart for clarification.
- The Academy will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the Academy behaviour 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).
- Where the bullying takes place off the Academy site or outside of normal Academy hours (including cyberbullying) within a school approved activity, the Academy will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the Academy's behaviour policy.
- 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.

6. 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 (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 the use of the school 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 students' electronic devices, such as mobile phones, in accordance with the law and also the Academy behaviour policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene the 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 students regarding steps they can take to protect themselves online. This may include:
 - providing advice on blocking or removing people from contact lists;
 - advising those targeted not to retaliate or reply;
 - helping those involved to think carefully about what private information they may have in the public domain.

7. Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the Academy. If not already disclosed via My Concern when the Head of Year is notified they must report the incident.**

8. Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the Academy environment.

All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Head of Year / Senior Leader where necessary.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report all incidents. All staff, teaching and non-teaching, and students should view dealing with incidents as vital to the wellbeing of the whole school. **In line with the Safeguarding and Child Protection Policy all forms of discriminatory behaviour, be they against students or adults within school, should be reported on My Concern.**

There is no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve students or not. However, there is a requirement to report such incidents on a termly basis to the governing body and an annual report is reported to Academy Councillors for specific incidents (see appendix).

Where an allegation is made against a member of staff, the allegation will be referred to the staff discipline and grievance policy. *

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).

Students 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 the Academy behaviour 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.

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers:

<http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety>

9) Preventing bullying

Environment

The whole school 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 school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- 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.
- 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 students, even when they are not on the Academy premises; for example, when using school transport or online, etc.
- 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 school community 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 school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Involve students 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.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the Academy does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the Academy gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

10) Monitoring and evaluation

The Academy Council will annually review a report from a member of the Senior Leadership Team on instances of bullying during the year to ensure that procedures are adequate.

Appendix:

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/restorativepracticeschools

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/sendcode-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/ukcouncil-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](http://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/EVAWCoalition-SchoolsGuide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespectnobody-campaignposters
- 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/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