

Anti-bullying policy

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1 Policy statement

Vision, mission and values

We are committed to creating a positive culture where all pupils feel valued and welcome, supporting student learning and success. Underpinning this policy is our commitment to empowerment, respect and care for all students and staff.

Our Trust mission 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.

We aim to achieve and maintain a zero-tolerance approach to bullying, discrimination and any harmful behaviour to others across our academies through a commitment to fulfilling the Trust core values:

We empower, we respect, we care.

Purpose and intent

All local systems adopted in our academies for managing and recording bullying, including those incidents involving child-on-child sexual harassment and abuse, are centred on achieving a positive Climate for Learning and a respectful, secure culture for all children.

We 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.

This policy, and academy appendices, adhere to the latest guidance found in [preventing and tackling bullying \(DfE 2017\)](#).

In creating the safe and positive culture in our academies:

- our staff support and model good behaviours and always promote anti-bullying measures
- our academies support pupils who have been subject to bullying and / or discrimination
- we effectively manage bullying episodes and incidents for all pupils including those with special educational needs and disabilities (SEND) through recognising the importance of inclusivity and graduated responses

- we are consistent in our response to and sanctions for specific bullying issues (including misbehaviour online and suspected criminal behaviour)
- our staff sanction pupil bullying episodes using appropriate steps in accordance with the academy sanctions procedures
- We work closely with parents and carers in upholding our zero-tolerance approach to bullying and discrimination
- when applying this policy, under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, we ensure that arrangements are made to always safeguard and promote the welfare of pupils

2 Roles and responsibilities

All staff, including governors, senior leadership, teaching, and non-teaching staff support, will uphold and implement this policy and the detail in the local academy appendix.

The Trust has delegated day-to-day responsibility for delivering the Anti-bullying Policy to the Principal of each academy.

Principals (with the support of the executive principal):

- 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.
- recognise that some members of our community may be more vulnerable to bullying and its impact than others;
- they develop and deliver effective strategies to prevent bullying from happening and provide appropriate support, if required.
- commit to facilitating intervention by identifying and tackling bullying behaviour appropriately and promptly.
- 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.
- ensure all staff and other adults consistently follow the Policy.
- report back to parents/carers regarding concerns on bullying and deal promptly with complaints.
- support staff to promote positive relationships, to help prevent bullying.
- ensure incidents are investigated promptly and as fully as possible

- support the management of bullying issues through facilitating communication and consultation within parents / carers and relevant agencies when appropriate
- utilise support from the Local Authority and other relevant organisations when appropriate
- learn from good anti-bullying practice elsewhere and share this with academy leaders

Staff (through delegated responsibility from the principal):

- are responsible for the behaviour of children when engaged in activities directly related to the work of each academy
- implement procedures to confront bullying of any form
- listen to all parties involved in incidents
- take appropriate action and refer to Mentor/Learning Manager/SLT as appropriate
- report any incidents of racist/homophobia/biphobia/transphobia bullying if appropriate
- promote the use of a range of learning styles and strategies which challenge bullying behaviour
- promote the use of interventions which are least intrusive and most effective.
- follow additional local protocols outlined in an anti-bullying policy appendix

Local academy committees:

- should understand what bullying is
- ensure the consistent implementation of the policy
- ensure that respective academy anti-bullying appendices are quality assured in each academy
- take a lead role in monitoring and reviewing their respective appendix to this policy

Trustees Board:

- understand and consider the view of stakeholders within the Trust ensuring that the vision, core goals, values and culture aligns to the needs of the communities the Trust serves
- approve the Trust, mission, vision, and values for the Trust in collaboration with the executives
- promote and demonstrate the values and core goals, ensuring that self-evaluation in anti-bullying priorities will effectively achieve these and will drive performance
- monitor progress in bullying indicators and practice to ensure these are embedded across the organisation
- hold executive leaders to account for the consistent implementation of the bullying policy
- monitor bullying in the context of the intent, implementation, and impact of the quality of education and safeguarding
- engage with stakeholders; parents/carers, staff and students and wider community

Pupils:

- demonstrate secure behaviours around bullying adopting a zero-tolerance approach
- understand and follow well established reporting procedures if they witness or are subjected to bullying and / or discrimination
- behave well and experience a positive climate for learning
- show respect, tolerance and courtesy towards all members of the academy community and expect this for themselves in return
- receive additional behavioural and learning support, in response to a bullying concern, according to their individual need
- feel confident that in their academy they are known and valued as individuals
- are listened to

Parents/carers:

- support their children and work in partnership with the respective academy
- should read and understand the respective academy anti-bullying processes
- reinforce and support the content and spirit of the anti-bullying policy / local academy appendix at home as appropriate
- communicate concerns with the academy as soon as possible

Specific academy approaches to managing bullying in their local context are found on the academy website under the respective local academy anti-bullying appendix.

3 Benefits of the policy

- To always keep staff and students safe from bullying and / or discrimination.
- To enable pupils to work and succeed in an orderly, respectful, and purposeful learning environment leading to positive outcomes.
- To enable teachers and other staff to deliver high quality learning to all pupils in a bullying free environment.
- To have a school culture which celebrates positive learning and acknowledges respectful relationships at all levels.
- To create a widely understood and achievable framework for outstanding anti-bullying behaviours from all stakeholders.
- By effectively preventing and tackling bullying by articulating the policy and appendices, our academies create a safe environment where the potential of everyone in our community is nurtured and developed to reach their full potential.

4 What is bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and emotional distress to the victim.

Bullying can be, but not limited to:

Emotional: Derogatory name calling of an insulting and/or personal nature.

Demanding money, material goods or favours by means of threat or force.

Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

Racist: racial taunts, graffiti, gestures

Sexual: Unwanted physical contact or sexually abusive comments

Gender (sexist bullying): ○ Sexual orientation (homophobic or biphobic bullying) ○ Gender identity (transphobic bullying)

Verbal: name-calling, sarcasm, spreading rumours, coercion teasing, abuse, and threats.
Ridiculing an individual.

Cyber: Online abuse such as through email & internet chat rooms. Threats by text messaging and calls and social-media platforms. Misuse of associated technology e.g. camera and video facilities.

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

Bullying goes on deliberately (on purpose) over a period of time.

5 Preventing bullying procedures

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our Trust is expected to behave, in face-to-face contact and online, and within and outside of our settings
- holding regular discussions with staff, volunteers, children, young people, and families about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic, and sexual bullying
- putting clear and robust anti-bullying procedures in place.
- creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration, and care for others.
- recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. In addition, 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.
- encourage the safe and respectful use of technology, especially mobile phones, and social media.
- 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 ethos in all academies.
- engage in regular discussions with staff, volunteers, children, young people and families focussing on:
 - everyone’s responsibility to look after one another and uphold the behaviour code
 - respecting the fact that we are all different
 - making sure that no one is without friends
 - dealing with problems in a positive way
 - checking that our anti-bullying measures are working well.

6 Responding to bullying procedures

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders

Our academies will reflect on and review their protocols and procedures regarding incidents of bullying at regular intervals, to ensure that any problems have been resolved in the long term.

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

The academy will take appropriate action.

The academy may refer to section 5 of Keeping Children Safe in Education if the bullying is deemed to be within the scope of child-on-child sexual violence and sexual harassment.

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.

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.

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).

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

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.

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 Reporting and recording bullying procedures

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

- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- Sanctions (as identified within the academy behaviour appendix) 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 respective academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The academy will log all confirmed bullying concerns in MyConcern (the Trust safeguarding reporting platform) – highlighted in each academy appendix.
- 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 appendix.
- Our academies follow this protocol – taking into account that every case is unique, and responses must be personalised to fit the people involved.

Obligatory action	Practice/procedure / actions that may be academy specific
Pastoral lead/behaviour lead/DSL informed – determination of case. Is it bullying?	Academies may have other staff that they wish to directly involve (Inclusion team/ Tutors etc)
Statements taken from alleged victim, perpetrator, and witnesses. Ensuring immediate safe space for alleged victim(s).	Statements should be standardised, signed, and dated and reflect objectively what has occurred.
Parents/ carers of all parties informed at the appropriate opportunity.	The medium of communication may be verbal / phone. Not email or Weduc.
Full recording of incident logged on My Concern – same day.	This may be by the originator (witness) or a member of the wider DSL/DDSL team

Follow up meetings arranged with parents/ carers where appropriate.	There may be instances where meetings raise the need for broader interventions such as 'Early Help' etc
Potential PCSO involvement in serious cases or as an ongoing intervention for individuals/ groups.	There may be cases where the seriousness merits police involvement or where parents/ carers have made that contact themselves
Specific and compulsory, intervention work with the perpetrator (s)	E.g., anger management; empathy programme; behaviour contract; use of 'Peer Mentors'; restorative justice

8 Cyber/online bullying

The Trust defines cyberbullying as:

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

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

We recognise that 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.

We recognise 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.

We recognise that any member of the academy community – student, staff member, parent or carer – can be involved in and be affected by cyberbullying.

We understand that 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.

We encourage 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'.

When responding to cyberbullying concerns, the Trust expects each academy to:

- Act as soon as an incident has been reported or identified, and to follow specific protocols as laid out in the respective appendix.
- Provide appropriate support for the person who has been cyberbullied.
- Work with the person who has carried out the bullying to ensure that it does not happen again.
- Inform and work with parents to mitigate against future issues involving cyber-bullying.
- 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- (July 2022) advice
- Request the deletion of locally held content and content posted online if they contravene the Trust Behaviour Policy and / or academy behavioural protocols.
- 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.
- Inform the police if they believe a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

The Trust has an online safety policy with further details on our approach to this fast-changing and complex area.

9 Supporting pupils

Pupils who have been bullied can expect to be:

- Given reassurance and provided with continuous support to work towards restoring self-esteem and confidence.
- Offered an opportunity to discuss the experience with their class teacher, tutor, or Head of House / Year in the first instance.
- Advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- 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 receive intervention such as :

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/guardians to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- Sanctioning, in line with the respective Trust behaviour policy and academy protocol.
- 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.

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 Support for all

We commit to:

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

Regularly updating and evaluating practice - considering the developments of technology

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

Taking appropriate, proportionate, and reasonable action, which involves or affects pupils, even when they are not on academy premises

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

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

12 Education and training

The Trust and each academy will provide opportunities to:

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 resources on identifying bullying and recording and reporting incidents).

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

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.

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, PD offer and/or a robust PSHE curriculum.

13 Involvement of pupils

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 must play to prevent bullying.

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

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

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

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

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

14 Communication with parents and carers (including complaints procedure)

The Trust, through delegation to individual academies, will:

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

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

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

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

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

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](#)

Informal complaints are made using the flowchart protocol in the Concerns and Complaints Policy –Stage 1.

In the unlikely event of a formal complaint, stage 2 of the above policy is used.

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

15 Monitoring

Each academy will have a lead member of SLT for behaviour and a link governor for behaviour who will monitor and evaluate bullying incidents and preventative strategies. They will report on specific academy bullying issues via appropriate forums including local academy committee meetings.

The chief education officers and/or strategic development leadership will report to the Trustees on serious incidents or complaints that have come to the attention of the Trust.

16 Review of the policy

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

Appendix A Online directory of supporting organisations

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017):

www.gov.uk/government/publications/preventing-and-tackling-bullying

[Advice for Headteachers](#)

[Anti-Bullying Alliance:](#)

[Childline:](#)

[Family Lives:](#)

[Kidscape:](#)

[MindEd:](#)

[NSPCC:](#)

[The Bullying Intervention Group \(BIG\):](#)

[PSHE Association:](#)

[Restorative Justice Council:](#)

[The Diana Award:](#)

[Victim Support:](#)

[Young Minds:](#)

Cyberbullying

[Advice for parents and carers on cyberbullying](#)

[National Online Safety:](#)

[Childnet International:](#)

[Digizen:](#)

[Internet Watch Foundation:](#)

[Think U Know \(CEOP Education\):](#)

[UK Safer Internet Centre:](#)

Race, religion, and nationality

[Anne Frank Trust:](#)

[Kick it Out:](#)

[Report it:](#)

[Stop Hate UK](#)

[Tell Mama:](#)

[Educate against Hate:](#)

[Show Racism the Red Card:](#)

Gender / sexual identity

[Stonewall:](#)

[Metro Charity:](#)

[EACH:](#)

[Proud Trust:](#)

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\):](#)

[Disrespect No Body:](#)