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Tenacity  
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Equity

### Anti Bullying Policy

Date or Review	January 2024
Next Review Date	January 2026
CEO	Sam Coy
Chair of the Trust	Graham Smith
Signed	
Date	

# 1 Anti-bullying Policy

## 1.1 Scope and publication

This anti-bullying policy applies to all pupils and staff at [Scholars Academy Trust](#) irrespective of their age and whether or not a pupil is in the care of the school when or if bullying occurs, including bullying incidents online or occurring off the school premises, such as (but not limited to) on school transport, outside the local shops or in the town centre.

This policy is available on the school website This policy can be made available in large print or other accessible formats if required.

This policy has been drafted in line with the Department for Education (DfE) updated guidance *Preventing and tackling bullying* (July 2017):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

## 1.2 Policy statement

Bullying behaviour is always unacceptable and will not be tolerated at the trust because:

- It is harmful to the person who is bullied as well as to those who engage in bullying behaviour and those who support them and can in some cases lead to lasting psychological damage, including suicide.
- It interferes with a pupil's right to enjoy his/her learning and leisure time.
- It is contrary to the school's aims and values.

## 1.3 Aims

It is recognised that all schools are likely to encounter problems with bullying at some time. This school regards bullying as particularly serious and firm action will always be taken against it. The aims of this policy are to:

- Maintain and promote a positive and inclusive culture among all pupils and staff and setting out positive action to help prevent incidences of bullying from occurring.
- Deter bullying behaviour by detecting it when it occurs and responding appropriately on a case-by-case basis which may lead to disciplinary sanctions and if necessary, permanent exclusion.
- Produce a consistent response by the school to any bullying incidents that may take place.
- Comply with the school's duties under equality legislation.
- To support and protect victims of bullying and ensure they are listened to.
- To enable parents/carers to feel confident that bullying will be firmly dealt with by the school.
- To inform all members of the school community that bullying behaviour will not be tolerated.
- To comply with the school's duties under equality legislation

## 1.4 Responsibilities

It is the responsibility of:

- the Headteacher to communicate this policy to the school community and to ensure that sufficient support is in place for students who may be impacted by bullying in school and that where appropriate disciplinary and support measures are applied fairly, consistently and reasonably, as well as ensuring that all school staff, both teaching and non-teaching, receive regular training on all aspects of the Anti-Bullying Policy.
- all staff and volunteers to support, uphold and implement this policy accordingly.
- parents/carers to support their children and work in close partnership with the school.
- students to abide by the policy.

Everyone should help ensure that no one becomes a victim of bullying and report any suspected incidences of bullying behaviour. We expect all members of our school communities to comply with this policy and work towards an inclusive, kind school culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are particularly supportive of people with disabilities and encourage students to be sensitive to those whose ethnic, cultural and linguistic groups are different from their own, within and outside the school. Designated school staff will produce termly reports on the implementation of the policy and records of bullying behaviour, which the Headteacher will review in conjunction with the Anthem Associate Director of Education

### **1.5 Definition of bullying**

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt or harm another individual, or group of individuals. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms: Some of these forms are detailed in the table below

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting Physical Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory  Racial  • Faith-based  • Gendered (sexist)  • Homophobic/biphobic  • Transphobic  • Disability-based	• Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect	verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Low-level disruption

Low-level disruption and the use of offensive language can itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

### Non-intended hurt

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. However, not all bullying is deliberate or intended to hurt. These forms of bullying are equally unacceptable, and it is not a justification for a bully to say that he does not believe the victim is upset or hurt by his/her actions. It may however be that the bullying behaviour is not malicious and can be corrected with advice without the need to for disciplinary sanctions.

### Safeguarding and Child on Child abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'*. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Please refer to the Child Protection and Safeguarding Policy for further information.

## 1.6 Preventing bullying

The school is committed to promoting positive values of mutual respect and concern and to taking action to prevent bullying in a wide range of contexts.

## Staff vigilance

Members of staff are vigilant at all times but particularly before and after lessons, [and at unstructured times](#). Staff are expected to promote an anti-bullying culture and prevent bullying in various ways including:

- anticipating problems and providing support
- celebrating achievement and positive attitudes
- disciplining fairly, consistently and reasonably, taking into account any disability or special educational need of the pupil and the needs of vulnerable pupils
- making opportunities to listen to pupils
- acting as advocates of pupils
- discussing behaviour and concerns in meetings.

## Staff training

The trust schools ensure that all members of staff receive appropriate training on preventing and tackling bullying behaviour, especially awareness of the risk and indications of bullying and child abuse, and how to deal with cases. The school also arranges training in counselling skills, including bereavement where appropriate.

## Anti-bullying education

The trust School ensures that a variety of measures are taken throughout the year to educate pupils about bullying and this policy. Pupils are taught that bullying will not be tolerated at the school and how to promote positive attitudes as well as how to share problems and raise concerns.

Measures include:

- [annual anti-bullying awareness week](#)
- [anti-bullying posters placed around the school](#)
- [Personal, Social and Health education \(PSHE\)](#)
- [anti-bullying messages in assemblies and in tutor groups.](#)
- [\[School to insert all other measures and programmes\]](#)

## **1.7 Reporting bullying complaints**

### Pupils

A pupil who is being bullied, or who is worried about another pupil being bullied should inform a suitable person straight away and can do so in several ways. He/she can:

- [tell his/her Tutor, Head of Year, other member of staff, his/her parents or responsible older pupil](#)
- [place a note in the 'bully box' situated by the front office](#)
- [contact the School Counsellor for advice](#)
- [contact Childline on 0800 1111.](#)

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

Children with SEN or disabilities can often lack the social or communication skills to report such incidents, so our staff will be alert to the potential bullying these pupils face and will help our mechanisms for reporting to be accessible to all.

## Parents

Parents are asked to let the school know directly if they have any cause for concern, either on behalf of their own children or because of rumours about others.

## Staff

Any member of staff who becomes aware of any bullying behaviour should [inform the relevant Headteacher without delay, in accordance with the procedures set out below.](#)

This policy focuses on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about bullying or harassment at work should report this to a line manager.

## 1.8 Procedures

In the event of an instance of bullying being observed or reported, the member of school staff must:

- Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.
- Report the allegation to the [headteacher](#) without delay.

**All incidences of bullying must be treated as serious and the above steps followed, however minor.**

## Assessment and investigation

The victim's [Headteacher](#) will normally see the victim, the pupil(s) accused of bullying behaviour and any witnesses without delay. The investigation will consider:

- the nature of the incident
- whether the incident is a 'one off'
- whether the incident involves any other individuals or a group of pupils
- whether physical injury has been caused
- who needs to be informed (including the parents, designated member of staff for child protection, the Deputy Headteacher, social services, the police, the Trust)
- whether there have been any misunderstandings
- whether the complaint is justified in whole or in part
- whether any further action needs to be taken, and if so, what action is appropriate.

Information on searching pupils and pupils' property, including mobile phones, is included within the school's Behaviour Policy.

## Resolving the incident after an investigation

Once investigated, and if an allegation is upheld the school will make every effort to resolve the problem and prevent any further occurrences. The range of responses will include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from the school counsellor or external sources.
- Advice and support for the perpetrator in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- Consideration of the background behind the bullying behaviour and whether external services should be used to help the school to tackle any underlying issues.

- A supervised meeting between the bully and the victim to discuss their differences and ways in which they can avoid any future conflict.
- A disciplinary sanction against the bully, in accordance with the school's behaviour policy such as an after-school detention. In a very serious case or a case of persistent bullying, a pupil may be permanently excluded.

### **Action to break up a group of bullies**

- Moving either the victim or the bully to a different class after consultation with the pupil, his/her parents and the relevant staff.
- Involving external agencies including social services or the police.
- Notifying the parents of one or both of the pupils about the case and the action which has been taken.
- Taking anti-bullying measures within the school community, for example an assembly on bullying.

## **1.9 Responsibilities**

### **The Headteacher must:**

- Record complaints of bullying on CPOMS
- Agree on a personalised strategy which is recorded in writing, acted on and subsequently updated in writing.
- Inform the parents of any actions and plans moving forward
- Continue to monitor the situation for further incidents
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### **1.10 Continued monitoring**

The position should be monitored for as long as necessary thereafter and the personalised strategy kept up to date.

### **1.11 Liaising with parents**

The school will keep parents informed if and when it may be dealing with a significant bullying situation relating to their child.

### **1.12 Complaints**

All complaints regarding the implementation of this policy must be submitted and will be dealt with according to the Concerns and Complaints Policy.

### **1.13 Monitoring and review**

The Headteacher monitors CPOMS and reports on the results at the end of each term to the Trust CEO and LGB. The Headteacher will look for patterns of behaviour and any concerns. All concerns will be reported to the CEO.

### ***1.14 The responsibility of the Local Governing Body and Education Director***

The Local Governing Body and CEO, Termly, receive a report from the Headteacher on the implementation of the Policy and records of bullying behaviour and will review the effectiveness of the Policy following the report. Feedback should be provided to the Trust who review this policy every two years.

### ***1.15 Linked policies***

Other policies which should be referred to include:

- Behaviour
- Exclusions
- Equality
- E-Safety
- Child Protection and safeguarding - which includes a specific section on peer-to-peer abuse.



### **1.16 Related Government statutory and non-statutory guidance**

*Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* (July 2017)

*Cyberbullying: Advice for headteachers and school staff* (November 2014)

The Education and Inspections Act (2006) Section 89

The Education (Independent School Standards) Regulations 2014

The Equality Act 2010