

Anti Bullying Policy

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Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	✓
Agency Staff	Other	a	a
✓	✓		

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
✓	✓	✓		✓

Consultation (Complete as appropriate in line with master policy document)

With	Reason for Consultation	Final Consultation Date	Version No
Principals	Academy review	Feb 24	VI

Version History (please note below if a policy has been replaced)

Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
VI	TM/MG/KF	February 2023	New Trust Policy		
VI			CEO sign off		1 Mar 24
VI			ESC Approval	ESC	April 24

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Key Contact Personnel:

Principal	Named Person with responsibility for Behaviour / Anti Bullying
Matthew Little	Rebecca Bridges / Andrew Bradley

Designated Safeguarding Lead	Chair of Governors	Trust Safeguarding Link / Head of Inclusion	Academy Local Authority
Andrew Bradley	Ian Richardson	Karen Foster	Blackburn with Darwen

1. Scope and publication

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

This policy is published on the academy website and is available to all parents and pupils and to all staff in the staff handbook. 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

2. Policy statement

Bullying behaviour is always unacceptable and will not be tolerated at this academy 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 their learning and leisure time.
- It is contrary to the academy's aims and values.

3. Aims

It is recognised that all schools/academies are likely to encounter problems with bullying at some time. This academy 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 academy to any bullying incidents that may take place.
- Comply with the academy's duties under equality legislation.
- Account for new developments of technology

4. Responsibilities

It is everyone's responsibility to ensure that no one becomes a victim of bullying and to report any suspected incidences of bullying behaviour. We expect all members of the academy community to comply with this policy and maintain an inclusive, kind academy culture with positive attitudes towards all members of our community. Discriminatory words and behaviour should always be treated as unacceptable. We are supportive of all members of the academy community regardless of any disabilities and background. Furthermore, we expect all who work and learn in our academy to celebrate and value differences between all members of society.

5. 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 grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school/academy, can

become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling
- Cyberbullying (for example via social media, gaming, phone calls, text messages, photographs or emails)
- Discriminatory and prejudiced behaviour either direct or indirect
- Use of derogatory language

Bullying may also be:

- racist, or relating to someone's religion or culture
- sexual (i.e. talking to or touching someone in a sexually inappropriate way) - harmful sexual behaviour includes sexual harassment (including through sexualised language), online sexual abuse and sexual violence
- sexist – related to a person's gender or gender reassignment
- homophobic, biphobic or transphobic (HBT)
- related to someone's disability, special educational needs, learning difficulties, intellectual ability, health or appearance
- related to pregnancy or maternity
- related to someone's home circumstances.
- related to low level disruption which, despite being different to bullying, if left unchallenged or dismissed as banter or horseplay can become accepted and established behaviour and may influence the extent to which experiences of targeted bullying is reported

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 pupils towards each other will be covered by the academy'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 academy staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, academies 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.

Zero-tolerance approach to sexual harassment and sexual violence

The academy's separate Behaviour policy should be referred to for procedures describing how it responds to any allegation or concerns regarding a child's safety or wellbeing

6. Preventing bullying

The academy 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, in the queue for the canteen and in the canteen itself, in the queue for academy transport and on academy transport. 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 and find out if there are any areas of the school where they feel less safe, responding to any concerns swiftly
- acting as advocates of pupils
- discussing behaviour and concerns in meetings.

Staff training

The academy ensures that all members of staff and as appropriate volunteers, 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 academy also arranges training in counselling skills, including bereavement where appropriate.

Anti-bullying education

The academy 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 academy 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 academy.
- Personal, Social and Health education (PSHE) (Vale Values).
- anti-bullying messages in assemblies and in tutor groups.
- Kooth Workshops to targetted students.
- School mentor/ambassador anti-bullying program.

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, such as one of the below, straight away and can do so in several ways. They can:

- tell their teacher, tutor, head of year, assistant head of year, or other member of staff, their parents, volunteer or responsible older pupil.
- ask any member of staff for advice.
- contact Childline on 0800 1111.
- Report anonymously through the online SHARP portal on the school website.
- Email safeguarding@darwenvale.com to report any incidents.

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 ensure that our mechanisms for reporting are accessible to all.

Parents

Parents are asked to let the academy (normally the teacher, tutor, head of year, other member of staff) 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 teacher, tutor, head of year, other member of staff, 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 refer to the academy's relevant policies.

8. Procedures

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

Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.

Report the allegation to the teacher, tutor, head of year, other member of staff, of the victim and the purported bully without delay by adding the incident onto CPOMS.

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

Appropriate records must be produced and maintained following assessment and investigation of bullying incidents.

Assessment and investigation

The victim's teacher, tutor, head of year, other member of staff, 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 SLT Lead for Behaviour or the Principal, social services, the police, Aldridge Education)
- 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 academy's Behaviour Policy.

Resolving the incident after an investigation

Once investigated, and if an allegation is upheld the academy 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 academy 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 academy to tackle any underlying issues.
- A supervised meeting between the perpetrator and the victim to discuss their differences and ways in which they can avoid any future conflict.

- A disciplinary sanction against the perpetrator in accordance with the academy's behaviour policy. In a very serious case or a case of persistent or threatening bullying, a pupil may be permanently excluded.

Continued monitoring

The position should be monitored for as long as necessary thereafter and the personalised strategy kept up to date. If bullying continues after a response has been made, the teacher, tutor, head of year, other member of staff, will need to inform the member of staff designated by the Principal and further responses will be necessary. The personalised strategy and CPOMS must be kept updated if further bullying occurs and further responses are made.

Action that could be taken to stop a bullying incident

- Moving either the victim or the perpetrator to a different class after consultation with their, parents and the relevant staff.
- Involving external agencies including social services, Early Help 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 academy community, for example an assembly on bullying.
- Noting the action taken and the outcome on CPOMS and Bromcom.
- Pastoral staff to note the action taken and the outcome within any personalised strategy that is in place for the victim or perpetrator.

9. Responsibilities

The teacher, tutor, head of year, other member of staff, must:

- Record complaints of bullying on CPOMS
- Pastoral staff to agree on whether a personalised strategy is required and if so, recording this in writing or updating any existing plan
- Inform parents of decisions on any interventions or sanctions
- Inform the SLT Lead for Behaviour of the incident and strategy

A member of staff designated by the Principal must:

- Monitor all bullying incidents half termly in order to identify patterns, both in relation to individual pupils and across the academy as a whole, and extending to considering detail related to both victims and perpetrators. Results of this monitoring will be provided to the Principal and reviewed with the SLT.
- Liaise with the Principal as to any particular issue as appropriate.
- Together with the Academy's Designated Safeguarding Lead, report bullying incidents to the:
 - Local authority's children's social care team (and if appropriate the police) if it is thought the incident constitutes a child protection concern – this would be where there's "*reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm*"
 - Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the academy premises).

10. Liaising with parents

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

11. Complaints

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

12. Monitoring and review

The member of staff designated by the Principal monitors CPOMS and reports on the results at the end of each half term to the Principal. The member of staff designated by the Principal will look for patterns of behaviour and any concerns. All concerns will be reported to the SLT Lead for Behaviour and Principal and action will be taken.

13. The responsibility of the Local Governing Committee

The Local Governing Committee will, annually receive a report from the Principal and monitor the implementation of the Policy and records of bullying behaviour. Feedback should be provided to The Chief Executive Officer at Aldridge Education Trust who will arrange to have the policy reviewed annually. The Trustees should receive a summary of the number and nature of bullying incidents across the Trust.

14. Linked policies and Procedures

Other policies which should be referred to include:

- Behaviour Policy
- Suspensions and Exclusions Policy
- Equality Policy and Objectives
- E-Safety Policy
- Child Protection and safeguarding - which includes a specific section on child-to-child abuse.

15. 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

Latest Keeping Children Safe in Education