

THE EDUCATION VILLAGE ACADEMY TRUST



ANTI-BULLYING POLICY

EVAT Version Control Document

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Monitoring and review – after review

This policy is reviewed **every 3 years** by the Policy Owner: **Susan Gill**

The scheduled review date for this policy is March 2024.

Education Village Academy Trust

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbition and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles.

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Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both. Any reference to Principal may also include Executive Principal, Head of School or another member of ELT or SLT.

ANTI BULLYING POLICY

DEFINITION

Bullying is anti-social behaviour and can affect anyone, be they a child or an adult.

Bullying is defined as 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physical or emotionally.' (DfE guidance, July 2017: 'Preventing and tackling bullying').

Bullying can take many forms:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist comments, threats, sexist comments, homophobic comments)
- Indirect (spreading rumours, exclusion from social groups)
- Cyber bullying (Cyber bullying can be defined as the 'use of *Information and Communications Technology (ICT)*, particularly mobile phones and the internet, deliberately to upset someone else')
- Hate crimes/hate incidents (any criminal offence or incident motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability; transgender or perceived transgender. (Anti-bullying alliance guidance, 2017)

Pupils being bullied may show changes in their behaviour (acting in a manner different to how they would usually act). For example, they may become shy, withdrawn, and weepy or be angry and misbehave. They may feign illness, become particularly clingy towards adults or develop absence patterns and truancy may become an issue. There may be changes in their work output or in their general attitude.

In order to be considered bullying, the behaviour must be intentional and include:

- An Imbalance of power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

RATIONALE

This anti-bullying policy aims to ensure that everyone can learn and work in a supportive, caring and safe environment without fear of being bullied. As a Trust we have a duty to protect all pupils. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, a bullying incident should be addressed as a child protection concern under the Children act 1989'.

A child, or adult, will not be able to take full advantage of the experiences and activities within and outside school, if they are in fear or in a stressful situation. Only

when all issues of bullying are addressed will everyone be able to fully benefit from the opportunities available at school.

POLICY - PUPILS IN THE TRUST'S ACADEMIES

N.B. All adults working in school need to be alert to signs of bullying and should act promptly, taking advice from school policy. Other policies, which are instrumental to developing a safe environment for all staff and pupils, are the Behaviour and Safeguarding/Child Protection Policies.

IMPLEMENTATION

Issues around bullying and the strategies available to pupils are planned for and taught within the PSHE curriculum in the first instance. However, the very nature of the subject demands that adults respond immediately to any concern as and when it arises. The development of an ethos of mutual respect for all, good behaviour and conduct facilitates the prevention and tackling of bullying.

Secondary

Within the Secondary Department, issues of bullying are tackled in discrete modules of work as well as being addressed in Year 6 transition activities, assemblies, tutorial time, community and social awareness, independence work, Year/School Council and careers education.

Primary

Within the Primary Department, PSHE is integrated throughout the curriculum and is not usually taught through modules. However, for the older, or more able pupils, discrete topics may be taught either to complement cross-curricular topic work or to meet a specific need. Bullying issues would fall into this area.

Bullying may also be addressed within other areas of the curriculum, such as Circle Time, at assemblies or as part of a wider project.

SEN

Pupils with Special Educational Needs explore issues around bullying through specific units within the whole school PHSE curriculum which is delivered weekly and differentiated to meet the wide ranging cognitive abilities of pupils. Furthermore, the SMSC curriculum and development of British Values allows all pupils to access lessons and activities that:

- Promote understanding and appreciation of the viewpoints of others
- Support pupils to resolve conflicts effectively
- Promote tolerance and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

STRATEGIES

There are various strategies used to report, record and address issues of bullying:

Reporting:

- Immediate reporting of the incident to any member of staff by the pupil or other
- Appropriate action taken by the member of staff. This may include dealing with the incident, referring the incident to an appropriate member of staff who can investigate the incident further

Recording:

- A clear record made of the reported incident
- Relevant staff notified

Actions and outcomes:

- The incident to be investigated thoroughly
- Witness statements taken
- Appropriate sanctions are used in line with the individual Academy's Behaviour Policy
- Parents of all involved are informed of the incident and the outcomes
- Staff are kept informed of situations
- Restorative Practice is embedded across the Trust and is the preferred strategy to address any instances of bullying.

There is a range of resources and advice available across the Trust to assist staff in the delivery of discrete modules on the topic, or to use in other situations. For further information with regard to resources, staff should contact their PSHE co-ordinator who will direct them to the most appropriate resources.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the incident with a member of staff of their choice
- Offering reassurance
- Offering ongoing support
- Restoring their self-esteem and self confidence
- Opportunity to discuss the impact of the bullying with the bully (mediated by a member of staff in a controlled environment).

Pupils who have bullied will be helped by:

- Discussing what happened
- Discussing the reasons for involvement
- Establishing the need to change negative behaviours
- Informing parents/carers to help with attitude change.

It may be beneficial to set up a supervised meeting of the parties involved.

Staff report the voice of the child following resolution of any incidents of bullying and staff ensure that pupils are satisfied that appropriate action has been taken.

PEER ON PEER ABUSE

Peer on peer abuse occurs when a young person is exploited, bullied or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

There are many forms of abuse that may occur between peers and this list is not exhaustive.

PHYSICAL ABUSE E.G. (BITING, HITTING, KICKING, HAIR PULLING ETC.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

SEXUALLY HARMFUL BEHAVIOUR/SEXUAL ABUSE E.G. (INAPPROPRIATE SEXUAL LANGUAGE, TOUCHING, SEXUAL ASSAULT ETC.)

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.

INITIATION/HAZING

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

PREJUDICED BEHAVIOUR

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society: In particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

TEENAGE RELATIONSHIP ABUSE

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

CYBER BULLYING

Cyber bullying can be defined as the '*use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Research into the extent of cyber bullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.

Cyber bullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyber bullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.

Although cyber bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.

Cyber bullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorized publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation. Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver.

Visigo: As part of Smoothwall Visigo is a service that monitors all pupil activity on the Trusts computers for areas of concern such as self-harm, bullying, grooming and other risk activities. Visigo send alerts to the Safeguarding Leads within each of the

Trusts Academies. Each Safeguarding Lead is responsible for investigating or directing the investigation of the concern raised. Where appropriate concerns will be recorded on CPOMs.

SEXTING

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Possible disciplinary steps include:

- Official warnings
- Meeting with parents/carers
- Detention (secondary pupils)
- Remove room (secondary pupils)
- Restorative conference
- Exclusion from certain areas within school
- Fixed term exclusion
- Permanent exclusion (will only be used in very extreme circumstances, when all other avenues have been exhausted).

COLLABORATION WITH OTHER PROFESSIONALS

Professional advice may be sought to update strategies and address particularly challenging issues. Agencies approached could include Health workers, Educational Welfare Service, Behaviour Support Services, Community Education and Police.

STAFF RESPONSIBILITY

It is the responsibility of staff to monitor pupil behaviour in class groups and in the environs of the schools. Records, formal and anecdotal should be passed to the relevant member of staff.

It is the responsibility of every adult working in the Trust, including voluntary staff, to tackle any form of bullying.

POLICY - STAFF

This policy is aimed at issues around bullying involving pupils. There is a separate 'Anti-harassment and Bullying Policy and Guidance' document which applies to all Trust staff.

MONITORING AND REVIEW PROCEDURES

This policy will be reviewed every three years and its implementation and effectiveness will be assessed. This policy will be promoted and implemented throughout the Trust's Academies.

PUBLIC SECTOR EQUALITY DUTY (EQUALITY ACT 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Please note:

- It is recommended that each Academy within the Trust has their own Anti-bullying guidance which sits alongside the Trust's Anti-bullying Policy. This should incorporate steps/actions taken etc. which are pertinent to the individual Academy
- The Trusts Anti-bullying Policy should be utilised alongside;

DfE documents/guidance:

- Keeping Children Safe in Education (January 2021))
- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for headteachers and school staff (2014)

Trust/Academy Policies:

- Safeguarding/Child Protection Policy
- Behaviour Policy
- Attendance Policy

Anti-bullying websites:

- www.childline.org
- www.nspcc.org
- www.anti-bullyingalliance.org.uk
- www.kidscape.org.uk
- www.stopbullying.gov
- www.bullying.co.uk

The above website list is not an exhaustive list.