

**THE EDUCATION VILLAGE ACADEMY
TRUST**

Education Village
Academy Trust 

ANTI-BULLYING POLICY

EVAT Version Control Document

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Monitoring and review

This policy is reviewed **every 3 years** by the Policy Owner: **Paul Dickson**

The scheduled review date for this policy is **January 2027**.

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 ELE or SLT.

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)

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- **Verbal**
- **Physical**
- **Emotional**
- **Online (cyberbullying)**

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived “quality” of their clothing or belongings.

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.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:
 - i. Pupils who are adopted.
 - ii. Pupils suffering from a health problem.
 - iii. Pupils with caring responsibilities.
 - iv. Pupils from socioeconomically disadvantaged backgrounds.
 - v. Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
 - vi. Pupils who are LGBTQ+, or perceived to be LGBTQ+.
 - vii. Black, Asian and minority ethnic (BAME) pupils.
 - viii. Pupils with SEND.

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.

Each Trust School will have their bespoke responses to suit their environmental setting.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.

- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The **Headteacher / Designated Pastoral Lead** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Heads of year are responsible for:
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Teachers are responsible for:
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's Head of Year / Class Teacher, of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents / Carers are responsible for:

- Informing their child's Head of Year, Form Tutor or other key pastoral contact, if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Pupils are responsible for:
 - Informing a member of staff if they witness bullying or are a victim of bullying.
 - Not making counter-threats if they are victims of bullying.
 - Walking away from dangerous situations and avoiding involving other pupils in incidents.
 - Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory requirements

The Trust understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Trust understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Trust understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

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.
- Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

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.

CHILD on CHILD ABUSE

Child on child abuse occurs when a young person is exploited, bullied or harmed by other children. Everyone directly involved in child on child abuse is under the age of 18.

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

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
- Sexual harassment in particular can take many forms, including but not limited to:
 - Telling sexual stories, making sexual remarks, or calling someone sexualised names.
 - Sexual “jokes” or taunting.
 - Deliberately brushing against someone.
 - Displaying images or video of a sexual nature.
 - Upskirting (this is a criminal offence).
 - Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances. All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school's Child-on-child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

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 Trust's 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.

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Possible disciplinary steps include:

- Official warnings
- Meeting with parents/carers
- Detention (secondary pupils)
- Remove room (secondary pupils)
- Restorative conference
- Anti-Conflict Agreements
- 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 (September 2023)
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

- 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

Other useful links and supporting organisations

Family Lives: www.familylives.org.uk
 MindEd: www.minded.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/restorative-practice-schools

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/send-code-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/uk-councilforchild-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.srtrc.org/educational

LGBT

Barnardo's LGBT Hub:
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
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

The above website list is not an exhaustive list.

Appendix One: Bullying report form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident	
Name of pupil being bullied	
Year group	
Form group	
How may we contact you? (please circle)	
At school	At home
Home address	
Email	
Telephone	
Incident details	
What happened?	
Where did the incident take place?	
When did the incident occur?	

Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?