Anti-Bullying Policy

Policy Code:	SW6
Policy Start Date:	September 2016
Policy Review Date:	September 2018

Please read this policy in conjunction with the policies listed below:

- SW5 Safeguarding and Child Protection Policy
- SW9 Parental Communications and Complaints Policy
- SW4 Student Behaviour and Discipline Policy
- HR5 Acceptable Use Policy – ICT
- ICT2 E-Safety Policy
- ICT3 E-Safety Policy (Students)

1. Policy Statement

1.1 This policy shall apply to all employees and volunteers of The Priory Federation of Academies Trust.

1.2 This policy outlines the manner in which instances of bullying behaviour will be dealt with in accordance with DfE guidance *November 2014 (Preventing and Tackling Bullying)* and the *Equality Act 2010*.

2. Responsibility and Implementation

2.1 It is the responsibility of all employees and volunteers to adhere to this policy and, wherever possible, to resolve issues swiftly and effectively. The implementation of this policy on an operational level is the responsibility of the Senior Leader responsible for student welfare.

3. Policy Details

3.1 Introduction

- Where Academies are mentioned throughout, this also includes the Robert de Cheney Boarding House at The Priory Academy LSST, the Early Years setting at The Priory Witham Academy and The Keyworth Centre at The Priory City of Lincoln Academy, as well as the Trust's French Centre.

- The *Equality Act 2010* requires all Academies to have due regard of the need to:

    - Eliminate unlawful discrimination, 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 will not tolerate bullying of any kind in its Academies, the Boarding House, its Early Years setting, the French Centre, or any activity (including travelling to and from the activity), run by the Federation or any of its Academies.

- Each Academy will endeavour to provide inspirational, happy and comfortable environments, which positively encourage students to want to come and learn.

- Respect for each other is vital. Everyone, students and members of staff, has a right to maintain their dignity and their values. Everyone is expected to acknowledge, understand and respect every other individual.

3.2   Aims

- To provide a caring and supportive environment for all students.

- To enable all students to develop the personal skills necessary to deal with bullying if they encounter it.

- To enable students to recognise actions that may lead to bullying and therefore prevent bullying behaviour.

- To encourage students to take appropriate action if they see bullying behaviour.

- To promote positive strategies to combat bullying.

- To ensure that all staff are aware of policies and procedures related to bullying behaviour.

3.3   Principles

The Trust will:

- Adopt a definition of bullying that is agreed across The Federation. (See Appendix A).

- Have a consistent approach to any bullying incidents that occur.

- Raise awareness of bullying and promote positive relationships based on mutual respect.

- Seek to involve all stakeholders in the implementation and monitoring of this policy.

- Promote positive action to prevent bullying though our Personal Development Programme and related activities.

- Provide support for all members of The Trust community who may be involved in dealing with an incident of bullying.

- Provide appropriate training for both staff and students to support the implementation of the policy across The Federation.

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexual orientation and encourage understanding and tolerance of different social, religious and cultural backgrounds.

3.4 Safeguarding of children who have been bullied

- If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** because of bullying, the Academy will consult and refer such instances immediately to the Designated Safeguarding Lead (DSL) in that Academy.

- Even when safeguarding is not an issue, the Academy DSL may consult and work with external agencies to support students who are being bullied, or involved in bullying behaviour.

3.5 Harassment

- Although bullying in itself is not a specific criminal offence in the UK, some types of harassment or threatening behaviour – or communications – could be criminal offences under the following Acts:

  - Protection from Harassment Act 1997
  - The Malicious Communications Act 1988
  - The Communications Act 2003
  - The Public Order Act 1986

- If an Academy DSL feels that an offence may have been committed, he/she may seek assistance from the police.

- For example, under the *Malicious Communications Act 1988*, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety; or to send an electronic communication which conveys a message or image which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. (See ICT3 E-Safety Policy (Students)).

3.6 Bullying Outside of School/Academy Premises

- The Trust and thus each Academy has a specific statutory power to discipline students for poor behaviour outside of the Academy premises. Section 89(5) of The Education and Inspections Act 2006 gives schools the authority to regulate students' conduct when they are not on Academy premises and are not under the lawful control or charge of a member of staff.

- This can relate to any bullying incidents occurring anywhere off the Academy premises, such as on Academy or public transport, outside the local shops or in a town or village centre, particularly if the effects of these incidents are being brought into school.

- When bullying outside an Academy is reported to staff, it will be investigated and acted on. A member of the Senior Leadership Team will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police must be informed.

3.7 Preventative Measures

Clearly the best way to deal with bullying is to prevent it occurring. The Academies actively seek to prevent bullying and may use the following strategies:

- encouraging considerate behaviour and rewarding such behaviour with praise and rewards.
- actively engaging students in meaningful activities inside and outside the classroom to avoid boredom.
- staff being role models of considerate and non-bullying behaviour.
- providing a physical environment which is secure, safe and appropriately supervised.
- reviewing student opinions of bullying through student perception surveys.
- reviewing parental opinions of bullying through parent surveys.
- reviewing staff opinions of bullying through staff surveys or other means of gathering information.
- using the results of surveys to modify practice if appropriate and/or necessary.providing space for children to avoid overcrowding.
- providing a range of environments during break/lunch times.
- raising the awareness of students and staff about bullying and the consequences, for example, through personal development, curriculum, assemblies and the bulletin ICT systems.

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- highlight information about appropriate outside agencies that pupils can use.
- keeping accurate records of bullying incidents, in all settings, and reviewing on a regular basis.
- providing education regarding 'cyber bullying' and internet safety.
- each Academy will have a distinctive ethos which promotes good citizenship and encourages students to take responsibility for themselves.

The appropriate preventative action may vary greatly. It could range from a talk/explanation, counselling from the EYFS Coordinator, Class Teacher/Form Tutor/Head of Boarding to a formal exclusion. In all cases of bullying, parents will be involved and appropriate support will be given to those students involved. The victims and the perpetrators of bullying will receive help and guidance from staff.

3.8   Students who have been bullied may be supported by:

- being provided with an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.
- being reassured about the circumstances of their situation.
- being monitored by the appropriate pastoral team to provide a programme of support to restore self-esteem and confidence.
- reporting to Lincolnshire Children's Services when a child may be suffering or likely to suffer harm.
- involving other external agencies to support when appropriate.

3.9   Students who display bullying behaviour may be helped by:

- discussing what happened and how to resolve the situation.
- discovering why the students became involved.
- establishing the wrongdoing and need to change.
- informing parents, carers or guardians to help change the attitude of the student.
- the implementation of a programme that aims to foster positive interpersonal skills. This may involve work with specialist outside agencies.

3.10   The following disciplinary steps may be taken:

- official warnings to cease offending.
- exclusion from certain areas of Academy premises.
- removal from lessons.
- appropriate boarding-specific restrictions.

- minor fixed-term exclusion, a decision taken by the Head of Academy
- major fixed-term exclusion, a decision taken by the Head of Academy
- permanent exclusion, a decision taken by the Head of Academy.

3.11 Monitoring, evaluation and review

- The policy will be promoted and implemented throughout the Academies according to their own pastoral management systems.

3.12 Records

- Careful records must be kept of all reported incidents, the advice and support given and the response of the bully and the bullied person.

- All incidents of bullying will be reported and recorded by the member of staff dealing with it. Each Academy, the Boarding House and the Early Years setting and the French Centre will hold recording books.

- Incidents in the Boarding House, the Early Year setting and the French Centre will be transferred to the main Academy system so that cross-checking may take place if appropriate.

- The records of bullying incidents will be analysed to ensure repeat offenders are identified and supported. The effectiveness and impact of advice and support given in reducing the number of incidents will be evaluated regularly.

4. Policy change

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

The Priory Federation of Academies Trust Anti-Bullying Policy

This Policy has been approved by the Education and Standards Committee:

Signed…………………………… Name.. Date:

Trustee

Signed…………………………… Name.. Date:

Chief Executive Officer

Signed…………………………… Name.. Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.

APPENDIX A

Definition of bullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a period of time and can hurt a child both physically and emotionally. It will also involve a power imbalance.

Bullying that happens online, using social networks, games and mobile phones, is often called cyber bullying.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.

Bullying can be by a single person or by a group.

"Bullying" usually, but not exclusively, has three common elements:
- It is deliberately hurtful.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.

Relationships between young people can break down from time to time and relational conflict occurs. To minimise the number of times these differences lead to bullying requires each individual to respect others.