

1 INTRODUCTION

This policy provides a framework to guide academy staff and strengthen decision making as they aim to ensure their academies are free from bullying.

This policy has due regard to all relevant legislation including, but not limited to, the following

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to ensure that all of our pupils can learn in a supportive, caring and safe environment without the fear of being bullied. Great Academies Trust seeks to establish a learning environment in which everyone feels able to enjoy and achieve and where success is recognised and rewarded

Objectives

The objectives of this policy are to

- adopt a definition of bullying that is agreed across the Trust and accepted by each academy community;
- support academy leaders to promote positive action to prevent bullying through the curriculum, assemblies, academy council, anti-bullying weeks, restorative practices; and related activities;
- support academy leaders in raising awareness of bullying and promotes positive relationships based on mutual respect;
- support academy leaders in establishing a consistent approach to any bullying incidents that occur
- ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Author:	Version:	Date Approved:	Review Date:	Page 1 of 16
R Gill	V1 Jan 2023			

3 GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

- The Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society;
- Education and Inspections Act 2006
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017, DfE, which describes how, by effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

GAET Vision and Values

Vision

"Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready."

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults."

We show all members of our academy community they are valued, in order that they can, and want to, treat each other with respect, irrespective of their characteristics. We work with pupils, families and other stakeholders to enable all of our pupils to develop as individuals, which in turn, supports them to make outstanding academic progress.

Values

"All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Author:	Version:	Date Approved:	Review Date:	Page 2 of 16
	V1			

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential.

Together- believing that we can make the biggest difference when we work as a strong team.”

We are genuine in our conversations about bullying. In a context of honesty and respectfulness, we discuss bullying and how it can be eradicated. We do not tolerate bullying of any kind and our actions aim to inculcate excellent behaviour. We demonstrate to pupils how building positive relationships can support their learning and progress, in order that they achieve their academic potential. We work together with our pupils, their families, and other agencies to support this.

4 EQUALITY

The Great Academies Education Trust ensures that pupils can attend school without fear of bullying. We recognise the protected characteristics under the Equality Act 2010. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

5 DEFINITION

5.1 For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

5.2 Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Author:	Version:	Date Approved:	Review Date:	Page 3 of 16
	V1			

5.3 Vulnerable pupils are more likely to be the targets of bullying due to the attitude and behaviours some young people have towards those who are different from themselves.

5.4 Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

6 TYPES OF BULLYING

6.1 Many kinds of behaviour can be considered bullying and can be related to almost anything.

6.2 Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

6.3 Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

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

6.5 **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

6.6 **Transphobic bullying:** Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

6.7 **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.

Author:	Version:	Date Approved:	Review Date:	Page 4 of 16
	V1			

- 6.8 **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 6.9 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 6.10 **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

7 STATUTORY IMPLICATIONS

7.1 The academy understands that, under the Equality Act 2010, it has a responsibility 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.

7.2 The academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the academy to be breached by failing to take bullying seriously.

7.3 The Principal will ensure that this policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

7.4 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.

Author:	Version:	Date Approved:	Review Date:	Page 5 of 16
	V1			

- 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.

8 PREVENTION

- 8.1 The academy clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 8.2 All reported or investigated instances of bullying will be investigated by a member of staff.
- 8.3 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 8.4 All types of bullying will be discussed as part of the curriculum.
- 8.5 Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 8.6 Seating plans will be organised and altered in line with school policy in a way that prevents instances of bullying.
- 8.7 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 8.8 All members of the academy are made aware of this policy and their responsibilities in relation to it.
- 8.9 All staff members receive training on identifying and dealing with the different types of bullying.
- 8.10 At academy level, designated spaces such as pastoral office or student services are available for pupils to go to during free time if they feel at risk of bullying or wish to speak with a member of staff.

Author:	Version:	Date Approved:	Review Date:	Page 6 of 16
	V1			

- 8.11 Staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 8.12 Form Tutors will also offer an ‘open door’ policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- 8.13 The academy will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 8.14 The academy will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn’t negatively influenced by outside factors, e.g. mental health issues.

9 SIGNS OF BULLYING

9.1 Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

9.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Author:	Version:	Date Approved:	Review Date:	Page 7 of 16
	V1			

9.3 Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

9.4 In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

9.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil’s form tutor or key stage pastoral lead who will investigate the matter and monitor the situation.

10 PREVENTING CHILD ON CHILD SEXUAL ABUSE

10.1 The academy has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence.

10.2 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

10.3 Sexual harassment violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

10.4 The Safeguarding and Child Protection Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

10.5 To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the academy will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/PV lessons.

10.6 The academy will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE

Author:	Version:	Date Approved:	Review Date:	Page 8 of 16
	V1			

and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

11 CYBER BULLYING

11.1 The academy has a zero-tolerance approach to cyber bullying.

11.2 The academy views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 13 this policy if they become aware of any incidents.

11.3 The academy will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped

11.4 In accordance with the Education Act 2011, the academy 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 requirement to have parental consent to search through a young person’s mobile phone.

11.5 If an electronic device is confiscated by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to a potential criminal offence, the device must be given to the police as soon as it is reasonably practicable.

11.6 If a staff member finds material that they do not suspect contains evidence in relation to a criminal offence, the Principal will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

12 PROCEDURES

12.1 Each academy will treat seriously all incidents which are brought to the attention of staff and the following action will be taken without delay:

Author:	Version:	Date Approved:	Review Date:	Page 9 of 16
	V1			

- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. Where this is the case, staff should discuss with the academy's designated safeguarding lead.
- Following a report of an incident being received, the pupil who maybe being bullied will be talked with privately by an appropriate member of staff.
- The victim will be listened to and reassured.
- A record of the incident will be documented in line with each academy's procedures, including a record made by the pupil, if appropriate.
- Academy staff will talk to all pupils involved individually.
- Any other evidence will be sought, for example any CCTV footage, social media posts, text messages.
- Parents/carers of all relevant pupils will be notified and kept informed, the being taken by the academy will be explained, and the reasons for them, referring to this policy.
- Support and consequences will be decided upon dependent on the individual circumstances.
- The situation will be monitored and further action taken where deemed necessary.

Author:	Version:	Date Approved:	Review Date:	Page 10 of 16
	V1			

13 SANCTIONS

13.1 Once an instance of bullying has been substantiated, the aim will always be to resolve the problem quickly and effectively. Some cases may be resolved speedily through discussion, advice and counselling and will require no further intervention beyond monitoring. Where bullying persists or its severity requires a sanction in line with school disciplinary policy, the academy may take any of the following disciplinary actions:

- Warning;
- Detention/loss of free time;
- Withdrawal of privileges or treats, including access to IT facilities;
- Exclusion from certain areas of the academy or internal isolation, a behaviour placement in another school;
- suspension; and
- Permanent exclusion.

13.2 In extreme cases the academy may need to seek support from external agencies, including the police.

14 SUPPORT

14.1 The Trust will offer a variety of methods to support pupils who have been the victims of bullying which may include:

- A peer mentoring system;
- Mediation; and counselling
- Offering activities which help to develop their self-esteem, positive self-image and confidence.

14.2 The Trust believes that it is also important to have a multi-dimensional approach which builds a positive and inclusive climate and will utilise the services available which may include:

- A peer mentoring system;
- Behavioural counselling;
- Family counselling; and
- External agencies such as child and family services as appropriate.

15 BULLYING OUTSIDE OF THE ACADEMY

Author:	Version:	Date Approved:	Review Date:	Page 11 of 16
R Gill	V1			

15.1 GAET and each academy will review any incidents of bullying which take place outside of academy premises and/or hours and will consider using their powers when it is reasonable to do so, and particularly if incidents out of the academy directly affect behaviour, attitudes and pupils' well-being in school, then they will be dealt with in accordance with the relevant policy.

15.2 Where possible the academy will take steps available to ensure that parents and/or external agencies, including the police if appropriate, are made aware.

16 ROLES AND RESPONSIBILITIES

16.1 Trust Board

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the academy is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

16.2 Local Governing Committee

- To actively promote this policy ensuring that all stakeholders are aware of the responsibilities that they have for creating a climate in which learners can thrive and flourish and which is free of bullying and intimidation.

16.3 Principal

- To ensure an appropriate range of preventative measures are in place;
- To ensure relevant procedures are in place including record-keeping to deal with incidences of bullying;
- To ensure appropriate staff training is provided.

16.4 Named staff

- To plan and implement an appropriate range of preventative measures;
- To lead and manage procedures including record-keeping to deal with incidences of bullying.
- To analyse the data in the bullying record at regular intervals to identify trends, so that appropriate measure to address them can be implemented

Author:	Version:	Date Approved:	Review Date:	Page 12 of 16
R Gill	V1			

- To correspond and meet with parents where necessary
- Provide a point of contact for pupils and parents when more serious bullying incident occur

16.5 All staff

- To carry out appropriate actions related to pupils involved in bullying incidents, or suspected bullying without delay, in line with this policy.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Be alert to social dynamics in your class and to possible bullying situations
- Understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying
- Staff always respect pupils’ privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- Be available for pupils who wish to report bullying and provide follow up and support after bullying incidents

16.6 Pupils

- To report bullying to an adult, whether it is to self or others, whenever it occurs;
- To never stand by and watch without referring any incident to an adult;
- To complete a record or give an account of an incident fully, honestly and quickly, when asked to do so, and in a way appropriate to their age and circumstances;
- To avoid situations on social media where bullying is taking place and report them when they occur;
- To avoid text messaging when it is being used in hurtful ways and to report any incidents immediately;
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.
- To be involved in anti-bullying initiatives and procedures as appropriate in each academy.

16.7 Parents

- To report alleged bullying to academy staff;
- To work with academy staff to support your child if he/she is being bullied;

Author:	Version:	Date Approved:	Review Date:	Page 13 of 16
R Gill	V1			

- To work with academy staff to support your child if he/she is involved in bullying other pupils.
- Being watchful of their child’s behaviour, attitude and characteristics and informing the relevant staff members of any changes

17 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- Behaviour Policy
- Safeguarding and Child Protection policy
- Complaints Policy
- Data protection policy

18 SOURCES CONSULTED

- The Equality Act 2010
- Education and Inspections Act 2006
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017, DfE

Author:	Version:	Date Approved:	Review Date:	Page 14 of 16
R Gill	V1			

Appendix for GAET

Curriculum delivery method

GAET creates an anti-bullying climate by using any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, through Personal Values lessons, Form Time and assemblies.

Our GREAT values points system supports this by expecting all students to be respectful to all members of the school community.

Specific Resources

<http://www.anti-bullyingalliance.org.uk/>
<http://www.antibullyingweek.co.uk/>

GAET is also using the United Against Bullying programme (from the anti-bullying alliance) to baseline and strengthen the academy’s approach to anti-bullying in 2022-23.

Recording and reporting guidance, including monitoring

Students can report incidents of bullying direct to a member of staff in person or via TEAMS.

Staff report any suspected incidents of bullying or prejudice-based incidents via CPOMS.

The Academy also has IT filtering software (Securly and Smoothwall) which alerts the DSL to suspected incidents for further investigation. These too are logged initially via CPOMS.

All confirmed instances of bullying and prejudice are recorded on a spreadsheet for analysis by cohort and type. This data is shared half-termly with the LGC.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

- Help, support and counselling will be given as is appropriate to both the victims and the bullies.

We support the victims in the following ways:

Author:	Version:	Date Approved:	Review Date:	Page 15 of 16
R Gill	V1			

- by offering them an immediate opportunity to talk about the experience with their form tutor, a member of their pastoral year team, or another teacher if they choose.
- informing the victims' parents/carers.
- by offering continuing support when they feel they need it.
- arrange for them to be escorted to and from the School premises.
- by taking one of more of the seven disciplinary steps described below to prevent more bullying.

Bullies will face the sanctions of the Academy; however, all children and young people need guidance and we will help the bullies in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents/guardians.
- by continuing to work with the bullies to change attitudes and behaviours.
- by applying our behaviour policy, including the appropriate sanction.

Lead responsibility

Rachel Gill, Assistant Principal and Designated Safeguarding Lead

Author:	Version:	Date Approved:	Review Date:	Page 16 of 16
R Gill	V1			