



# Anti-Bullying Policy

**Date of Review:** September 2018  
**Approved by:** Trust Board  
**Next Review Date:** September 2019

---

## Contents

1. How this Policy was developed
2. Definition of Bullying - Specific Examples of Bullying.
3. Aims and objectives
4. Specific Academy Targets
5. Code of Conduct (with regard to academy behaviour and relationships within the academy community). All staff and adults.
6. Equal opportunities
7. Procedures/Dealing with incidents A whole academy approach
8. Role of staff – confidentiality
  - Role of students in reporting a bullying incident
  - Guidance for parents
  - Sanctions
9. Strategies to Reduce Bullying
10. Support for students who are experiencing Bullying.
11. Monitoring Arrangements.
12. Useful Websites regarding bullying in schools

## 1. HOW THIS POLICY WAS DEVELOPED

The Rodillian Multi Academy Trust should be a place where students feel happy, safe, confident and respected.

Every pupil has the right to learn without being teased, harassed or humiliated. Our duty of care includes protecting students from harm and bullying.

This policy takes full account of the academy's legal obligations under the Education and Inspections Act 2006:

- to make a written copy of the anti-bullying policy available on request;
- to set the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## 2. DEFINITION OF BULLYING

2.1 Bullying can be defined in a number of ways. We follow DFE guidance which defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

2.2 Specific Examples of bullying.

<b>Emotional</b>	someone being unfriendly, tormenting and teasing
<b>Verbal</b>	name calling, spreading rumours, making fun of someone
<b>Physical</b>	pushing, kicking, hitting, biting and spitting
<b>Racial</b>	racial taunts, making fun of culture, colour, creed or religion
<b>Sexual</b>	unwanted physical contact
<b>Homophobic</b>	because of/or focusing on the issues of sexuality
<b>Transphobic bullying</b>	Behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity
<b>Online/cyber</b>	setting up hate websites, offensive text messages, and emails
<b>Bullying is not</b>	the occasional falling out with friends or the odd silly joke. It is something done on several occasions with the intention of upsetting or harming the victim

### **3. AIMS AND OBJECTIVES**

3.1 The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the Trust have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the policy.

#### **3.2 This will happen in the following way:**

- the academy will meet the legal requirement of all schools to have an anti-bullying policy in place;
- The academy will work closely with other professional agencies with a view to encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students; (Education and Inspections Act 2006). It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2016.
- all governors, teaching and non-teaching staff, students and parent/carers will have an understanding of what bullying is;
- all governors, teaching and non-teaching staff will be aware of the academy's policy on bullying and will consistently and swiftly follow it when bullying and what can be done if bullying is reported;
- all students and parent/carers will know what the academy's policy is on bullying and what can be done if bullying occurs;
- students and parent/carers will be assured that they will be supported when bullying is reported;
- whole academy initiatives and pro-active teaching strategies will be implemented to raise awareness of bullying issues.

### **4. SPECIFIC TRUST TARGETS**

- To ensure that all governors, parents, students, teaching and non-teaching staff have seen and had the opportunity to discuss the policy
- To ensure all staff are familiar with the procedure for reporting incidents
- To ensure all incidents of bullying are recorded and monitored
- To ensure every pupil receives regular Form Periods/PD where matters can be discussed.
- To foster a caring atmosphere in and around the academy, in which students feel able to intervene to help victims and to report incidents.

## **5. CODE OF CONDUCT - WITH REGARD TO TRUST'S BEHAVIOUR AND RELATIONSHIPS WITHIN THE ACADEMY COMMUNITIES**

- Show respect for every student and other colleagues within the academy communities as individuals
- Be aware of vulnerable students
- Criticise the behaviour rather than the student
- Avoid favouritism
- Be seen to be fair
- Avoid labelling
- Have high expectations of students
- Never give students ammunition to use against each other
- Actively seek to develop a praise culture within the Trust

**Young people also have a responsibility to role model appropriate behaviour for their peers and younger students. We therefore believe that all students must:**

- show respect for their fellow students and adults working within the academy's community;
- support and be sensitive to other when they may be feeling vulnerable;
- actively seek to develop a praise culture within the academy;
- actively support the academy's anti-bullying policy;
- take responsibility for their own behaviour.

## **6. EQUAL OPPORTUNITIES**

6.1 Every member of the Trust's community is entitled to expect equality of protection from bullying as well as protection and support from the Trust's policies and procedures designed to ensure that the academy remains a safe environment in which to teach

### **6.2 How can teachers help prevent bullying in the classroom**

- Explain that bullying will not be tolerated in your classroom.
  - Everyone is expected to ensure it does not happen and has the responsibility to tell - this is not telling tales.

- Allow students to be involved in setting 'ground rules' for behaviour.
- Use appropriate curriculum opportunities to discuss bullying issues - students feel reassured when teachers recognise the problem in the academy.
- Most bullying groups have a leader and other children are often frightened or try to look 'big' joining in. Break up the group, change the seating plan and turn peer pressure against the bully.
- Set a 'good example' treat all students with respect and demonstrate how conflict can be resolved.
- Remember bullies 'seize the opportunity' - certain students may need more close supervision, particularly in situations where there is movement around the teaching space e.g. in practical lessons.

## 7. HOW TO DEAL WITH A BULLYING INCIDENT

Bullying can be defined in a number of ways. We follow DFE guidance which defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

- 7.1 In deciding whether to report a bullying incident staff must use their professional judgement. It may be a 'one-off' but serious incident or continuous/repetitive bullying. It could occur in the classroom, around corridors, in the dining room or outside of the academy.

### **If a bullying incident happens:**

- Listen to the pupil** - if in a lesson, make a note in your teacher planner. This helps recall of previous incidents  
**If poor behaviour is witnessed then PD should be followed. If concerns that the behaviour is ongoing and could be classed as bullying then this should be referred to pastoral team/ MoS On Call who will investigate**
- The relevant member of the pastoral team or member of staff On Call will collect independent witness statements.** These may be verbal **in the first instance to allow staff to ascertain the full picture**, clarify the facts and provide understanding of events leading to an incident. If the member of staff decides that the incident is classed as bullying then statements must be taken. The pastoral leader and relevant Key Stage or year leader must be involved from this point as they will have the full overview of any ongoing concerns; they will guide future actions. Where incidents of poor behaviour have occurred staff must ensure that PD has been followed.

- iii. **The relevant member of the Pastoral Team or the member of staff On Call will speak to the child who has been bullied and** give reassurance, suggest strategies in dealing with bullying.
- iv. **The relevant member of the pastoral team or the member of staff on call would contact home. Where there has been a behaviour presented then PD will be followed consistently in line with the policy.**
- v. **The Key Stage Director/AP will decide whether the incident is to be logged on the bullying tracker and will also look to see if there are repeat/ previous incidents which then denote higher sanctions and possible further intervention.**
- vi. **The relevant pastoral leader/ Member of staff** should contact home regarding details of incident and reassure parents/carers of victim and bully that the matter is being dealt with.
- vii. **Counselling / Peer Mentoring may be offered to the** victim and bullies should be offered support to help discuss their concerns, resolve issues. The relevant pastoral leader will coordinate all support.
- viii. **Follow up** - staff reporting incident should check with child that bullying has been resolved / stopped, preferably within one week of incident.
- ix. **Further incidents** – involving same students will be identified through the bullying tracker and parents/carers should be invited to discuss concerns in the academy with the Director of key Stage or relevant senior leader.

## **8. CONFIDENTIALITY**

- 8.1 Our staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:
- the seriousness of the situation and the degree of harm that the pupil may be experiencing;
  - the pupil's age, maturity and competence to make their own decisions.
- 8.2 Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil, unless clearly inappropriate. Students will always be encouraged to talk to their parent/carer. An underlying principle in supporting students in our academy is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously. Although our Trust cannot

guarantee confidentiality students will be informed of national and local help lines, if appropriate where confidentiality can be maintained.

### **8.3 GUIDANCE FOR PARENTS**

Guidance for parents if your child is being bullied:

- calmly talk with your child about his/her experiences;
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened;
- reassure your child that he/she has done the right thing to tell you about the bullying;
- explain to your child that should any further incidents occur he/she report them to a teacher immediately;
- make an appointment to see the Head of Year;
- explain the problems your child is experiencing.

#### **When reporting bullying:**

- try to stay calm and bear in mind that the Head of Year may be unaware that your child is being bullied or may have heard conflicting accounts of an incident;
- be specific as possible about what your child says has happened, give dates, places and names of other children involved;
- make a note of what action the academy intends to take;
- ask if there is anything you can do to help your child or the academy;
- stay in touch with the academy and let them know if things improve as well if problems continue.

#### **If your child is bullying others:**

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy;
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want;
- show your child how he/she can join in with other children without bullying;
- make an appointment to see the Head of Year and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others;
- regularly check with your child how things are going at the academy;
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

#### **If your child is experiencing any form of electronic bullying:**

- ensure your child is careful of whom they give their mobile phone number and e-mail address to;
- check exactly when a threatening message was sent;
- when necessary report incidents to the police.

#### **8.4 Sanctions**

Our academy has set sanctions for dealing with incidents of bullying in accordance with The Rodillian Multi Academy Trust PD Policy.

### **9. STRATEGIES TO REDUCE BULLYING**

9.1 The Trust adopts a range of strategies to prevent bullying, to raise awareness of bullying and to support victims and bullies. The Trust's ethos nurtures the students and encourages close friendships in which the children not only flourish themselves, but learn to nurture others. Staff and older students lead by example.

9.2 The Trust's curriculum is designed to foster:

- communication skills;
- ability to put oneself in another's shoes;
- who saw what was happening;
- what you have done about it already.

9.3 If you experience bullying by mobile phone, text messages, e-mail or Facebook:

- tell a friend, parent or teacher;
- be careful who you give your mobile phone number or e-mail address to;
- make a note of exactly when a threatening message was sent.

### **10. SUPPORT FOR STUDENTS WHO EXPERIENCE BULLYING**

10.1 If you are being bullied:

- tell an adult or somebody you trust what has happened straight away;
- get away from the situation as quickly as possible;
- try to stay calm and look as confident as you can;
- be firm and clear - look them in the eye, if possible, tell them to stop and tell them how you feel.

10.2 After you have been bullied:

- tell a teacher or another adult you trust within the academy;
- tell your family;
- if you are scared to tell a teacher or adult on your own, ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying;
- do not blame yourself for what has happened.

10.3 When you are talking to an adult about bullying be clear about:

- what has happened to you;
- how often it has happened;

- who was involved;
- was anyone else involved or witness to the incident.

## **11. MONITORING ARRANGEMENTS**

11.1 This policy will be evaluated and updated where necessary annually. The views of our students and staff will be used to make changes and improvements to the policy on an ongoing basis.

## **12. USEFUL WEBSITES REGARDING BULLYING IN SCHOOLS/ACADEMIES**

### **BBC Bullying Survival Guide**

Provides information, guidelines for dealing with all aspects of bullying, a help and resource list and accounts of celebrities who are bullied when they were at school.

### **Childline ([www.childline.org.uk](http://www.childline.org.uk))**

Gives details on the **CHIPS** initiative and other information regarding Bullying

### **Kidscape ([www.kidscape.org.uk](http://www.kidscape.org.uk))**

Gives advice and support for victims, schools/academies and parents

### **Bullying Online ([www.bullying.co.uk](http://www.bullying.co.uk))**

A registered charity, which contains advice for both parents and pupils

### **NSPCC**

A registered charity dedicated to stopping cruelty to children

### **Bully Web. ([www.bullying.co.uk](http://www.bullying.co.uk))**

A research site with links to other sites on bullying