

# ANTI-BULLYING POLICY



<b>Summary</b>	Anti-Bullying Policy
<b>Responsible Person/Author:</b>	Paul Carney- Principal Brayton Academy
<b>Applies to:</b> (please check as appropriate)	<b>Staff</b> <input checked="" type="checkbox"/> <b>Student</b> <input checked="" type="checkbox"/> <b>Community</b> <input checked="" type="checkbox"/>
<b>Ratifying Committee(s)</b>	Standards Committee
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<b>Owner</b>	RMAT
<b>Version:</b>	2

### Document Control

<b>Date</b>	<b>Version</b>	<b>Action</b>	<b>Amendments</b>
May 2021	1	Policy amended	Reviewed and reformatted
September 2024	2	Policy amended	Nomenclature changed throughout

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## Introduction

1. RMAT should be a place where students feel happy, safe, confident and respected. Every student has the right to learn without being teased, harassed or humiliated. Our duty of care includes protecting students from harm and bullying.
2. This policy takes full account of the Trust's legal obligations under the [Education and Inspections Act 2006](#) and the [Education Act 2011](#):
  - 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.
3. There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):
  - [Public Order Act 1986](#);
  - [The Malicious Communications Act 1988](#);
  - [The Children Act 1989](#);
  - [Criminal Justice and Public Order Act 1994](#);
  - [Protection from Harassment Act 1997](#);
  - [The Children Act 2004](#);
  - [The Education and Inspections Act 2006](#);
  - [The Equality Act 2010](#);
  - [The Education Act 2011](#);

## Definition of bullying

4. Bullying can be defined in several ways. We follow Department For Education ("DfE") guidance which defines bullying as behaviour that is:
  - repeated
  - intended to hurt someone either physically or emotionally
  - Is likely to involve an imbalance of power
  - often aimed at certain groups, for example because of race, religion, gender or sexual orientation

## 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</b>	Behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity
<b>bullying</b>	
<b>Online/cyber</b>	Bullying behaviour that occurs online or via social media
<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

## Aims and objectives

5. 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.
6. This will happen in the following way:
  - RMAT will meet the legal requirement of all schools to have an anti- bullying policy in place;
  - RMAT 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](#) and the [Education Act 2011](#)). 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](#)" 2024.
  - all members of RMAT governance, teaching and non-teaching staff, students and parent/carers will have an understanding of what bullying is;
  - all members of RMAT Governance, teaching and non-teaching staff will be aware of RMATs policy on bullying and will consistently and swiftly follow it when dealing with bullying and what can be done if bullying is reported;
  - all students and parent/carers will know what RMAT'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 and will know how to report incidents bullying;
  - whole RMAT initiatives and pro-active teaching strategies will be implemented to raise awareness of bullying issues.

## Specific RMAT targets

7. To ensure that all members of RMAT governance, parents, students, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
8. To ensure all staff are familiar with the procedure for reporting incidents
9. To ensure all incidents of bullying are recorded and monitored
10. To ensure every student receives regular Form Periods/Positive Discipline ("PD") where matters can be discussed.
11. To recognise that some students are more vulnerable to bullying and may find it more difficult to report
12. To foster a caring atmosphere in and around the Trust, in which students feel able to intervene to help victims and to report incidents.

### Code of conduct - with regard to RMAI behaviour and relationships within RMAI communities

13. Show respect for every student and other colleagues within the RMAI communities as individuals
14. Be aware of vulnerable students
15. Criticise the behaviour rather than the student
16. Avoid favouritism
17. Be seen to be fair
18. Avoid labelling
19. Have high expectations of students
20. Never give students ammunition to use against each other
21. Actively seek to develop a praise culture within RMAI
22. 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 regard for the fundamental British values of individual liberty, respect and tolerance
  - show respect for their fellow students and adults working within the RMAI community;
  - support and be sensitive to other when they may be feeling vulnerable;
  - actively seek to develop a praise culture within RMAI;
  - actively support RMAI's anti-bullying policy;
  - take responsibility for their own behaviour.

### Equal opportunities

23. Every member of RMAI'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 Trust remains a safe environment in which to teach and learn

## How can teachers help prevent bullying in the classroom?

- Uphold Academy and British values
- expectations of behaviour,
- 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
- Ensure that the Academy's PSHE programme pro-actively prevents and discourages bullying by building a robust knowledge, understanding and appreciation of difference, acceptance, positive relationships and how to address bullying if it does occur.
- Use appropriate curriculum opportunities to discuss bullying issues - students feel reassured when teachers recognise the problem in RMAT.
- 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.

## How to deal with a bullying incident?

24. Bullying can be defined in a number of ways. We follow DFE guidance which defines bullying as behaviour that is:
  - repeated
  - intended to hurt someone either physically or emotionally
  - often aimed at certain groups, for example because of race, religion, gender or sexual orientation
25. 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 Trust. If there is any doubt, the incident should be recorded.
26. If a bullying incident happens:
  - **Listen to the student** - 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 the pastoral team, Head of Year, or member of staff 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.
  - **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 and confirm that they are aware of reporting mechanisms for any further concerns.

- The relevant member of the pastoral team or the member of staff on call would contact home. Where there has been a confirmed incident of bullying then PD will be followed consistently in line with the policy.
- **The Head of Year** will decide whether the incident is to be logged on CPOMS and a member of the safeguarding team will log it 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. Staff should also consider whether the victim has experienced repeat incidents and may require additional support.
- **The relevant Head of Year / 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.
- **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.
- **Follow up** - staff reporting incident should check with child that bullying has been resolved / stopped, preferably within one week of incident.
- **Further incidents** – patterns or incidents involving same students will be identified through the bullying tracker and parents/carers and appropriate actions should be considered in partnership with parents and carers.

### Incidents outside of Academies

- RMA believes it is important that Academies are able to respond to bullying that occurs outside of the school grounds or as a result of conduct online.
- It remains parental responsibility to monitor and manage their child's behaviour, conduct and ability to remain safe while online, although this is proactively supported by Academy PSHE curricula and wider pastoral work. However, when online student conduct is reported to school as it is offensive, discriminatory, abusive or impacts on the wellbeing of any student within our Academy community, we reserve the right to utilise the full range of the Positive Discipline Policy right up to Suspension or Permanent Exclusion.

### Confidentiality

27. Our staff cannot promise absolute confidentiality if approached by a student 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 student 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 student may be experiencing;
  - the student's age, maturity and competence to make their own decisions.



28. Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student, unless clearly inappropriate. Students will always be encouraged to talk to their parent/carer. An underlying principle in supporting students in RMAT is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously. Although RMAT cannot guarantee confidentiality students will be informed of national and local help lines, if appropriate where confidentiality can be maintained.

### Guidance for parents

29. 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 or email in details for the attention of the Head of Year;
  - explain the problems your child is experiencing.
30. 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;
  - ask if there is anything you can do to help your child or RMAT;
  - stay in touch with RMAT and let them know if things improve as well if problems continue.
31. 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 RMAT;
  - give your child lots of praise and encouragement when he/she is co-operative or kind to other people.
32. If your child is experiencing any form of online or cyber bullying:
- ensure your child is careful of whom they give their mobile phone number, e-mail address or account details to;

- check exactly when a threatening message was sent;
- Screen shot as appropriate;
- when necessary, i.e. when an incident crosses the threshold of criminal behaviour, report incidents to the police.

## Culture

33. All RMAT academies firmly position themselves as anti-bullying and aspire for all Academy environments to be free from bullying behaviours. Sadly, that is not always possible. The Anti-Bullying Policy seeks to promote a culture where students explicitly understand what bullying is and is not and are likely to treat each other with kindness and acceptance.
34. Our work to address bullying is not limited to identifying a perpetrator of bullying and a person who has been bullied. Rather we will review incidents to identify other key roles. This allows us to both address the causes of bullying and to adapt our educational inputs to reduce the likelihood of bullying behaviour re-occurring. These roles include:
- **Instigator:** starting and leading the bullying, but not always the person saying the words or doing the actions
  - **Reinforcer:** supports the bullying – might laugh or encourage other people to carry on or might video the incident for example. This is also known as an **enabler**.
35. We also recognise that so many students within our school community understand that bullying is unacceptable and will work to prevent bullying behaviour. The terms used to describe these students are:
- **Defender:** Stands up for someone who is being bullied. Knows that bullying is wrong and either takes action or reports the behaviour to an adult
  - **Ally:** Someone who is not involved in the incident, or ongoing behaviours, but takes action to support or help people who are being bullied
36. RMAT Academies are committed to clear reporting mechanisms and will actively tackle any students who deter other children from reporting concerns. As such, words such as ‘snitch’, ‘snake’ or ‘grass’ are banned between students in our Academies and will be sanctioned in line with Positive Discipline.

## Sanctions

37. RMAT has set sanctions for dealing with incidents of bullying in accordance with The PD Policy. However, we also recognise bullying can be a complex and emotive subject and so we are committed to ensuring that victims of bullying feel supported and understand Academy responses, and that perpetrators are challenged and supported to prevent repeat behaviours. Therefore, responses to bullying are likely to include a combination of the following:
- **Educational Actions:** As a Trust, we are uniquely positioned to educate our students around the ills of bullying behaviour. Whether this is addressing pro-social behaviours, promoting acceptance or developing a wider understanding of the impact of discrimination, we believe educational responses are most likely to lead to long term, sustained change.

- **Disciplinary Actions:** Academies will utilise every level of the behaviour system to challenge repeat discriminatory behaviour including, if required, suspension or Permanent Exclusion.
- **Restorative Actions:** Where appropriate, and where desirable, Academies may utilise restorative practices to resolve bullying and support the educational actions outlined above.

### Strategies to reduce bullying

38. RMAT 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.
39. RMATs curriculum is designed to foster:
- communication skills;
  - ability to put oneself in another's shoes;
  - ability to understand and appreciate difference in other people
  - ability to recognise bullying behaviour when it occurs and to respond appropriately
40. If you experience bullying online or via social media:
- Block the person or people contacting you
  - Document or screenshot exactly what was sent
  - Report it to your parents, carers or an appropriate adult
  - If the conduct could be illegal, i.e. serious threats, notify the police

### Support for students who experience bullying

41. If you are being bullied:
- tell an adult or somebody you trust what has happened straightaway – you will always be believed;
  - get away from the situation as quickly as possible;
  - try to stay as calm as possible 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.
  - If you do not want to report immediately, think about other methods of reporting such as talking to your form tutor, Teams messaging a teacher or contacting **'tellsomeone@'**
42. After you have been bullied:
- tell a teacher or another adult you trust within the Trust;
  - 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.

43. 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.

### Monitoring arrangements

44. 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.

### Useful websites regarding bullying in schools/academies

45. [Childline](#)  
Gives details on the CHIPS initiative and other information regarding Bullying
46. [Kidscape](#)  
Gives advice and support for victims, schools/academies and parents
47. [Bullying Online](#)  
A registered charity, which contains advice for both parents and students
48. [NSPCC](#)  
A registered charity dedicated to stopping cruelty to children

### Diversity

49. RMAT is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the [Equality Act 2010](#) and associated guidance produced by the Department for Education.

## Appendix 1: Equality Impact Assessment

### Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the RMAT needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Organisation:</b> RMAT	<b>Department responsible for the Policy:</b> Chief Executive
<b>Lead Person:</b> Adam Marham	<b>Contact Number:</b>

**1. Title:** Anti-Bullying Policy

### 2. Please provide a brief description of what you are screening

The Policy

### 3. Relevance to equality, diversity, cohesion, and integration

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve, or will it have an impact on: -? <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation, and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	x	X X

### 4. Considering the impact on equality, diversity, cohesion, and integration

- **Scope of the proposal:** Students and staff.
- **Who is likely to be affected?** Students and staff.

<ul style="list-style-type: none"> <li>• <b>Consultation and engagement activities with those likely to be affected.</b> The Policy is available through the Trust and Academies websites and a written copy can be provided on request.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Key findings</b> We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.  We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Actions</b> The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.</li> </ul>

<b>5. Governance, ownership, and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Adam Marham	COO	30.09.24

<b>6. Publishing</b>	
This screening document will act as evidence that due regard to equality and diversity has been given.	
<b>Date screening completed</b>	30.09.24
<b>Date agreed at Trust Board</b>	16.12.24