



Anti-Bullying Policy

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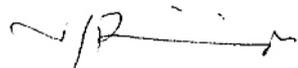
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1. Introduction

The policy has due regard to the DfE's Guidance (2017) for 'Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies'. It also reflects staffs' duties under the Equality Act 2010.

It should be read in conjunction with the following documents, as appropriate:

- Positive Behaviour Policy
- Equality and Diversity Policy

All White Rose Trust Academies, we recognise that bullying can occur in all schools and that bullying undermines self-esteem and sense of security, and may affect a child's attendance and attainment. It can lead to serious psychological damage for the victim and a criminal record for the perpetrators. It is possible for any member of the school community to experience bullying. Our policy is to reject and be seen to reject all forms of bullying. No-one deserves to suffer the pain and indignity that bullying can cause. In developing this policy, we have considered the needs and views of our pupils, their parent/carer, and staff.

2. Definition of bullying

The DfE Guidance for Preventing and Tackling Bullying defines bullying to be "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Leeds City Council defines bullying as "the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power".

Bullying can take many forms, including repeated occurrences of physical, emotional, psychological, social or verbal abuse and cyber-bullying (see section 3, below). It can involve threats, physical attacks, name-calling, mocking, harassment and sexual bullying. Bullying may derive from racial, sexist, homophobic and religious prejudice, and may be directed against those with a disability, SEND, a different appearance or those with different home circumstances, for example if a child is a carer.

Bullying can occur between pupils, between pupils and staff, or between staff. It can be perpetrated face to face or indirectly. Single acts of any of the above forms of abusive behaviour will not be tolerated.

3. Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside of school.

The 'Byron Review' stated: "Cyber-bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones."

Cyber-bullying includes using mobile phones, iPads or internet sites to send abusive messages or make defamatory statements about pupils or teachers. Stalking, "sexting", "trolling", "happy slapping" and unauthorised publication of private information or images.

Cyber-bullying can happen at all times of the day, and has the potential to reach a wide audience. It can undermine the self-esteem of individual pupils and can undermine the professional status of staff. Some cyber-bullying is deliberate and intentional, but in other cases distress to the victim can be caused by something that is seen as a joke by the other person.

Cyber-bullying can be a criminal offence; children are criminally responsible for their actions and their consequences from the age of 10. (Further details in section 8).

All academies within the White Rose Trust have the right to investigate and act upon issues of cyber-bullying that occur outside of school times where this has a detrimental effect on a person's ability to come to the academy and feel safe and happy in their education.

Cyber bullying can include:

- Texting scary or offensive messages by mobile phone, internet site, social media or e-mail;
- Sending unpleasant photographs by mobile phone, internet site, social media or e-mail;
- Using online message boards, chat rooms or social networking sites to post cruel messages;
- Deleting the victim's name from or ignoring their messages on social networking sites.

4. Bullying

"Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another".

Bullying has been described by students as:

- Name calling, which includes over social networking sites;
- Teasing;
- Physical abuse e.g. hitting, pushing, pinching or kicking;
- Having personal possessions taken e.g. bag or mobile phone;
- Receiving abusive text messages or e-mails;
- Being forced to hand over money;
- Being forced to do things they don't want to do;
- Being ignored or left out;
- Being attacked in any way.

Bullying can happen to anyone. This includes:

- Bullying related to race, religion or culture;
- Bullying related to special educational needs;
- Bullying related to appearance or health or disability;
- Bullying related to sexual orientation;
- Bullying of young carers or looked after children, or other related to home

problem;

- Sexist or sexual bullying (including Lesbian, Gay, Bisexual, Transgender, gender re-assignment (LGB&T) children and young people).

Possible signs of bullying

Students who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. They may show changes in their work patterns, lack concentration or truant from school.

Adults should be aware of these possible signs and should refer their concern to the student's tutor, Year Manager or Progress Leader if a child:

- Is frightened of walking to or from school;
- Doesn't want to go to school/ on the bus;
- Changes their usual routine;
- Refuses to go to school;
- Feels ill in the morning;
- Truants;
- Becomes withdrawn, anxious, lacking in confidence;
- Self-harms or threatens self-harm;
- Cries themselves to sleep;
- Begins to do poorly with academic work;
- Comes home with damaged or missing clothes or possessions;
- Loses money continually or asks for extra money (paying the bully);
- Comes home hungry (lunch money given to bully);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying others, including siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous or jumpy when a cyber-message is received (be aware of your child's internet activity).

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. The priority of the Academy is the continued safety and wellbeing of the victim.

Within the White Rose Academies Trust we believe that:

- Bullying is totally unacceptable.
- Seeking help is regarded as sign of strength not weakness.
- All members of the academy community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and

have a right to expect that their concerns will be listened to and treated seriously.

The White Rose Academies Trust encourages all students to report bullying. We also have a 'help box' in reception where students can report an incident of bullying.

Students are advised to:

- Tell an adult or somebody they trust what has happened straight away. If they are scared to inform a teacher or adult on their own, they should ask a friend to go with them.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident possible.

If a student witnesses bullying, they are encouraged to try to be assertive by saying that they should stop immediately. Remember, being assertive is not using verbal abuse or physical action (i.e. violence), in return as a response.

All academies within the White Rose Trust will record all instances of bullying and will report this information on a regular basis to the Local Accountability Board.

Students are encouraged to:

- Indicate how often it has happened.
- Indicate who was involved.
- Indicate who saw what was happening.
- Indicate where it happened.
- Indicate what they have done about it already.
- Keep a record of texts/social media messages.
- Never respond to an abusive text/social media message – what the cyber bully most wants is a reply.

And always reminded:

- Not to blame themselves for what has happened;
- To continue reporting the bullying until someone listens and does something to stop it;
- “We take bullying **very** seriously”.

All members of staff will:

- Prevent, de-escalate and stop any continuation of harmful behaviour;
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience;
- Take steps to help 'victims' feel safe and confident again;
- Work with bullies where necessary and as appropriate, so that they are held to account for their actions and accept responsibility for the harm they have caused.

Parents/carers are made aware, through the Positive Behaviour Policy and Consultation Evenings, that the White Rose Trust does not tolerate bullying.

They are made aware that they may contact their child's year Manager, Progress

Leader or the Academy's Safer Schools Officer if they are concerned their child is being bullied or does not feel safe to learn.

They can be confident that our academies will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.

They may use the Academy's complaints procedure if they feel that their concern has not been dealt with satisfactorily.

5. Prevention

The Academy will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies.

Preventative Measures:

- There should be an appreciation by staff of the importance of detecting and dealing with bullying.
- Pastoral staff should make students aware of whom they can talk to in confidence (e.g. a member of staff whom they trust, tutor or Progress Leader and that information will be acted upon discreetly and sensitively.
- PSHE during form time and school assemblies are used to discuss issues of relationship and bullying and personal identity.
- During form time, tutors facilitate a safe and positive environment for pupils to take turns, if they choose, to talk about an issue of concern.
- Students should be clear about the role they can play in preventing bullying. In particular, a student may train to become a peer mentor.
- Peer mentors can help identify locations within the Academy where incidents of bullying/intimidation might occur and situations which might escalate.
- Students who take a specific role in anti-bullying work can be rewarded, e.g. by receiving praise stamps/reward points/special commendation nominations.
- Duty rota: Staff need to be aware of areas of the Academy where bullying might take place, be sensitive to the times and situations when it might occur, and always keep a watchful eye. Staff on duty at break and lunchtime should patrol these areas regularly and always arrange cover if they are unable to fulfil a duty on any given day.
- The building has been designed to minimise areas where bullying may occur (open toilet facilities which are staffed during break and lunch)
- Staff should arrive to lessons punctually; bullying could happen before classes start or if classes have been dismissed early.
- Staff need to be alert to hate incidents (such as issues concerning race/ethnicity, Homophobic/Sexual Orientation, Religion/Belief, Disability/SEN, Gender Identity) and/or actions which are a form of bullying.
- Safer Schools Officer and the local Hate Crime Co-ordinator (WY Police) deliver 'hate incidents' educational workshops to perpetrators of hate incidents (including where this is identified as bullying).

Additional Preventative Measures against Cyber bullying:

- PSHE tutor sessions also include specific training regarding the safe use of ICT, particularly mobile phones, iPads and the internet.
- Assemblies/ educational workshops: Students are given age-appropriate information about grooming, internet sites containing violent or adult content and the dangers of sharing personal information and/or photographs.
- The Academies Acceptable Use Policies include provisions designed to reduce the misuse of the ICT equipment and to prevent cyber-bullying.
- The School's internet filtering system prevents students from accessing social media sites on the Academies ICT Equipment.
- PSHE sessions also include specific training regarding the safe use of ICT, particularly mobile phones, iPads and the internet.
- Use of mobile phones by students is restricted during the Academy day. Abuse of this rule leads to the 'phone being confiscated for the remainder of the day.
- No student may take a still or moving image on the school grounds without the specific, prior permission of a member of staff. This rule is reiterated to pupils regularly, including at the start of year assembly.
- Students are encouraged, via the School Council, to raise issues of concern; this may include bullying and appropriate action and sanctions.
- Parents/carers are encouraged to contact the academy with concerns.
- Advice and guidance is given to parents/carers on protecting their child from cyber bullying and how to understand the technology and communication networks children use, as well as being aware of internet safety.
- ICT Lessons: Students will only access websites directed by the teacher as required to complete classwork. Students do not have access to other's accounts and the use of ICT equipment is closely monitored by teachers through the Tutor 5 software. Social networking, inappropriate or potentially dangerous sites are restricted by the academy filtering system.

6. Intervention

Disciplinary measures are applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator should also be considered, as the child engaging in bullying may need support.

If an incident of bullying outside the school premises is reported to the Academy, it will be investigated by the Safer Schools Officer and appropriate action will be taken. Sanctions apply regardless of whether the incident occurred within or outside the Academy.

Cases of bullying (or suspected bullying) that has been observed must always be taken seriously.

A member of staff who becomes involved in dealing with a bullying incident should:

- Remain calm;
- Take the incident seriously and take action;
- investigate the incident meticulously, ensuring that each student's role is clear;
- Reassure the victim;
- Offer help, advice and support to the victim;
- Encourage witnesses to come forward and obtain accounts of the incident from them;
- Make it clear to the bully that their behaviour is unacceptable;
- Encourage the bully to see the victim's point of view;
- Explain clearly any sanctions and why it is being given;

The Principal or Vice-Principal will be notified of any serious case of bullying or of any on-going situation. In serious cases, the Principal or Vice Principal will, in consultation with others, take the final decision about how the matter is to be dealt with and resolved.

Reporting, Recording and Reaction

It is the responsibility of every member of the school community to report any incident of bullying. All instances of bullying should be reported/recorded to behaviour watch using the 'Bullying', 'Racial' or 'Homophobic' tab.

Staff may raise particular issues or concerns during year Team meetings.

Students can report incidences of bullying in a variety of different ways, e.g. via the 'help box'; via peer mentoring; through form tutor; to a member of the Pastoral team, i.e. year Manager, progress Leader or our Safer Schools Officer.

A: Initial Response/Record of incident (All staff)

1. **Treat the issue seriously.**
2. Respond immediately and reassure the victim.
3. Reinforce the academy's position and rules on bullying.
4. **Behaviour Watch:** Click on '**Bullying**', '**Racial**' or '**Homophobic**' tab - and complete entry.

B: Investigate (Year Manager)

1. **Year Manager** to investigate the incident and to take statements from all parties involved. Ensure incident is investigated following normal school procedures
2. Listen to all parties.
3. Address underlying issues.
4. Reinforce the academy's position and rules on bullying.
5. If it's not judged to be a bullying incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the Academy's Positive Behaviour Policy which requires a response.

C: Further Response (Year Manager/Pastoral Lead/Senior Leadership Team)

1. Follow through with both victim and perpetrator (restorative work where appropriate).
2. Address the perpetrator's behaviour.
3. Reinforce the academy's position and rules on bullying.
4. Bring both parties together (if appropriate) and give them a chance to be involved in resolving the situation (Restorative practice).
5. **Year Manager/Progress Leader** to contact parents/carers (Social Services in the case of "looked after children") of both the victims as well as the perpetrators –This could involve a letter appropriate to the situation with a phone call with an invitation in to school (if felt to be appropriate).

Victims have a right to refer cases to the police if their parents/carers wish to do so and all parties have a right to appeal to the Local Accountability Board.

D: Update Behaviour watch (Year Manager/Pastoral Lead)

1. Perpetrator receives up to three days in Seclusion or a Fixed Term Exclusion, if necessary.

E: Restorative Follow Through

1. Follow through with appropriate measures to reinforce academy's position with individuals/group/class/school via assembly, form time, Anti bullying programme and curriculum.
2. Continue to encourage students to report and discuss bullying incidents and how they should respond.
3. Use existing means of involving students, such as the Anti-Bullying Ambassadors or Student Council to promote good community cohesion.
4. **Local Accountability Board** informed termly of incidents and actions taken to deal with them as a part of the Principals termly report. (Nominated governor to have oversight of this area) can look for patterns, good practice, etc.
5. **Inclusive Support Administrator** to keep record of bullying incidents.

7. Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Where a criminal offence had been committed, the Academy is obliged to inform the police.

8. External support

If you need urgent assistance with regards to a hate crime, call 101 or 999.

If you find it difficult to talk to anyone at your academy or at home, ring Childline on free phone 0800 1111 or email www.childline.org.uk. The phone call or email is free and it's a confidential helpline.

Bullying support for young people and advice about positive mental health – Young Minds Website: www.youngminds.org.uk/vs-bullying or Tel 0808 802 5544.

9. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as specified in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

10. Complaints

An individual wishing to make a complaint about anything relating to this policy should refer to the White Rose Academies Trust Complaints Policy.

Appendix 1: Hate Incidents / Hate Crimes

Within the White Rose Academies Trust, we aim to eliminate discrimination, harassment and victimisation. We also aim to foster good relations within and between our communities.

A 'hate incident' is:

“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”.

Hate incidents may be based upon:

- Homophobic/Sexual Orientation
- Race/Ethnicity
- Religion/Belief
- Disability/SEN
- Gender Identity

Hate incidents can take the form of:

- Verbal abuse or insults
- Detrimental comments
- Abusive language
- 'Jokes' relating to any aspects of hate incidents
- Insulting gestures
- Abusive telephone calls
- Offensive messages

A 'hate crime' is defined as:

“any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate”.

The key aspect of these types of incidents is the perception of the victim or any other person who has witnessed the incident. For example, where a perpetrator and a 'victim' regard the use of homophobic terminology as harmless and 'banter'; if another person believes it was motivated by prejudice, this would be treated as a hate incident and dealt with accordingly.

Within the White Rose Academies Trust, we will investigate and act upon all incidents of hate whether one-off or repeated. In addition, and in line with Leeds City Council requirements, we will report all hate incidents using the 'Hate Incident Reporting System' (HIRS). We will complete one HIRS form per incident and submit this within 7 days of the incident.

Hate Incidents will be investigated using the same procedures as for investigating bullying. As well as completing the HIRS forms, we will also record all hate incidents on Behaviour Watch on the 'Hate Incidents' slips. The Vice Principal, Learning Service Leader and the Safe Schools Partnership Officer will determine whether a hate incident needs to be considered as a hate crime and whether further action should be taken.

All hate incidents will be referred to the 'Hate Crime Co-ordinator' for further work as part of a restorative process.

All proven hate incidents will be dealt with according to the Positive Behaviour Policy and are likely to require a period of seclusion or fixed term exclusion.