



Millfield L.E.A.D. Academy
A L.E.A.D. Academy



Anti-Bullying Policy

Adopted / reviewed	Date
Adopted	September 2017
Reviewed	September 2021
Reviewed	September 2022
Reviewed	September 2023

Anti-Bullying Leader: Mr Pete Wood

Introduction

The aim of our anti-bullying policy is to ensure that all children can learn in a supportive, caring and safe environment without fear of being bullied.

Aims and Objectives

We therefore do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.

As a school, we aim to produce a safe and secure environment where all children can learn and where they can come to school without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear all adults' responsibilities with regard to the eradication of bullying in our school.

What is bullying?

Bullying is action taken by one or more children with the deliberate intentions of hurting another child, either physically or emotionally. It is systematic and conscious anti-social behaviour that can affect everyone. This type of behaviour is unacceptable and is not tolerated. As a school we have adopted the Anti-Bullying Alliance definition of bullying.

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Anti-Bullying Alliance

There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

By repetition we mean **Several Times**– the incidents are not one-offs but frequent and happen over time. By frequent we mean occurring or done many times at short intervals. By Intentional we mean **On Purpose**, it is not accidental.

Together these make the word STOP which we use with children.

Power imbalance means whether real or perceived , bullying is generally based on unequal power relations

Bullying behaviour can be:

- Physical: pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal: name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional: isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual: unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber: posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect: Can include the exploitation of individuals.

Other forms of bullying include racial, religious, cultural, SEN or disability, appearance or health condition, sexual orientation or home circumstances (including children who are or were looked after). Behaviour which could be discriminatory against any of the 9 protected characteristics, as outlined in the Equality Act 2010, will automatically be investigated to see if it is a case of bullying.

For clarity, bullying can happen on or off the school site and the school will use its legal powers to deal with any bullying incidents off the school site which involves pupils from the school.

This anti bullying policy also covers the bullying of school staff by pupils, parents or other members of staff. The school's dignity policy is to be read in conjunction with this policy for the latter point.

Cyber bullying

"Bullying can be done verbally, in writing or images, including through communication technology (cyber bullying) e.g.: graffiti, text messaging, e-mail or postings on websites. It can be done physically, financially (including damage to property) or through social isolation. Verbal bullying is the most common form.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message
2. Refer to relevant policies including e-safety/acceptable use and PHSE and apply appropriate sanctions
3. Secure and preserve any evidence (hand to police as soon as it is reasonably practicable if a criminal offence has been committed)
4. Inform the sender's e-mail service provider
5. Notify parents of the children involved

See DFE Preventing and Tackling Bullying: July 2017 for additional guidance

Reporting Bullying Incidents

All pupils, staff and parents are encouraged to inform any member of staff if they are concerned about potential bullying incidents or behaviour. This includes those who may have been bystanders and witnessed incidents. Pupils can ask for a private chat with any member of staff.

All incidents are forwarded to the head teacher, who takes the lead in the schools anti bullying stance alongside the school's healthy school and PSHE leaders. All incidents will be investigated by the method shown.

When it is established that bullying may have taken, or may be taking, place:

- It is dealt with immediately
- A clear account of the incident is given to the Headteacher
- Premature assumptions are not made, it is important not to be judgemental at this stage
- The Headteacher will interview all concerned, being non-confrontational not attaching blame until the investigation is complete. All interviews will be recorded on the relevant form
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Class teachers and support staff (as appropriate) will be kept informed
- Parents will be kept informed
- Appropriate disciplinary action will be taken – in line with the school’s behaviour policy. This includes a range of graded sanctions depending on the frequency of the incidents and if they have continued after a bullying incident has been established. If a criminal offence has been committed the police will be informed
- The school will support the victim in overcoming the bullying incident.
- The school will support the perpetrator(s) in changing their behaviour
- All incidents will have a follow up after 2 days, 1 week and 10 days period to check on reoccurrence

The school may seek external advice and support if the bullying continues or escalates. This will be done in partnership with parents of both the victim and perpetrator.

All children involved will be helped by:

- Being encouraged to share information and feelings openly and honestly with parents and staff
- Knowing that their concerns and anxieties will be taken seriously
- Knowing that parents and staff are keen to work together to help children who are experiencing problems
- Understanding where there is wrongdoing and what needs to be done to change things.

Parents/carers can help by:

- Contacting staff at school if they are concerned that bullying might be occurring
- Assuring the child that they will be listened to and that they will be helped.

All recorded incidents are analysed by the senior leadership team and help shape future development plans for the school. This may include reviewing the curriculum and supervision arrangements. Hot spots or times will be identified and action taken to reduce the likelihood of reoccurrences. Training for staff, including lunchtime supervisors will be given to share signs and symptoms of bullying as appropriate.

Prevention

We believe that prevention is better than cure so we have designed a curriculum that celebrates difference and diversity across all year groups. Whole school themes and special days encompass this and helps inform children and develop a sense of tolerance. If bullying does take place a clear and consistent message will be given to the school community about the inappropriateness of it and the stance of all members of the school community. The PSHE curriculum and assemblies cover aspects of life that may lead to bullying incidents. The academy also has a team of wellbeing ambassadors (children who have been appointed to the role) who will look out for incidents of bullying or isolation on the playground and report these to the lunchtime staff and senior staff. Year 5 and 6 children are also spoken to about conduct to and from school where they may travel without adult supervision.

Consequences of bullying:

- If the Headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- The Headteacher informs the pupil of the type of sanction to be used in this instance (for example: period of time off the playground, not being able to attend after school clubs, represent the school in competitions, etc. Also see behaviour policy) and future sanctions if the bullying continues.
- If possible, the Headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- Parents are informed of bullying incidents and what action is being taken.
- The Headteacher and class teacher informally monitors the pupils involved over the next half-term.

Monitoring and Review

This policy is reviewed every year (or when new guidance is issued) and will be promoted and implemented throughout the school. The views of parents will be gathered through questionnaires, linked to PSHE and annual surveys. The school council will also be consulted about the effectiveness of the policy.

Links to other policies:

- Behaviour
- SEND
- E-safety
- Safeguarding

Specialist Organisations:

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ:

Barnardos: through its LGBT Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.