



# Tudor Grange Academies Trust

## ANTI-BULLYING POLICY

August 2017

## 1. Introduction

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, July 2017 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

This policy outlines what Academies within the Tudor Grange Trust will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### The Academy’s Commitment

- 1.1 The Academy is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the Academy, whether it is on site or on off-site activities.
- 1.2 If bullying does occur, all students should be able to tell someone, and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.
- 1.3 All members of the governing body, staff, students and parents should have an understanding of what bullying is and what the Academy’s procedures are for responding to bullying.
- 1.4 The Academy takes bullying seriously. Students and parents should be assured that bullying will not be tolerated and that students will be supported when bullying is reported. Students who bully will be dealt with through the measures set out in the Behaviour policy.

## 2. Our Trust Academies

- 2.1 Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- 2.2 Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- 2.3 Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- 2.4 Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the academy to uphold the anti-bullying policy.
- 2.5 Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate

## 3. What Is Bullying?

- 3.1 Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- 3.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social

media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

#### **4. Forms of bullying covered by this policy**

4.1 Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture;
- Bullying related to SEND (Special Educational Needs or Disability);
- Bullying related to appearance or physical/mental health conditions;
- Bullying related to sexual orientation (homophobic bullying);
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Sexist, sexual and transphobic bullying;
- Bullying via technology –“**cyberbullying**”

#### **5. Signs and Symptoms**

5.1 A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that ‘things aren’t quite right’. All staff, and as far as possible parents, should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from the academy;
- does not want to go on the academy / public bus;
- always asks to be driven to academy;
- changes their usual routine;
- is unwilling to go to academy (academy phobic);
- begins to truant;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in academy work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or 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; or
- is nervous & jumpy when a cyber message is received.

## **6. Preventing, identifying and responding to bullying**

The academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience;
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns;
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council;
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents);
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- Actively create "safe spaces" for vulnerable children and young people;
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- Work with other agencies and the wider school community to prevent and tackle concerns;
- Celebrate success and achievements to promote and build a positive school ethos.

## **7. Involvement of students**

Each Academy will:

- Regularly canvas children and young people's views on the extent and nature of bullying;
- Encourage students to report instances of bullying as soon as possible;
- Ensure that all students know how to express worries and anxieties about bullying;
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum;
- Publicise the details of help lines and websites;
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have and reduce further incidences of bullying.

## **8. Liaison with parents and Carers**

Each academy will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats;
- Ensure that all parents/carers know who to contact if they are worried about bullying;
- Ensure all parents/carers know about our complaints procedure and how to use it effectively;
- Ensure all parents/carers know where to access independent advice about bullying;
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying;
- Ensure that parents work with the academy to role model positive behaviour for students, both on and offline.

## **9. Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006;
- The Equality Act 2010;
- The Children Act 1989;
- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986;
- The Computer Misuse Act 1990.

## **10. Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors, Principals, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly;
- The Principals to communicate the policy to the academy community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the policy;
- Parents/carers to support their children and work in partnership with the academy;
- Students to abide by the policy.

Each academy will have a safeguarding Governor.

Each academy will have a behaviour and safeguarding lead.

## **11. Complaints**

11.1 If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the Academy following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance in the Academy's Complaints procedure.

## **12. Equal Opportunities**

12.1 In implementing this policy all staff must pay careful attention to the need to ensure that their actions do not discriminate adversely against any groups of students or individual students, or appear to discriminate.

All actions must be taken in accordance with the Academy's equal opportunities policies.

### **13. Monitoring and Review**

- 13.1 A designated member of the Senior Leadership Team will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Principal. The Principal will consider the reports with the Leadership Group to determine what can be learned from the incidents and how they were handled with a view to improving Academy's strategies.
- 13.2 The Principal will make an annual report to the governing body.
- 13.3 The governing body will review the policy every three years or earlier if the governing body considers it is necessary.

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Mental health and behaviour in schools – updated March 2016 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBTQIA**

- Mermaids: [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org/](http://www.kickitout.org/)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.theredcard.org](http://www.theredcard.org)

## Appendix 1

### Academy Anti-bullying Procedures

#### 1. Parents

If parents suspect that their child is being bullied they must contact the **Academy**. Parents should be prepared to explain the signs and symptoms they have noted, and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the Academy. It is the Academy's view that any attempt by parents to resolve the issue themselves will inevitably make the matter worse. Parents should encourage their child to talk to a teacher.

#### 2. Students

Students who feel that they are being bullied must tell an adult, parent, **teacher or member of the Senior Leadership Team**.

Students who witness bullying must tell an adult, parent, **teacher or member of the Senior Leadership Team**.

#### 3. Staff

Staff must record any incidence of bullying reported to them, and pass the information to **the Senior Leadership Team**.

The Senior Leadership Team will initiate the 3Rs process, with the support of other members of staff as appropriate:

- Reflection – What has happened? Could it have been different?
- Resolution – How can we try to ensure this doesn't happen again?
- Reconciliation – How we put things right between those involved?

#### 4. Serious Bullying

In cases of serious or persistent bullying the Academy procedure is as follows:

Staff will:

- record the incidents;
- report the matter to **the Senior Leadership Team**.

**A member of the Senior Leadership Team will:**

- investigate the case;
- inform parents;
- invite parents to come into the Academy for a meeting to discuss the problem;
- if necessary and appropriate, consult other colleagues;
- if necessary and appropriate consult the police;
- determine the appropriate action to be taken;
- record all details of the case and the action taken; and
- keep the Principal informed.