



STEP Academy Trust

Anti-Bullying Policy

Date Policy Agreed: February 2016

Date Policy Reviewed: February 2018

Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

This policy is to be read in conjunction with the following policies:

- *Child Protection;*
- *Safeguarding;*
- *Intimate Care;*
- *Positive Handling;*
- *Behaviour;*
- *Health and Safety;*
- *Radicalisation and Extremism;*
- *Code of Conduct setting out standards and acceptable behaviour for staff;*
- *E-Safety and ICT acceptable use;*
- *Managing allegations of abuse against staff;*
- *RRS;*
- *Curriculum;*
- *Whistleblowing.*

Rational

As a UNICEF Rights Respecting Trust, pupils are taught that they have rights and with those rights come responsibilities. We recognise that rights and responsibilities are equally balanced and encourage our children to take responsibility for their actions in order to develop an awareness of how they affect the rights of others. Children have the right to be protected from conflict and cruelty and they have the responsibility not to bully or harm each other. Every child has the right to feel safe in our Academies and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem, trust and confidence and for this to be consistent across our Trust. We intend that the policy is clearly understood and shared by all, children, staff and parents.

In STEP Academies, bullying of any individual, pupil, parent or member of staff, is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING Trust. This means anyone who knows that bullying is happening is expected to tell a member of staff and any incident will be dealt with whenever it occurs. The behaviour and attitude of our children, staff and parents is very important. High standards of behaviour and a positive attitude lead to excellence in both relationships and standards of work. The ethos of each Academy is based on mutual respect and care and consideration for others. Our Trust is totally opposed to bullying. Bullying concerns everyone, not just the bullies and the victims. It affects other pupils who watch, and pupils can be drawn in by peer-group pressure. In STEP Academies, no one should have to accept this type of behaviour. As a Trust we understand the need to differentiate between a single isolated act of bullying and severe long term persistent bullying.

Aims and objectives of the policy

- All Governors, Directors, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is and should know what our Trust policy is on bullying.

- To create an Academy culture where bullying is unacceptable by staff, pupils, parents and carers;
- To ensure that members of the Academy community have the confidence to 'shout out'; disclose and discuss bullying if it does occur;
- To develop procedures for noting, reporting, investigating and dealing with incidents of bullying and for all stakeholders to have this knowledge;
- To be vigilant in terms of bullying that could take place outside of school, ie: using social media: WhatsApp. This is to be dealt with in the same way as it would be if occurring in our academies.

What is bullying? Bullying is when someone deliberately hurts, threatens, frightens or humiliates someone else. **Bullying is repeated over a period of time.** Bullying can be:

- **Physical** – a child can be punched, kicked, hit, spat at etc;
- **Emotional** – being unfriendly, excluding, tormenting (eg: hiding books, threatening gestures);
- **Verbal** –name-calling, sexist remarks, sarcasm, teasing, spreading rumours etc;
- **Intimidation** – a child may be made to feel frightened or uncomfortable by behaviour ranging from overt threats to subtle "looks";
- **Exclusion** – a child can be bullied simply by being excluded from games, groups, discussions/ activities, with those they believe to be their friends. Group rejection is a common form of bullying;
- **Damage to property or theft** –property damaged or stolen. The bully may use physical threats so that the pupil hands over property to them;
- **Cyber-** all areas of the internet: text messaging, WhatsApp, Messenger, e-mail or postings on websites, internet chat rooms, calls, camera or video, etc;
- **Victimisation by adults** – any adult in the Academy could use their size and status to victimise a child. A parent, for example, who makes a direct approach to a child to chastise him/her over an alleged incident, could be engaged in a form of bullying;
- **Racial** – taunts, graffiti, gestures, etc;
- **Sexual-** unwanted physical contact or sexually abusive comments;
- **Homophobic/transgender** – focusing on the issue of sexuality/name-calling;

What are the characteristics of bullies and their victims?

Bullies may be:

- Aggressive
- Lacking in attention
- Lonely, unhappy or insecure
- Jealous of others
- Bullied at home or spoilt e.g. punished excessively
- Crying out for help
- Underachieving in class

What are the signs/characteristics that might indicate a child is being bullied?

The below signs could indicate other problems, but bullying should be considered a possibility and should be investigated if a child:

- Is frightened of walking to or from our Academy and begs to be driven;
- Is unwilling to go to our Academy;
- Begins to underachieve;
- Becomes withdrawn, starts stammering, lacking in confidence;
- Regularly has books or clothes damaged or destroyed;
- Has unexplained cuts or bruises;
- Becomes distressed, stops eating;
- Cries easily, has nightmares;

- Becomes disruptive, aggressive or unreasonable;
- Has possessions 'go missing';
- Feels ill in the morning;
- Is nervous or jumpy when a cyber message is received or afraid to use the internet or mobile phone.

Staff will be able to use their knowledge of pupils to identify changes in behaviour that might indicate bullying. Pupils should be encouraged to be open with parents and carers who should pass on their concerns to the Academy (see reporting), or the child should 'shout out' to an adult in the Academy.

Adult bullying: from time to time, adults behave inappropriately towards each other. If any parent or member of staff feels that they are being treated inappropriately within our Academy community they must report this to the Head teacher immediately. If the Head Teacher has behaved inappropriately, they should contact the Academy's Executive Principal or Chair of Governors and if substantiated, it would be handled by the Academy's Whistleblowing Procedure.

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. Additionally, using the Internet to call children names, etc could also be viewed as adult bullying. We should be informed immediately of any concerns so we may intervene to resolve the problem to ensure our community remains happy, safe and enjoyable, where everyone wants to be.

Procedures for dealing with bullying

The following procedures for reporting bullying and dealing with the consequences of bullying should be understood and followed by every member of our Trust. Children should not be told to "hit back."

1. Report bullying incidents to staff.
2. In all cases of bullying, the incidents will be investigated and recorded by staff on the 'Bullying Incident Form'. It will then be followed up and recorded, to ensure behaviour has stopped (Appendix 2). At all times, a member of the SLT should be consulted.
3. Serious cases of bullying will be referred immediately to the Head teacher or designated Senior Leader.
4. Parents will be informed and will be asked to come in to a meeting to discuss the problem and support their child. There may be follow up meetings, where necessary.
5. If necessary and appropriate, police will be consulted.
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
7. Both the victim and bully will be supported. The victim will receive support in order to deal with their feelings and the bully in order to change their behaviour and prevent further incidents occurring.
8. Incidents of bullying will be recorded on a termly basis (see Appendix 2) by the Head teacher and will be reported each term to the SGB in the Head teacher's Report.

When analysing incidents of bullying, staff will seek answers to questions of: *what, where, when, who and why*. If a group is involved, each member will be spoken to separately. Other pupils may also be spoken to in order to get a clearer picture. Written records will be kept of these discussions and given to the Head teacher or designated senior leader who will file them in the Anti-Bullying Folder. It may also be appropriate for pupils to write down their own accounts.

Procedures for dealing with cyber bullying: if a bullying incident occurs using email or mobile phone technology either inside or outside of Academy time, the following procedures will be followed:

- Advise the child not to respond to the message;
- Secure and preserve any evidence;
- Inform the sender's e-mail service provider;
- Notify parents of the children involved;

- Consider delivering a parent workshop for the Academy community;
- Consider informing the police depending on the severity or repetitious nature of offence;
- Inform the Head teacher/Deputy Head/Assistant Head Teacher and the ICT leader.

If malicious or threatening comments are posted on the MLE or an internet site about a pupil or member of staff, the following procedures will apply:

- Remove the comments or inform and request the comments be removed if site is administered externally;
- Secure and preserve any evidence;
- Notify parents/carers of the children involved;
- Endeavour to trace the origin and inform police, as appropriate;
- If it is a parent, arrange a meeting and inform police, as appropriate;
- Inform the Head teacher and the ICT leader.

The Academy raises awareness of issues relating to cyber bullying in many ways: on our websites, publicising procedures in newsletters, Twitter accounts and Parent Workshops as required.

The no-blame approach: the key to tackling bullying is trust, the bullied child should feel safe while working with the child who is bullying to manage the situation and recognise when more radical action needs to be taken. Developing this level of trust not only helps in tackling individual cases but ensures that children and their families believe that bullying will be dealt with properly. The bullied child should be encouraged to describe what has taken place and how they feel in private to the adult who will take on the role of facilitator. The facilitator should be sympathetic and listen carefully to the child's story, prompting the child to tell their story should be conducted through open ended questioning; avoiding putting words in the child's mouth or assuming the outcome. The facilitator should then explain what action will be taken and reassure the bullied child that s/he will support the child throughout the process.

Both the bully and the bullied should be invited to attend a meeting with the facilitator. The facilitator will state that one of the children present is feeling that s/he is being bullied and is there anything the bully can do to help? It is essential the meeting is conducted in a calm environment and all present are listening. Pupils should be given the opportunity to take turns to explain what has happened. The victim should be encouraged to describe the behaviour and the feelings s/he has experienced. The bully then has an opportunity to identify the reasons for his/her behaviour and actions that can be carried out to improve the situation.

The facilitator will identify with the children involved an agreement identifying strategies to prevent further incidents. It should be agreed between all parties present how the situation will be monitored either daily or weekly e.g. report to the facilitator each day after lunch time play. The bully and victim will meet with the facilitator to monitor the situation until such time they consider:

- the victim is no longer being bullied;
- the bully is no longer bullying;

In addition, the facilitator will identify and discuss with the victim:

- strategies for seeking help should it happen again these may include: telling a trusted adult or a class mate who they know will help them to report it.

Parents should be informed of the school's actions by appointment to inform them what has been done and future arrangements.

Consequences: the bully will offer an apology and other appropriate consequences may take place, eg: lunchtime reflection. For minor offences, an official warning may be given and consequences of future bullying made clear. In severe cases, exclusion will be considered. Where possible, pupils will be

reconciled.

What can be done to prevent bullying?

- Anyone who knows that bullying is happening is encouraged to tell staff and know that incidents will be dealt with promptly and effectively.
- Children have a clear understanding of their rights and responsibilities.
- Behaviour, care, guidance and support: provided to promote personal development and well-being by all staff (particularly the learning mentor).
- Bullying Week and campaigns will be a regular feature of Academy life.
- Consistent whole Academy approaches to bullying will be used in assemblies and in citizenship/RRS/ PSHE/SMSC/SEAL activities, ie: circle time, writing stories, poems or drawing pictures about bullying, reading stories, making up role plays, discussions about bullying.
- Appropriate training will be provided for staff to help them deal effectively with bullying.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying (Appendix 1).
- Good quality role models (eg: Pupil Advocates, School Councillors, Heads of Academy).
- Adult modelling of appropriate response to a wide range of scenarios.
- Adults to deal with a situation, even if minor. Talking to children may prevent a situation escalating.
- All staff, children and parents/carers have a good knowledge of the procedures/policy. Eg: bullying is a repeating action.
- A class charter, for example is written and signed by the class.

Roles and Responsibilities (see Appendix 1: share on the website and with all children)

All adult members of the Academy community (governors, staff, parents, carers and visitors) should:

- Show respect to every person within our Trust and avoid saying or doing anything which will cause hurt or offence to others;
- Report all incidents of bullying;
- Offer support to anyone they see being bullied;

Pupils should:

- Treat others as they would like to be treated;
- 'Shout out': tell an adult if they see anyone being bullied;
- Help and support their peers if they see them being bullied.

All staff should:

- Show by example that they are committed to stopping bullying in their Academy;
- Create an atmosphere of trust and respect where pupils feel their concerns are taken seriously;
- Be vigilant and take action if any changes in a child are seen, to eliminate the cause of bullying;
- Listen to complaints and concerns about bullying and take appropriate action;
- Make sure that those who have been bullied are informed about what action has been taken;
- Develop and use a wide range of approaches when taking action against bullying.

All teachers should:

- Be responsible for the recording of all incidents of bullying that happen in their class (or ask an adult involved to do this). This includes first meetings with parents that are not potentially bullying situations (but may become bullying if there is a repeat) and meetings where there is evidence of bullying. Staff should fill in Appendix 2.
- Inform the child's parents and the Head teacher.

All parents should:

- Expect the Academy to take bullying seriously;

- Support the Academy in its policy against bullying by discussing the policy with their child;
- Contact the Academy (initially class teacher) with concerns if their child is being bullied. All concerns will be taken seriously, appropriate action will follow;
- Support the Academy in its actions against those who bully;
- Play an active part in their child's education. Ask them how their day has gone, who they have spent their time with and how lunchtime was spent;
- Not advise their child to "retaliate in kind" or "hit back". It usually makes matters worse;
- Explain to their child that all STEP Academies are "telling" Academies in which speaking out against bullying should not be seen as a weakness;
- Monitor age restrictions on TV, DVDs and computer games their child watches/plays and their child's access to the Internet. Consider when and if it is appropriate for their child to use the Internet unsupervised, including social media and WhatsApp, etc.

The Strategic Governing Body should:

- Support the Head teacher in all attempts to eliminate bullying;
- Not condone any bullying at all and any incidents of bullying that do occur are taken very seriously, and dealt with appropriately.
- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- Require the Head teacher to keep accurate records of all incidents of bullying, and to report to the SGB about the effectiveness of the STEP Anti-Bullying Policy in their Academy. (Appendix 2 and 3).

The Head teacher should:

- Implement the Academy Anti-Bullying Policy and ensure that all staff (both teaching and non-teaching) are aware of it and know how to identify and deal with incidents of bullying.
- Report to the SGB about the effectiveness of the Anti-Bullying Policy in each Head Teacher report.
- Ensure that all children know that bullying is unacceptable behaviour.
- Ensure that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- Lead the Academy in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

Complaint procedures

If a parent/carer is dissatisfied with the way the Academy has dealt with a bullying incident, they should follow the Academy's complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Deputy Head/Assistant Head Teacher. If they are still concerned, they should contact the Head teacher and finally, if the concern has not been rectified, they should contact the Chair of the Strategic Governing Body via the Academy office.

Monitoring

The effectiveness of this policy will be monitored by senior staff in a variety of ways, including analysing the recorded incidents of bullying and talking to the children. The 'Monitoring Incidents' form (Appendix 3) will be reported to the SGB during every Head Teacher's report.

Help Organisations: Childline: 0800 1111; KIDSCAPE: 0845 1 205 204 (www.kidscape.org.uk); Parentline Plus: 0808 800 2222; Youth Access: 020 8772 9900. **Bullying Online:** www.bullying.co.uk www.kidscape.org.uk www.anti-bullyingalliance.org.uk . **DfE Documents:** Advice for Parents and Carers on Cyberbullying (Nov 2014); Advice for Head Teachers and school staff: Nov 2014. Preventing and Tackling Bullying, advice for Head Teachers and governing bodies: Oct 2014. Supporting Bullied Children: March 2014.



We want our Academies to be a safe environment where everyone feels confident that they will be protected from bullying in all its forms.

Children

- ***TALK** to someone. It will help.
- ***SHOUT OUT** and say something to an adult in your Academy and/or your parents/carers.
- ***DON'T** join in or watch someone being bullied: SHOUT OUT!

Victim

Parents

- ***INFORM** Academy (class teacher at first).
- ***ENCOURAGE** your child to talk.
- ***BE PATIENT** listen carefully.
- ***SYMPATHISE**
- ***ASSURE**

Staff

- ***LISTEN:** take all claims seriously.
- ***ACT-RESPOND** quickly: the No Blame Approach.
- ***ENSURE** children have clear knowledge of their rights and responsibilities.

TALK TO SOMEONE: SHOUT OUT!



STEP Academy Trust

Bullying Incident Report Form

Appendix 2

Please give to a member of the SMT

By <i>(the person responsible for)</i>	Pupil/Outside person		
	Ethnicity	Gender	Year Group
Against <i>(the victim)</i>	Pupil/Outside person		
	Ethnicity	Gender	Year Group

Nature of the Incident *(Please tick and/or add details)*

Physical assault	Name calling	Graffiti/defacing property	Offensive writing
Incitement of others	Cyber bullying	Homophobic	Transphobic
Other			

Brief description of the incident

Action taken (by whom)

Parents of victim contacted Yes/ No Parents of perpetrator contacted Yes/No SLT been alerted Yes/No

Name:	Position:
	Date:

Follow Up

Has the bullying stopped?

Further action to be taken:

Any further comments:



STEP Academy Trust

Monitoring of incidents of bullying

Term:

Academic Year:

Academy:

Date:

No incidents of bullying recorded:

Date of Incident	By (person responsible for)			Against (Victim)			Type of Incident Reported									Follow Up
	Ethnicity Code	Year Group	Gender	Ethnicity Code	Year Group	Gender	Physical	Emotional	Verbal	Intimidation	Exclusion	Damage to property/theft	Cyber	Racial	Sexual Homophobic, transgender, etc	Has the bullying stopped? When?

Did any of these occur outside the Academy premises? YES/NO

If yes, how many? _____

Please retain copy for Academy records.