

Anti-Bullying Policy

July 2015



**The Learning
Pathways Trust**

All bullying, whatever the motivation or method, is unacceptable and should not be tolerated.

Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (DFE 2014)

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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 school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Learning Pathways Academy Trust is committed to preventing Cyber-bullying and has a range of e-safety policies and procedures which can be found on the trust and individual school websites.

Background to this policy – *produced with reference to Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (DFE 2014)*

The Equality Act 2010

The Equality Act 2010 requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Ethos

We will support children in our academy to take advantage of opportunities to:

- Value themselves, their achievements and develop strong self-esteem.
- Practice and develop emotional resilience and social skills to manage their feelings and work with others to resolve conflicts calmly.
- Learn the skills required to tell someone in a way that ensures the adult taken action.
- Be actively involved in anti-bullying initiatives such as peer support and mediation.
- Learn the skills required to stay safe and confident whilst using technology such as mobile phones and the internet.

We will ensure that all children across the Learning Pathways Academy Trust :

- Know that we take bullying seriously and want to work in partnership to reduce it.
- Understand its effects and strategies to prevent and respond to it.
- Feel safe within our academy community and confident that they will be listened to and incidents will be dealt with.
- Are informed so that they know what to do, where to get help and how to support others who are bullied.

- Celebrate differences and choose not to bully or discriminate against others.
- Recognise other people's feelings and treat others with respect.
- Provide effective staff training and, where appropriate use specialist skills in order to help staff understand pupils with particular needs.

We will support and expect all adults working with our children to:

- Identify named co-ordinators for anti-bullying issues.
- Identify trained staff who will respond promptly in dealing with incidents.
- Understand and know the procedures used by our staff to deal with bullying incidents.
- Ensure that staff model respect in all their dealings with children and young people and do not employ bullying tactics such as the use of sarcasm and derogatory names or abuse of their power.
- Provide and encourage a safe listening environment to ensure that the children feel confident to report bullying.
- Provide opportunities through the curriculum and care for children to understand bullying and learn how to build emotional resilience, empathy, self-esteem and specific strategies to deal with it.
- Celebrate success through assemblies and school celebrations to create a positive climate.
- Provide strategies to support to those who are bullied.
- Provide appropriate discipline and, where appropriate, support to those who bully and those who are bystanders in a bullying incident in order to arrive at an effective solution.
- Inform parents, carers and professionals of procedures to follow in the event of bullying and the support they can expect to receive.

- Monitor and record bullying incidents and gather relevant data to inform evaluation of practice and show how our academy is reducing bullying and bullying behaviours.

When an incident of bullying occurs

The child reporting the incident should be listened to with full attention and reassured they have done the right thing in reporting the bullying. The staff member should then report the incident to the Headteacher who will investigate, inform the relevant parents and determine appropriate procedures in line with the behaviour policy.

A record of the incident and the follow up actions will be retained in a behaviour folder in the Headteacher's office. All staff who come into contact with the children involved will be notified and asked to monitor behaviours and ensure appropriate support is provided during lessons, breaks and to and from school where appropriate. A formal follow up meeting with the children involved will be arranged within a week of the incident to ensure the issue is resolved.

Where appropriate, the victim and sometimes, the perpetrator will need pastoral support to deal with any related issues and this will be provided either in the form of an intervention or support from school staff.

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.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken

against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Further sources of information

DfE Behaviour and Discipline in Schools Guidance

Supporting children and young people who are bullied: advice for schools

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations 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. 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 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. 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

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

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

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

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

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. 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.

Racism

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.