

Anti-Bullying Policy 2023(v1)

The Midland Academies Trust

Policy Author: Director of Education

Lead Owner: Director of Education

Target Audience: Staff / Pupils

Policy Location: Website



**George Eliot
Academy**

Part of The Midland Academies Trust



**Hartshill
Academy**

Part of The Midland Academies Trust



**Heath Lane
Academy**

Part of The Midland Academies Trust



**Nuneaton
Academy**

Part of The Midland Academies Trust

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
V1	Director of Education	30.3.23	Date and formatting changes.

Anti-Bullying Policy(v1) 2023

1. Introduction

- 1.1 The Midland Academies Trust (the Trust) provides direction and oversight to those academies that are part of the Trust. These academies are:
 - i. The Nuneaton Academy;
 - ii. The George Eliot Academy;
 - iii. Hartshill Academy;
 - iv. Heath Lane Academy.
- 1.2 This Policy and the associated procedures apply to each of the academies listed above.
- 1.3 This Policy should be read in conjunction with the Trust's Safeguarding and Behaviour Policies.
- 1.4 The Trust is committed to being inclusive in its approach to, and ambitions for, its pupils. Whilst we are relentless in our pursuit of higher standards for all pupils in our care, this is balanced by our wider social and moral obligation to put the best interests of our students first.
- 1.5 Our curriculum is based upon the best that has been thought and said and provides a broad and balanced offer for all pupils.
- 1.6 Our pupils are carefully supported towards making informed choices about the right curriculum pathways for them at the end of Year 9.
- 1.7 Our approach to pupil conduct is based upon principles of being 'high challenge, high support' i.e. being supportive to our individual pupils whilst consistent in our expectations
- 1.8 Our academies work closely with local area partnerships and share a commitment to fulfilling the statutory right for every child to an education.
- 1.9 Our parents are key partners in their child's education and we will always work closely with them to ensure that all our students leave at the end of Year 11 with the right qualifications, experiences and skills for the next phase of their life.

2. General Principles

- 2.1 As set out in the Department for Education (DfE) guidance to schools *Preventing Bullying and Tackling Bullying*:

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where students are able to learn and fulfil their potential."
- 2.2 The Trust accepts that bullying is anti-social behaviour which affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities provided by its academies.
- 2.3 The aim of this Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.

3. Statutory Duties of Schools

- 3.1 Every academy must have measures in place to prevent all forms of bullying.

- 3.2 This Policy is based on DfE guidance *Preventing and Tackling Bullying* and other relevant guidance documents. It also considers the DfE statutory guidance *Keeping Children Safe in Education and 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges*.
- 3.3 A number of pieces of legislation also set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include, but are not limited to:
- i. The Education and Inspection Act 2006, 2011;
 - ii. The Equality Act 2010;
 - iii. The Children Act 1989;
 - iv. Protection from Harassment Act 1997;
 - v. The Malicious Communications Act 1988;
 - vi. Public Order Act 1986.
- 3.4 Academies have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents / carers and students.
- 3.5 Under the Education & Inspections Act 2006, the duties are extended to include preventing / responding to bullying that happens outside school, where it is reasonable to do so.
- 3.6 Schools also have a duty to safeguard and promote the welfare of students (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).
- 3.7 The Equality Act 2010 makes it unlawful for schools to discriminate against, harass or victimise a student.
- 3.8 Regard should also be had to the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.
- 3.9 "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, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient." (DfE 2017).

4. Scope of this Policy and Associated Policies

- 4.1 This Policy covers:
- i. bullying of pupils by pupils within an academy; and
 - ii. bullying of and /or by pupils outside of the academy, where the academy is aware of the occurrence(s).
- 4.2 Allegations about bullying of pupils by staff will be dealt with under The Management of Allegations against Staff Policy.
- 4.3 This following policies and procedures are associated to this Policy:
- i. The Equality Scheme;
 - ii. The Behaviour Policy;
 - iii. The Safeguarding & Child Protection Policy;

- iv. The Complaints Procedure.

5. Responsibilities

- 5.1 It is the responsibility of:
 - i. Academy Principals to communicate this Policy to the academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
 - ii. Directors to take support, review and monitor the effectiveness and impact of this Policy.
 - iii. All staff, including, the Senior Leadership Team and teaching and non-teaching staff, to support, uphold and implement this Policy accordingly.
 - iv. Parents / carers to support their children and work in partnership with an academy.
 - v. Pupils to abide by the Policy

6. Definition

- 6.1 Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.” (DfE - *Preventing and Tackling Bullying*).
- 6.2 Bullying can include: name calling, taunting, mocking, making offensive comments, kicking; hitting, the taking of belongings; the production of offensive graffiti, gossiping, excluding individuals from groups, spreading hurtful and untruthful rumours.
- 6.3 Bullying can also include the same unacceptable behaviours as described above but expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- 6.4 Bullying is recognised by the Trust as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- 6.5 The Trust recognises that bullying which is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.
- 6.6 All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of the academy’s commitment to equality and diversity can be found in the Trust’s Equality Scheme.

7. Preventative Measures

- 7.1 The Trust and its academies will:
 - i. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, to be upheld by all.
 - ii. Challenge practice and language (including ‘banter’) which does not uphold our values of tolerance, non-discrimination and respect towards others.
 - iii. Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - iv. Actively create ‘safe spaces’ for vulnerable children and young people.

- v. Celebrate success and achievements to promote and build a positive school ethos.

7.2 Our academies will:

- i. Take appropriate, proportionate and reasonable action, in line with existing Trust policies, for any bullying brought to an academies attention, which involves or effects students, even when they are not on academy premises; for example, when using school transport or online, etc.
- ii. Implement appropriate disciplinary sanctions. The consequences of bullying will reflect the seriousness of the incident, so that others can see that bullying is unacceptable.
- iii. Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- iv. Train all staff, including, teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Trust's Policy and procedures, including recording and reporting incidents.
- v. Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, for example, displays, assemblies, peer support, the academy / student council.
- vi. Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- vii. Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- viii. Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.
- ix. Specific academy based actions and systems are set out in Appendix 1.

8. Identifying and Reporting Concerns about Bullying

- 8.1 Our academies will ensure that pupils are provided with an education that promotes a positive and inclusive culture. They will deliver clear messages about the consequences of bullying, and ensure that pupils are aware of the procedures to follow if they are being bullied. Individual academy based systems and approaches to this are outlined in Appendix 1.
- 8.2 All concerns about bullying will be taken seriously and investigated thoroughly.
- 8.3 Pupils who are being bullied may not report their experiences; however, there may be changes in their behaviour, such as demonstrating shyness and nervousness, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, a lack of concentration or truanting from an academy. Academy teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this Policy.
- 8.4 All pupils will be encouraged to report bullying by:
 - i. following the guidance set out in Appendix 1.
 - ii. talking to a member of staff of their choice.
- 8.5 Staff who are being bullied by pupils should report it to their immediate line manager.
- 8.6 Parents / carers who have concerns about their child being bullied should raise the concerns with their child's Pastoral Leader. The Pastoral Leader will seek to resolve the matter and will keep the parent / carer informed of progress.

9. Responding to Reports about Bullying

9.1 Action to be undertaken by Staff at an Academy

9.1.1 The Academy will take the following steps when dealing with concerns about bullying:

- i. If bullying is suspected or reported, it will be dealt with immediately by a Pastoral Leader or member of the Senior Team. Actions are likely to include:
 - investigation of the concerns and interviewing pupils involved;
 - Issuing of appropriate sanctions where appropriate, in-line with the Academies Behaviour Policy;
 - Informing the Designated Safeguarding Lead (DSL) of all bullying issues where there are safeguarding concerns.
- ii. A clear account of the concern will be recorded on the academy's management information system.
- iii. The parents of both the victim and perpetrator must be kept informed.

9.1.2 Where bullying has occurred outside the academy, the following DfE guidance should be followed:

"Bullying which occurs outside school premises School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 should be investigated and acted on. The principal should 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. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip."

9.2 Supporting Pupils Who Have Been Bullied

9.2.1 Students who have been bullied will be supported in the following ways:

- i. Offering them an immediate opportunity to discuss the experience with a member of staff of their choice.
- ii. Providing reassurance that the bullying will be addressed.
- iii. Providing continuous reassurance and pastoral support.
- iv. Restoring self-esteem and confidence.
- v. Providing ongoing support which may include: working and speaking with staff, offering formal counselling, engaging with parents and carers;
- vi. Where necessary, working with the wider community and local / national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAMHS).

9.3 Dealing with Pupils Who Have Undertaken the Act of Bullying

9.3.1 Pupils who have undertaken the act of bullying will be helped in the following ways:

- i. discussing what happened;
- ii. discovering why the pupil became involved;

- iii. educating and encouraging the pupil to take responsibility for their own actions;
- iv. establishing the wrong doing and need to change;
- v. informing parents / carers to help change the student's attitude;
- vi. the use of specialist interventions and / or referrals to other agencies where appropriate.

9.3.2 The following disciplinary steps may be taken:

- i. official warnings to cease offending - verbal and / or written;
- ii. detention;
- iii. exclusion from certain areas of academy premises;
- iv. confiscation of mobile phones;;
- v. fixed-term exclusion;
- vi. permanent exclusion.

9.4 **Parents / Carers**

9.4.1 Most concerns about bullying will be resolved through discussion between home and the academy; however, where a parent/carer feels their concerns have not been resolved, they are encouraged to use the Trust's Complaints Policy.

9.4.2 Where a pupil is involved in bullying others outside the academy, e.g. in the street or through the use of the internet at home, parents / carers will be asked to work with the academy in addressing their child's behaviour.

9.4.3 Where there are any concerns about cyber bullying (online, social media, mobile phone apps), parents are asked in the first instance to take appropriate action e.g. ensure their child blocks the perpetrator, and manages the account with their child, confiscate the device from their child; click on the report button on websites / social media platforms and / or inform the Police where appropriate.

9.4.4 Referral of the family to external support agencies will be made where appropriate.

9.5 **Supporting Adults**

9.5.1 The Trust ensures academies takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

9.5.2 Adults who have been bullied or affected will be supported by the following means:

- i. Offering an immediate opportunity to discuss the concern with the DSL, a senior member of staff and / or the Principal.
- ii. Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- iii. Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- iv. Reassuring and offering appropriate support.
- v. Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

10. Monitoring, Evaluation and Review

- 10.1 The Trust will ensure that academies regularly monitor, review and evaluate their anti-bullying procedures to ensure that the Policy is being consistently applied. Any issues identified will be incorporated into the academies action planning.
- 10.2 Academy Principals will provide reports on incidents of bullying and the outcomes of those incidents, to Raising Achievement Boards on a regular basis.
- 10.3 This Policy will be reviewed every three years, or as otherwise directed by the Chief Executive, policy, regulatory or legislative changes.

Appendix 1

Links to Support and Advice

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**

An anti-bullying ambassadors' programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying, by identifying, training and supporting school anti-bullying ambassadors.

- **Kidscape**

A 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. Kidscape also offers specialist training and support for school staff, and assertiveness training for young people.

- **The Bullying Intervention Group (BIG):**

BIG offers a national scheme and award (The BIG Award) for schools which recognises that they tackle bullying effectively.

- **Restorative Justice Council:**

Includes best practice guidance for practitioners 2011.

Useful Links and Supporting Organisations

- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Special Educational Need and Disability

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice

Cyberbullying

- Childnet www.childnet.com
- Internet Watch Foundation www.iwf.org.uk
- Think U Know www.thinkuknow.co.uk
- UK Safer Internet Centre www.saferinternet.org.uk

Appendix 1

- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE - *Cyberbullying: Advice for Principals and School Staff* www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE - *Advice for Parents and Carers on Cyberbullying* www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: <https://anti-bullyingalliance.org.uk/>

Note: Additional links can be found in *Preventing and Tackling Bullying* (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 2

Local Academy Procedures

Hartshill Academy promotes the school HART values of Heart, Ambition, Respect and Tenacity in everything we do.

Anti-bullying ambassadors complete the Diana Award training annually to support them to lead anti-bullying initiatives. The Anti-bullying ambassadors lead a drop in sessions for pupils every week.

Hartshill Academy has an anti-bullying ambassador leader, safeguarding officer, school counsellor, chaplain, Early Help lead and WCC Social Worker on site to support the needs to each individual pupil. All pupils have a Pastoral Leader who is available to speak to them every break and lunch time and supports throughout the day with any issues that may arise. In addition to this team we work closely with external agencies such as WCC, MHiST and the Police to offer year group assemblies, individual and small group sessions as appropriate.

HART Values

Heart

We are motivated

We don't make excuses, we reflect on our actions

We make the best choices for our future

We are punctual and attend school every day

We are polite and courteous at all time, regardless of circumstances

We repeat good behaviours so that they become our habits

Ambition

We have high expectation of ourselves

We work hard for our future

We know what we want to achieve

We are determined to be the best version of ourselves

Respect

We take ownership of our learning and behaviour

We are masters of our fate and captains of our soul

We love our school

We are kind

We show gratitude

We are responsible for the success of everyone in our school community

Tenacity

We are positive and do what it takes to complete our work

We are determined and never give up

We know success comes from failure

We learn from our mistakes

We celebrate effort

We have grit