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# ANTI-BULLYING POLICY (Secondary)



**Accord**

MULTI ACADEMY TRUST

## Document Detail

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## Approvals

Name	Position	Signature	Date
A Warboys	CEO	<i>A Warboys</i>	16 October 2023
J D Leam	Chair of Trustees	<i>J D Leam</i>	16 October 2023

## Document History

Version	Date	Author	Note of Revisions
1	Sept 2019		
2	July 2020	Board of Trustees	Due to Covid-19 review date extended to 31/12/2020
3	February 2021	C Sergeant / S Gibbs	Document updated to reflect the removal of the Common Assessment Framework
4	December 2021	C Sergeant / S Gibbs	Wording changed to reflect national guidance on fixed term suspension. Anti-bullying policy taught as part of PHSE curriculum.
5	September 2022	C Sergeant / S Gibbs	No changes
6	September 2023	S Bruce /	Wording changed from <i>victim</i> to <i>target</i> on advice of the Anti-Bullying Alliance. Explicit reference to Equality Act 2010 added. Explicit reference to bullying outside of school added. Update to definition of cyber-bullying

## **1. POLICY AIMS**

To create an atmosphere where all staff and pupils feel safe, where no individual or group feels threatened and where members of the Academy community feel valued.

This policy should be read in conjunction with the Accord Behaviour Policy (Secondary).

The aims of this policy are:

- to provide a safe environment for everyone so that learning can take place in a relaxed and secure atmosphere;
- to ensure that the whole Academy community (pupils, staff, parents, governors and neighbours of the Academy) have a shared understanding of what bullying is;
- to ensure that the whole Academy community reacts to bullying in a consistent manner;
- to ensure that procedures for reporting incidents are clear, understood and followed by the whole Academy community;
- to make it clear to everyone that bullying will not be tolerated within the Academy and across the Accord Multi Academy Trust;
- to create a climate in which everyone feels able to tell someone if bullying occurs in the knowledge that he/she will be supported by the whole Academy community;
- to reduce the incidences of bullying in the Academy though creating a culture of tolerance and inclusivity, this will be through the delivery of the personal development curriculum.

## **2. ROLES & RESPONSIBILITIES**

### **2.1 The Board of Trustees**

The Board of Trustees is responsible for ensuring Anti-Bullying policies and procedures are in place and adhered to across the Trust.

It ensures that the Trust creates a culture of inclusion, with the aim of minimising instances of bullying.

The Board of Trustees, through the Scheme of Delegation, delegates the day to day management and implementation of Anti-Bullying to the Academy Education Committee and Principals of each Academy within the Trust.

### **2.2 Chief Executive Officer (CEO)**

The CEO will ensure that procedures are in place to monitor that Anti-Bullying policies and procedures are in place and adhered to across the Trust.

### **2.3 The Academy Education Committee (AEC)**

In line with Trust Scheme of Delegation, the AEC ensures that the Academy:

fosters a culture where the inclusion of all pupils is paramount;  
they are fully informed about Anti-Bullying issues, so that they can play a major part in academy self-review.

### **2.4 The Principal**

Ensures that the Anti-Bullying Policy is implemented and followed by all staff

Allocates sufficient time, training, support and resources to enable the Anti-Bullying procedures to be carried out effectively.

Ensures induction and training of all staff.

Ensures that pupils are provided with opportunities throughout the curriculum to learn about bullying, its effects, and what to do if they, or someone they know, is being bullied.

Monitors and reports to the AEC about the implementation of the Anti-Bullying policy and related procedures and outcomes.

The Principal may delegate this role to a designated member of SLT.

## 2.5 All Staff

Staff are responsible for following the guidance in this policy and as provided by the Academy.

### 3. DEFINITIONS OF BULLYING

Bullying is behaviour that makes people feel unsafe or threatened. This is through repeated incidences, usually persistent and often secretive and a conscious attempt to hurt, or cause distress. It can be a form of:

- **Physical bullying**, e.g. pushing around, punching, kicking, etc - in other words, use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference;
- **Verbal bullying**, e.g. name calling, teasing, spreading rumours, making comments about the appearance or sexuality of others possibly by means of threat or force;
- **Emotional bullying**, e.g. being unfriendly, excluding, tormenting (e.g. hiding equipment) and making others feel different and unvalued;
- **Negative peer group pressure**, e.g. a person being made to do something he/she does not want to do;
- **Racial harassment**, e.g. physical assaults, racist graffiti, racist abuse;
- **Sexual harassment**, e.g. unwanted or unwelcome physical contact, abusive comments, abusive behaviour;
- **Homophobic Bullying**, e.g. unwanted comments regarding the sexuality of others;
- **Cyber Bullying**, e.g. this describes forms of bullying using electronic devices such as mobile phones and computers;
- **Peer on Peer bullying/abuse** (link to Safeguarding Policy) Bullying will not be dismissed as 'banter' or 'part of growing up'. All reported incidents will be dealt with appropriately and is a matter for professional judgement.

Incidents of bullying may occur on or off the school premises. Through Section 89 clause 5 of the Education and Inspections Act 2006, head teachers have the power to discipline their students for any bullying incidents outside of school "*to such an extent that is reasonable*". Where bullying outside school is reported it will be investigated and acted on.

Why is it important to respond to bullying?

No one deserves to be a target of bullying; everyone has the right to be treated with respect. The Equality Act 2010 protects all people, including children, from discrimination. Pupils who are bullies need to learn different ways of behaving.

### 4. SIGNS AND SYMPTOMS OF BEING BULLIED

A pupil may indicate by signs or behaviours that he or she is being bullied. All adults should investigate if a pupil:

- changes their usual routine;
- avoids the Academy;
- has issues around the use of social media;

- regularly feeling unwell and not wanting to attend the Academy or to leave early; unexplained cuts and bruises;
- stops eating;
- changes their usual routines;
- can be easily distressed.

This is not an exhaustive list.

## 5. POLICY IN PRACTICE

### All pupils will:

- be made aware of their roles and responsibilities as pupils through the pastoral curriculum;
- develop their understanding of bullying through curriculum activities & assemblies;
- be treated with respect and have their individual qualities recognised and celebrated;
- be encouraged and supported to report incidents of bullying to any member of Academy staff including their Form Teacher, Pastoral Year Leader or any other member of staff who they feel comfortable speaking to;
- be clear that if they witness or become aware of any bullying incident they will report it to an appropriate adult given above;
- need to be aware of the anti-bullying policy that is shared with all pupils throughout the PHSE curriculum.

### All staff will take all reports of bullying issues seriously and will:

- investigate and take appropriate action on reported bullying incidents;
- develop their understanding of and ability to deal with bullying through ongoing training;
- follow the policy and associated procedures when dealing with any incidents or allegations of bullying;
- share with the parents of the target and bully, incidents of serious and/or perceived bullying;
- record the incidents on the relevant log and report incidents of any hate crimes that meet Level 2 and above of this policy;
- monitor patterns and locations of bullying and will take action to supervise these locations. Staff will be in a position to react and offer support in an appropriate manner;
- work with pupils to empower them in the fight against bullying.

### All parents and carers will:

- be treated with respect and in a polite, professional manner;
- be encouraged and supported to report incidents of bullying;
- be aware of the signs of bullying;
- talk to their child about their day;
- allow Academy staff time to investigate an incident fully and communicate effectively with the Academy following the Academy communication principles;
- support the Academy in upholding the Home and Academy agreement.

## **PROCEDURES FOR REPORTING, INVESTIGATING AND 'STAMPING OUT' BULLYING**

Information from parent/carer,  
pupil or staff member



### **All adults in the Academy**

Where possible, the person first contacted with this information should do what they can to find out what has happened, when it has happened, where it has happened and who is involved. Talk to the target to ascertain details of the alleged bullying which has taken place. Hand over to appropriate route.



**Form Tutor /  
Pastoral Team**



**Appropriate Adult**



**Senior Leadership  
Team**

Collect all statements of pupils alleged to be involved, where necessary go back and re-question.  
Decide on appropriate next step based on level of bullying and previous behaviour record.

**Appropriate  
Restorative  
Practice**

**Contact with  
Parent/Carer**

**Issue Appropriate  
Sanction**

## 6. LEVELS OF SANCTION AND SUPPORT

The table below illustrates the levels of sanctions and support to be put in place when dealing with all types of bullying incidents.

	<b>SANCTION</b>	<b>SUPPORT</b>
<b>LEVEL 1</b>	Verbal warning to pupils and detention issued	The Academy understands that bullying takes many forms. The first recorded incident will be investigated, and sanctions and support provided as appropriate
<b>LEVEL 2</b>	On report to the Pastoral Year Leader (2 weeks). Appropriate sanction may be issued	A restorative meeting will take place with the Pastoral Year Leader (PYL) to identify the problem behaviour, understand potential causes and show bullying is taken seriously. Consideration will be given to classroom seating plans and daily routines. Support meetings will be offered to the target and monitoring of pupils involved.
<b>LEVEL 3</b>	C5 Sanction and may include external involvement	Support will be offered in the Academy for the target. The length of support will be determined by the level of need presented.  Restorative intervention and support will be given to the perpetrator, for example regular mentoring sessions will be established.
<b>LEVEL 4</b>	Fixed term suspension / Step-out / Managed Move / Permanent exclusion	The pupil will continue to be offered support and external agencies may also be used.  Restorative support and mentoring will continue to be given. A pastoral support plan (PSP) will be established for pupils at risk of suspension or in receipt of a Step out. Where appropriate, external agencies will be involved.

## 7. MONITORING

This will be done by members of SLT and Pastoral Year Leaders through:

- direct experience of dealing with bullying incidents;
- observation of the effectiveness of procedures;
- analysis of information recorded and stored by Learning Leaders;
- analysis of questionnaires completed by pupils as and when appropriate;
- consultation with pupils.