POLICY

THE ST LEONARDS ACADEMY

Policy title	Academy Preventing Bullying Policy
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JCC consultation date (People policies)	NA
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Review date	March 2026 as part of new Trust

1. Introduction

1.1 Bullying hurts and no one deserves to be bullied. In our academy, we recognise that bullying, especially if left unaddressed can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.

1.2 We aim to provide a safe, caring and friendly climate for learning for all our students to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all students, which openly discusses differences between people and celebrates diversity.

1.3 We expect students to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and effectively.

1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

1.5 The academy will communicate in a timely manner to families of the student displaying bullying behaviour and the receiver. Students on receiving end of bullying behaviour will receive follow up care and welfare-check ins to ensure that resolutions have been successful.

2. Aims and objectives

2.1 The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents;
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.
- Signposting and sharing support resources and information with parents and carers to aid in providing a joined up approach with support.

2.2 By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way, the behaviours and roles are being labelled, not the children.

3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying type behaviour.

3.4 Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

3.5 Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

3.6 It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumors or images via social media platforms.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse.

3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school, we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual and gender-based bullying;
- The use of homophobic language including biphobic and transphobic references, including deadnaming;
- Bullying of students who have special educational needs or disabilities.

3.8 Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

4. Preventing bullying

4.1 Strategies employed with our students

- Regular promotion of anti-bullying in assemblies.
- Use of CCTV within the school grounds to help with the prevention of bullying.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Annual questionnaires to research student views on how safe they feel in school.
- Anti-bullying training for the Pastoral Leaders
- PD lessons on anti-bullying
- One to one counselling to support students.
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Close links with the School Police Liaison Officer.
- CEOP training for staff (Child exploitation online protection)
- We are building a team of Anti-Bullying Ambassadors who will work towards the Diana Award training to be able to support their peers.
- Posters in corridors to remind students that bullying is not acceptable and to tell them what to do should they feel bullied.
- Anti-Bullying contracts for students who persist with bullying type behaviour.

4.2 Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Cyberbullying can include:
- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

The academy will:
- Act in a timely manner when an incident has been reported or identified.
- Ask students to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:

  - ✓ looking at use of the academy systems;
  - ✓ identifying and interviewing possible witnesses;
  - ✓ Contacting the service provider and the police, if necessary.
  - ✓ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
  - ✓ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.

- Request the deletion of locally held content and content posted online if they contravened academy behavioural policies.
- Ensure that appropriate and proportionate sanctions are applied to the student responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the student displaying the bullying behaviour, as well as ensuring they have access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

In addition the academy will provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- ✓ Advising those targeted not to retaliate or reply;
- ✓ Providing advice on blocking or removing people from contact lists;
- ✓ Helping those involved to think carefully about what private information they may have in the public domain.

4.2.1 We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

4.3 Strategies employed with our staff

All staff employed in the school have annual safeguarding training and termly updates; preventing bullying training is highlighted during this training. The term 'staff' includes teachers and support staff. We all have a duty to implement the school policy on preventing bullying. Every bullying concern logged is taken seriously. The academy Anti-Bullying lead has oversight of all incidents that investigated that are confirmed as bullying.

4.4 Strategies employed with our parents

4.3.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

As an academy, we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the Academy/public bus
- changing their usual routine
- asking to be driven to the Academy
- being unwilling to attend the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- truanting
- beginning to feel poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/workshops/information sent home/our website.

5. Reporting bullying incidents

5.1 5.1

Advice for students:

You have a right to feel comfortable and safe at school, as well as on your journey to and from school. If you do not feel safe or comfortable, you must report this.

- Who should you tell?
  - ✓ Your tutor,
  - ✓ Your Student wellbeing and welfare officer
  - ✓ Your Head of Year
  - ✓ Any other member of staff with whom you feel comfortable to speak to - you choose.
- What should you do if you are frightened to tell a teacher?
  - ✓ Tell a friend;
  - ✓ Tell your parents and they can tell your tutor
- What should you do if the bully or bullies threaten they will hurt you more if you tell?
  - ✓ Still tell - AND tell the staff member about these threats too
- Students who see others being bullied should report this to a member of staff.

Advice for parents:

The school is committed to working in partnership with parents to resolve bullying issues quickly and decisively. The following guidelines offer support and advice to parents.

If your son or daughter tells you they are being bullied,

- Keep calm. Getting angry and threatening to visit the school or the parent of the other student will terrify them further.
- Praise them for telling you and reassure them that they have done the right thing in letting you know what is happening.
- Try to find out the facts - what exactly has happened?

What bullying is - Bullying:

- ... goes on for a while and happens regularly
- ... Is deliberate. the other person wants to hurt, humiliate or harm the target
- ... Involves someone (or several people) who are stronger than the person being bullied

All three things have to happen together to be called bullying.

Bullying is not:

- a one off fight or argument
- a friend sometimes being nasty
- an argument with a friend

Advice for Staff

All staff who receive reports that a student has been bullied should report this on CPOMS (Child Protection Online Monitoring and Safeguarding system).

- Bullying is categorised in the following ways on CPOMS:
  - ✓ Initial Bullying Concern (allocated to a year group) categorised further by;
    - Cyber/Online
    - Disability
    - Physical
    - Racist
    - Sexist
    - Transphobic

    Each concern is flagged to the Tutor, Student Wellbeing and Welfare officer and Head of Year for investigation and triage.

- ✓ Bullying Founded or Unfounded is added as a category following the investigation.
- ✓ The Anti Bullying Lead Teacher is alerted to ALL Founded incidents and an oversight category can be added by the Anti-Bullying Lead for follow-up.

All reports will be taken seriously and will be followed up by members of staff and the Year Teams.

6. Investigating bullying incidents

6.1 Pastoral staff at the academy will investigate alleged bullying fully by:

- Triaging each Initial Bullying Concern by completing the following steps:
- Taking witness statements from the victim, witnesses and the student displaying bullying type behaviour to ascertain the extent of the problem.
- Listen to all students involved version of events.
- CCTV will used if appropriate to help provide further information or evidence.
- Log bullying as founded or unfounded on CPOMS.
- Take appropriate and proportionate action in founded cases of bullying which can include:
  - ✓ Restorative conversation
  - ✓ Restricted breaks
  - ✓ Detention
  - ✓ Focused Learning Room
  - ✓ Meeting with the Schools Liaison Police Officer
  - ✓ Anti-Bullying contract
  - ✓ Suspension
- Further log all information, action and associated paperwork on CPOMS.
- Work closely with the parents/carers of the target and perpetrator, and inform them of the outcome of the investigation.
- Ensure that all incidents are followed up and resolved via a welfare check from tutor or pastoral team within 2 weeks.
- In addition The Anti-Bullying Lead is alerted to ALL founded incidents.

  The academy will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren displaying bullying type behaviours.

7. Responding to a bullying incident

7.1 Supporting the pupil/student who has been bullied

Students will be reassured that we take all reports of bullying seriously and that the academy will:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop; and seek a commitment to this end
- Assure them that it was right to report the incident
- Affirm that it is right for students to let us know when they are being bullied
- Encourage them to talk about how they feel
- Ensure that they feel safe
- Discuss strategies for being safe and staying safe
- Engage them in making choices about how the matter may be resolved
- Seek to provide the opportunity for restoration and resolution;

7.2 Supporting the pupil/student using the bullying behaviours

We will support the bully to change their behaviour by working with them to:

- Take responsibility – Bullying is a choice. It is not caused by something the victim said or did, and people who bully others need to learn to take ownership of these choices.
- Develop empathy – ‘how would they feel in a similar situation?’
- Manage their anger - Many teens who bully others struggle with anger management. We will help the person engaged in bullying to learn to recognise their anger triggers and develop healthy solutions for dealing with that anger

- Improve their self-esteem - Some students who engage in bullying target others because they lack self-esteem. To combat self-esteem issues, we will work with the person bullying to enhance their strengths and improve their weaknesses.
- Develop respect for others - When someone who bullies others begins to recognise that everyone deserves respect, they are less likely to engage in bullying.
- Seek to provide the opportunity for restoration and resolution with the victim

7.3 Sanctions

Where necessary, we will invoke the full range of sanctions:

- ✓ Restricted breaks
- ✓ Withdrawal of privileges and participation in non-essential curriculum activities
- ✓ Detention
- ✓ Focused Learning Room
- ✓ Meeting with the Schools Liaison Police Officer
- ✓ Community Plan which sets the student clear targets around anti-social behaviour.
- ✓ Anti-Bullying contract
- ✓ Suspension from school.
- ✓ Permanent Exclusion from school.

8. Bullying outside of academy premises

8.1 Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

8.2 The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to students about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

9. Monitoring and Review

9.1 The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report.

9.2 All bullying is recorded on CPOMS.

- When an incident occurs an initial bullying concern is logged and alerts the pastoral team for triage and investigation.
- Following investigation if bullying is:
  Unfounded – Pastoral team to log on CPOMS and consider restorative conversation, nurture provision, welfare checks by tutor, contact home.
  Founded - Pastoral team to take swift action and log on CPOMS and contact all parents/carers. Anti-Bullying Lead Teacher and Safeguarding Team are alerted to ALL founded incidents.
- If bullying behaviour continues, the head of year will consider further sanctions and actions including parental meetings, anti-bullying contracts or alternative provision where necessary.
- Should this continue the Vice Principal for Safeguarding is alerted to ALL founded incidents for review at daily meeting.

See Appendix 1 for detailed plans.

10. Legislation and associated policies

10.1 Legislation

- The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

10.2 This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

11. Further sources of information

11.1 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: 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.

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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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

Internet Matters: provides help to keep children safe in the digital world.

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

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

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.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

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.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Bullying Flow Chart

Appendix 1

Student makes a bullying disclosure or a member of staff witnesses unkind behavior among peers.

Stage 1 → **Stage 2** → **Stage 3** → **Stage 4**

Report it

If this behavior occurs as part of a lesson, staff sanction and log as appropriate on Class charts.

Staff must then speak to the victim and check if this is a one off incident.

If a one off - log on CPOMS with action you have taken. Add category SWWO support and Information Only.

If not a one off - log on CPOMS with action you have taken. Add category Initial Bullying Concern and Requires Follow Up.

Dashboard Alert

SWWO receives an alert to ALL the one off incidents.

HOY will receive an alert for Initial Bullying Concerns. HOY Investigate, take statements. Log on CPOMS all actions taken and decide on Founded or Unfounded.

Founded

Year team sanction and contact parents/carers of all students. Add Safeguarding Category on CPOMS.

Anti-Bullying Lead will receive an alert for ALL founded incidents for oversight daily.

Repeated FOUNDED Incidents

HOY notes 3 or more FOUNDED Bullying logs on CPOMS.

- Review student CPOMS bullying log.
- Initiate student and parent meeting.
- Set up further intervention which could include:
  - ✓ Anti-bullying contract.
  - ✓ Referral to Anti-bullying group session – BIY.
  - ✓ Referral to VP Safeguarding for alternative intervention or sanction.
  - ✓ Log all on CPOMS and upload documents and referrals.

Vice Principal Safeguarding or DSL

VP Safeguarding and the safeguarding team will discuss further action in cases where a student has:

- ✓ Breached their Anti-Bullying Contract x3.
- ✓ Physical Assault.
- ✓ Making Threats.
- ✓ Requires Alternative Provision.

Possible actions or sanctions available.

- Restorative conversation.
- Nurture referral.
- Referral to Believe in You.
- Welfare Check.
- Restricted breaks.
- Withdrawl of privileges.
- Detention.
- Focused learning.
- Meeting the Schools Liaison Police Officer.
- Community Plan.
- Anti-Bullying Contract.
- Suspension from school.
- Referral to alternative provision.
- School 2 school placement.
- Permanent Exclusion from school.

Bullying Recording and Reporting Process

Appendix 1

Bullying Recording and Reporting Process

Appendix 1

Student makes bullying disclosure or a member of staff witness's unkind behaviour among peers.

Staff intervene and sanction as appropriate if this is disruptive to a lesson.
Staff will check with victim if this is a one off incident or part of an ongoing issue
One off – Log all information and action that has been taken on CPOMS, add SWWO category and information only.
Ongoing concern – Log all information and action that has been taken on CPOMS and add initial bullying concern category and requires follow up.

One off incident - CPOMS to automatically alert SWWO to the incident for information.
Ongoing concern – CPOMS to automatically alert the HOY to the Initial Bullying Concern for action.

Year Team – Investigate each initial bullying concern and log all information gathered on CPOMS.
HOY – To decide FOUNDED or UNFOUNDED and add category along with safeguarding category.
HOY – To action and alert parents/carers of all involved.

FOUNDED INCIDENTS
Anti-Bullying Lead Teacher and Safeguarding team will be alerted to all FOUNDED incidents for oversight and support.

REPEATED FOUNDED INCIDENTS
HOY – to review students CPOMS log and action as appropriate.

DSL/Anti-Bullying Lead Teacher/VP Safeguarding to review and action incidents where a student has failed to change their behavior and a more serious sanction or action is required.