The Petchey Academy
Inspiring & supporting every child

Anti-Bullying Policy

Document Owner:	Richard Vaughan
Learning Centre:	Personal Development and Wellbeing

Implementation date:	1st September 2021
Version:	7.0
Policy history:	Revises Existing Policy

Related policies:	**DfE** - Every Child Matters Framework **Petchey Academy** – Behaviour for Learning Policy, Complaints Policy, Child Protection and Safeguarding Policy.

Distribution:

Name	Department/Organisation
Petchey Academy Board of Governors	Directly for approval
All Petchey Academy Employees	Via the eXchange
All Petchey Parents	Via the eXchange
All external stakeholders	Via the Website

Change history (last 3 years):

Version	Name	Date	Changes	Committee Sign Off	Date
6.0	C Borrill	June 2019	Annual Review for Governor Approval	Every Child Matters Committee	June 2019
7.0	R Vaughan	June 2021	Review for Governor Approval	QEW	22 June 2021

Policy Review:

Review of impact against the aims of policy: This policy is suitable and comprehensive in its aim to provide guidance to staff about the Academy's approach to anti-bullying and ensure statutory and legal requirements.
Does there appear to be any patterns of equality related issues: The policy has now been expanded to include more context and clarity around potential impact in regards to groups under key protected characteristics as per Equality Act 2010. However, currently there does not seem to be any pattern of equality related issues. **If yes, please provide an Equalities Impact assessment (if relevant):**

Reviewed by: R Vaughan	**Date:** 10/06/21

Next Review Date:	June 2021

CONTENTS

Contents

INTRODUCTION

The Academy is fully aware and totally committed to carrying out its statutory duty, and bullying goes against the values of The Petchey Academy and will not be tolerated. The Academy has a comprehensive programme in place to bring awareness of bullying issues to the students and clear procedures in place to deal with acts of bullying.

All incidents of bullying will be dealt with quickly and firmly and the Academy, with its Progress and Achievement leads are keen to work with parents/carers and support parents/carers if any issues of bullying are identified. All Academy stakeholders have a role to play in ensuring that the Academy is a warm and welcoming place where students and staff feel safe.

The Petchey Academy reviews this policy every two years and assesses its implementation and effectiveness. The policy is promoted and implemented throughout the school.

Purpose

This policy outlines what The Petchey Academy will do to prevent and tackle bullying and forms part of the Academy's overall Behaviour for Learning policy. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or children will be tolerated.

Scope

The policy refers to staff and students of The Petchey Academy.

Equality analysis

Due regard has been given to all protected groups and consideration as to whether any individual or group might experience a particularly positive or negative impact.

Definitions

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", July 2017). Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

• Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

• This includes the same unacceptable behaviours 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.

• Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Stopping violence and ensuring immediate physical safety is obviously the Academy's first priority but emotional bullying can be more damaging than physical; the Academy will make it's 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:

- 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. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Legislative context

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2020 and 'Sexual violence and sexual harassment between children in schools and colleges' 2018 guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among staff and students and to bring these procedures to the attention of staff, parents and students.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011

- The Equality Act 2010
- The Children Act 1989
- Children and Families Act 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- Public Order Act 1986

Section 89 of the Education and Inspections Act 2006 provides that the Academy must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the Academy's behaviour policy which is communicated to all students, school staff and parents/carers.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty 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

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the Academy's staff should discuss with the designated safeguarding lead who may report their concerns to children's social care and work with them to take appropriate action.

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 staff feel that an offence may have been committed the Academy 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.

Sections 90 and 91 of the Education and Inspections Act 2006 say that the Academy's disciplinary powers can be used to address students' conduct when they are not on Academy premises and are not under the lawful control or charge of a member of Academy staff, but only if it would be reasonable for the Academy to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the Academy

premises, such as on school or public transport, outside the local shops, or in a town centre. Where bullying outside the Academy is reported to Academy staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or Safer School's Officer of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Health & Safety Implications

No health and safety implications have been identified.

POLICY

Principles

It is fundamental to the values of this Academy that a warm, welcoming, safe and secure learning environment is provided for staff and students. The Petchey Academy community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate.

Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Forms of Bullying Covered by this Policy; Preventing, Identifying and Responding to Bullying

The Petchey Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our Academy can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

The Academy:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the Academy to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the Academy response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Preventing Bullying

At the Petchey Academy we will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEND to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Educate our students about bullying and how to help through the pastoral curriculum (PSHE and Tutor Time), assemblies and other specific events or themed weeks.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with

caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive Academy ethos

Involvement of Students

The Academy will:

- Provide regular information for students and highlight effects of bullying in PSHE lessons/similar curricular opportunities and tutor time.
- Run Stamp Out Prejudice (STOP) week twice a year, and other programmes aimed at tackling issues will run throughout the year with specific foci. Display posters created by students will support the anti-bullying culture and ethos
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students know how to report incidents of, or concerns about, bullying
- Offer support to those involved in incidents of bullying; this includes those who have been bullied and those who have bullied
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of help lines and websites.

Liaison with Parents and Carers

The Academy will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for students, both on and offline.

- Ensure that parents/carers support and respect the Academy's approach towards bullying and allow the Academy to follow their policies and to not take matters into their own hands

Responsibilities

It is the responsibility of:

- Governors to take a lead role in monitoring and reviewing this policy every two years.
- Governors, the Headteacher, Leadership, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the Academy community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the Academy.
- Students to abide by the policy.

Procedures

Dealing with Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Progress and Achievement Lead,Assistant Progress and Achievement Lead or Behaviour Team Manager will interview all parties involved.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns.
- The Academy will speak with and inform other staff members, where appropriate.
- The Academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Sanctions, as identified within the Academy behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour for learning policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Regular monitoring and tracking by the tutor and Progress and Achievement Lead (or Assistant PAL) will occur after the incident to ensure that it is not continuing.

Cyberbullying

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.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied 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 school 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. This may include:
  ▪ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  ▪ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*Note: DfE* 'Searching, screening and confiscation at school')
  ▪ Requesting the deletion of locally-held content and content posted online if they contravene Academy behavioural policies.
  ▪ 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
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online.

Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers. 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 Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAMHS).
- Safe areas to go to if the student feels vulnerable at particular times in the school day whilst self-esteem, confidence and resilience is restored.

Students who have bullied will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Understand why their actions constituted bullying
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with Academy behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Adolescent Mental Health Service (CAMHS).

Supporting Adults

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed safeguarding lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

GOVERNANCE REQUIREMENTS

Responsibility

The Headteacher has the overarching responsibility for the policy and for ensuring it is effectively implemented, progress monitored (and how this monitoring will be undertaken) and that the policy is regularly reviewed.

Implementation / Communication Plan

The policy will be placed on the eXchange making it available to staff, students, parents/carers.

Anti-Bullying Policy

Appendix 1 – Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

UK Council for Internet Safety: Sharing nudes and semi-nudes; Advice for Education settings working with children and young people

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

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

Show Racism the Red Card: www.srtrc.org/educational