The *Consortium* Trust
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Anti-Bullying Policy

1.   Introduction

1.1 What Is Bullying?

The Trust/Academy has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

> Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

1.2 Bullying can be:

> Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
> Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
> Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
> Racist racial taunts, graffiti, gestures, making fun of culture and religion
> Sexual unwanted physical contact or sexually abusive or sexist comments
> Homophobic because of/or focussing on the issue of sexuality
> Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
> Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

1.3 Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

1.4 Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

> is frightened of walking to or from school
> doesn't want to go on the school bus or taxi
> begs to be driven to school
> changes their usual routine/route to school
> begins truanting
> becomes withdrawn, anxious or lacking in confidence
> starts stammering
> attempts or threatens suicide or runs away
> cries themselves to sleep at night or has nightmares
> feels ill in the morning
> begins to underperform in school work
> comes home with clothes torn or books damaged
> has possessions go "missing"
> asks for money or starts stealing money (to pay the bully)
> has dinner or other monies continually "lost"
> has unexplained cuts or bruises
> comes home starving (money/snack/sandwiches have been stolen)
> becomes aggressive, disruptive or unreasonable
> starts swearing or using aggressive language for no apparent reason
> is bullying other children or siblings
> stops eating
> is frightened to say what's wrong
> gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

1.5 Cyberbullying

a. Cyberbullying can be defined as 'the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others', (Bill Besley, President and Founder of Bullying.org). It is an aggressive, intentional act carried out often against a victim who cannot easily defend himself/herself.

b. Cyberbullying could involve communications by various electronic media, including for example:

> Texts, instant messages or calls on mobile phones between pupils

> The use of mobile phone camera images to cause distress, fear or humiliation

> Posting threatening, abusive, offensive or humiliating material or comments on website

> Using email to message others in a threatening or abusive manner

> Hijacking or cloning email accounts

1.6 Bullying of children with Special Educational Needs

Consortium Trust and our Schools are inclusive. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

1.7 Peer on Peer

KCSIE (Sep 2019) states that. "[Peer on peer abuse can] include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Peer on peer abuse can take various forms, including: bullying (and cyber bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. (The Safeguarding and Child Protection Policy contains sections relevant to some of these forms).

2. Aims and objectives:

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.3 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The role of the Locality Committee

3.1 The Locality Committee supports the Academy Head in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Locality Committee does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The Locality Committee monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Locality Committee members require the Academy Head to keep accurate records of all incidents of bullying and to report to the Committee members on request about the effectiveness of school anti-bullying strategies.

3.3 The Locality Committee responds within five days to any request from a parent to investigate incidents of bullying. In all cases, the Locality Committee notifies the Academy Head and asks him/her to immediately conduct an investigation into the case and to report back to a representative of the Locality Committee.

4.   The role of the Academy Head

4.1 It is the responsibility of the Academy Head to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Academy Head reports to the Locality Committee about the effectiveness of the anti-bullying policy on request

4.2 The Academy Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Academy Head draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Academy Head may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

4.3 The Academy Head ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

4.4 The Academy Head sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of staff

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

5.2 If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, where school intervention does not have the necessary positive behaviour change within two weeks, then, after consultation with the Academy Head, the class teacher informs the parents of each child involved i.e. the victim and the aggressor/s.

5.3 We keep an incident logbook in the staff room where we record all incidents of bullying that occur in or near the school. If any adult witnesses an act of bullying, they should record the event in the logbook.

5.4 If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Academy Head and the Special Educational Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Academy Head may contact external support agencies such as the social services.

5.5 Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.6 Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the Academy Head, who reports to Locality Committee members about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the Locality Committee members' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Academy Head. Locality Committee members should periodically review information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Document Control

History

Version	Date	Amended By	Details of Change
V2	03/10/19	HoS WISA	Scheduled review, updating local governance terminology reflecting on best practice

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	16/10/16
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	31/10/16

Equality Impact Assessment

Date	Name	Details

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