


Transforming Futures Multi Academy
Trust

Anti-Bullying Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by Chair of Trustees
1	12 th February 2020	Jo Warn Manager HR and Payroll and the JCNC	New policy Review February 2021	
2	20 th September 2023	Amii Medway Strategic Administrator	Updates	CPG Members

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1 Introduction

1.1 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" 2022 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1.2 Note: When amending this template to reflect individual practice, settings may want to consider the DfE research into anti-bullying practices:

www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

2 Policy objectives

2.1 This policy outlines what the Trust will do to prevent and tackle all forms of bullying. The Board is clear that it will not tolerate bullying of pupils, staff or management in the organisation.

2.2 A staff culture whereby challenge of any management decision cannot be discussed is clearly bullying in a more insidious form and curtails an organisation's ability to maximise peoples' capabilities and performance. The Trust operates in a very specialised and particularly challenging niche slot. All staff have a particular challenge in their employment which is stressful in normal situations. It's vital that the organisation enables all staff safety; an environment where they feel valued as individuals; and able to grow and achieve. We must enable "floor to Board" teamwork if we are to achieve the best for our pupils. Fundamental to this is a healthy organisational culture of challenge and debate.

2.3 The policy has been adopted with the involvement of the whole school community.

2.4 This policy will be reviewed annually by the Trust with the unions.

2.5 The Trust is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

3 Links with other school policies and practices

3.1 This policy links with several school policies, practices and action plans including.

- i i. Behaviour policy.
- i ii. Complaints policy.
- i iii. Child protection policy.
- iv. Online safety and Acceptable Use Policies (AUP).
- v. E Safety policies.
- vi. Searching, screening and confiscation policy.

4 Links to legislation

4.1 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):

- i. The Education and Inspection Act 2006, 2011.
- ii. The Equality Act 2010.
- iii. The Children Act 1989.
- iv. The Education (Independent School Standards) Regulations 2014 (if appropriate).
- v. Protection from Harassment Act 1997.
- vi. The Malicious Communications Act 1988.
- vii. Public Order Act 1986.

5 Responsibilities

5.1 It is the responsibility of:

- i. The Head teacher to communicate this policy to the school 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. Trustees to take a lead role in monitoring and reviewing this policy.
- iii. All staff, including Trustees, Cluster members, senior leadership, teaching and nonteaching staff, to support, uphold and implement this policy accordingly.
- iv. Parents/carers to support their children and work in partnership with the school.
- v. Pupils to abide by the policy.

6 Definition of bullying

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", July 2017).

6.2 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.

6.3 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.

6.4 Bullying is recognised by the school 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.

7 Forms and types of bullying covered by this policy

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

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

8 School ethos

8.1 The Trust 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.

8.2 By effectively preventing and tackling bullying our schools can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

8.3 Our Community:

- i Monitors and reviews our anti-bullying policy and practice on a regular basis.
- ii Supports staff to promote positive relationships to help prevent bullying.
- iii 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.
- iv Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- v Ensures our pupils 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.
- vi Requires all members of the community to work with the school to uphold the antibullying policy.
- vii 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.
- viii Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- ix Seeks to learn from good anti-bullying practice elsewhere.
- x Utilises support from the Trust and other relevant organisations when appropriate.

9 Responding to bullying

9.1 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.
- ii 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.
- iii The Head teacher, Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- iv The DSL will be informed of all bullying issues where there are safeguarding concerns.
- v The school will speak with and inform other staff members, where appropriate.
- vi The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- vii Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- viii 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.
- ix 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 policy.

- x 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.

9.3 When responding to cyberbullying concerns, the school will:

- i. Act as soon as an incident has been reported or identified.
- ii 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.
- iii Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- iv Take all available steps where possible to identify the person responsible. This may include:
 - a. Looking at use of the school systems;
 - b. Identifying and interviewing possible witnesses;
 - c. Contacting the service provider and the police, if necessary.
- v 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:
 - a. 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.
 - b. Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully);
 - c. Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- vi 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.
- vii Inform the police if a criminal offence has been committed.
- viii Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - a. Advising those targeted not to retaliate or reply;
 - b. Providing advice on blocking or removing people from contact lists;

- c. Helping those involved to think carefully about what private information they may have in the public domain.

10 Supporting pupils

10.1 Pupils who have been bullied will be supported by:

- i Reassuring the pupil and providing continuous pastoral support.
- ii Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- iii Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- iv Working towards restoring self-esteem and confidence.
- v Providing ongoing support; this 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 Specialist Children's Services, or support through the Children and Adolescents Mental Health Service (CAMHS).

10.2 Pupils who have perpetrated bullying will be helped by:

- i Discussing what happened, establishing the concern and the need to change.
- ii Informing parents/carers to help change the attitude and behaviour of the child
- iii Providing appropriate education and support regarding their behaviour or actions.
- iv If online, requesting that content be removed and reporting accounts/content to service provider.
- v Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- vi 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 Adolescents Mental Health Service (CAMHS).

1 1 Supporting adults

- 1 1 .1 Our school 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.

1 1.2 Adults who have been bullied or affected will be supported by:

- i Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head teacher.
- ii Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- iii 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.
- iv Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- v Reassuring and offering appropriate support.
- vi Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

1 1.3 Adults who have perpetrated the bullying will be helped by:

- i Discussing what happened with a senior member of staff and/or the Head teacher to establish the concern.
- ii Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints and or disciplinary & Grievance policy.
- iii If online, requesting that content be removed.
- iv Instigating disciplinary, civil or legal action as appropriate or required.

1 1.4 Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

12 Preventing bullying

12.1 Environment: The whole school community will:

- i Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- ii Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- iii Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- iv 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.
- v Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- vi Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- vii Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- viii Actively create "safe spaces" for vulnerable children and young people.
- ix Celebrate success and achievements to promote and build a positive school ethos.

13 Policy and Support

13.1 The whole school community will:

- i Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- ii Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- iii Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- iv Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- v Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

14 Education and Training

14.1 The school community will ^s

- i Train all staff, including: teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- ii Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- iii Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- iv Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- v Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

15 Involvement of pupils

15.1 We will.

- i Involve pupils to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- ii Regularly canvas children and young people's views on the extent and nature of bullying.
- iii Ensure that all pupils know how to express worries and anxieties about bullying.
- iv Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- v Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- vi Utilise pupil voice in providing pupil led education and support .
- vii Publicise the details of internal support, as well as external helplines and websites.
- viii Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

16 Involvement and liaison with parents and carers

16.1 We will:

- i Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- ii Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- iii Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

- iv Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- v Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- vi Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

17 Involvement and liaison with staff

17.1 We will:

- i. Make it clear on induction and at regular staff training session that we do not tolerate any form of bullying and that all staff know who to report bullying to at their school and also at CPG Level.
- ii Issue a statement of preventing harassment and bullying and display this in staffroom areas.
- iii. Regularly collect an anonymous surveys to ensure that staff are feeling safe.
- iv. Ensure that we work closely with our Union colleagues to identify any potential issues so they can be dealt with to resolve any issues or celebrate great practice.
- v. There is a statutory entitlement for all staff to have trade union representation at any time.

18 Monitoring and review: putting policy into practice

- 18.1 The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- 18.2 Any issues identified will be incorporated into the school's action planning.
- 18.3 The Head teacher will be informed of bullying concerns, as appropriate.
- 18.4 The named Trustee for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Role	Contact details
Chair of Trustees	executiveassistant@transformingfutures.org.uk
HR	tfthrsupport@transformingfutures.org.uk

20 Useful links and supporting organisations

The Trust Staff Disciplinary Policy

The Trust Grievance Policy

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

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

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

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-\(\)to-25](http://www.gov.uk/government/publications/send-code-of-practice-()to-25)

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

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers 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

Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://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

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related

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