PUPIL ANTI-BULLYING POLICY

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Next Review Due: August 2021

The term pupil is interchangeable with the term student. The term school is interchangeable with the term academy.

1. PURPOSE

1.1 This policy aims to ensure that all those connected with the Trust are protected from bullying behaviour. Whilst no academy can guarantee there will be no bullying of any kind whatsoever, the ongoing and long-term aim of the policy is to reduce the number of students who experience bullying. Through increasing awareness of this type of behaviour, its causes and consequences for pupils, the staff, parents and carers who make up the Trust community will be able to help students find and put into practice a series of solutions to the problem of bullying.

1.2 The policy will ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying will be clearly set out by each academy so that all members of the Trust community know what they can expect from the academies, and what the academies expect of them, with regard to bullying.

BDAT Definition of Bullying

1.3 Bullying is when one or more people intentionally and repeatedly physically, emotionally or psychologically hurt or cause harm to another person. Bullying usually happens over a period of time and consists of a series of different incidents.

1.4 There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying defined below are some of the ways that bullying could be happening. Different types of bullying, as drawn from the National Centre Against Bullying, include:

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.

Physical bullying causes both short term and long-term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate

- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. The DfE publishes non-statutory guidance to support schools.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

Drivers of Bullying

The Equality Act 2010 sets out the nine protected characteristics. Bullying behaviour is often driven in response to one (or more) of these, which are listed below:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

1.5   Bullying is the abuse of power by one person over another. All of the types of behaviour listed above are unacceptable and will not be tolerated at the Trust's academies. Any investigations into bullying incidents should establish the reason for the behaviour in order to tackle the root cause.

1.6   Bullying is not an inevitable part of academy life. Bullying is a behaviour in which individuals make choices about how to act in order to harm others. The Trust's academies will challenge such choices wherever they are encountered and sanctions, depending on the severity of the offence, will be taken against those who bully others. Students/pupils and staff are expected to act in principled, caring and reflective ways to each other.

1.7   The causes of bullying are complex and those who bully often cite their own experience of being bullied when trying to explain their behaviour. Whilst such experience will elicit sympathy and support from the pastoral staff charged with dealing with bullying, it is not a justification for bullying others and will not exempt bullies from taking responsibility for their actions.

2. Procedure

While each academy will have its own behaviour and disciplinary policy and processes to address incidents of bullying, BDAT has Trust-wide expectations.

2.1   Principles for handling bullying:

- When bullying is reported it will be taken seriously, and recorded and reported accurately
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work (e.g. arranging for the pupil/student to be escorted to and from the academy premises)
- Staff will work with the young person or people who are responsible for bullying to change the bullying behaviour
- Wherever possible, staff will work with the parents/carers of any student who is being bullied to support and encourage that pupils/student in finding solutions to the bullying and help them to manage any anxiety it may cause
- Wherever possible, staff will work with the parents/carers of any student who is responsible for bullying to support and encourage that student in finding alternatives to the bullying behaviour
- Staff will try to involve outside agencies (e.g. Connexions, the area Youth Offending Team, etc.) in supporting students who are experiencing bullying or who are bullying as appropriate
- Those students who are responsible for the bullying will be dealt with in line with the behaviour policy for that academy. Excluding students from an academy is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the academy community is reported. This may include being excluded while the allegation is investigated, and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the academy community to allow the excluded student to return to the academy, he/she may have to be permanently excluded.

2.2   Each academy will also:

- Educate and organise their school communities in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times or in certain locations
- Identify opportunities to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme, tutor time, assemblies
- Deal quickly, firmly and fairly with any complaints, involving parents/carers where necessary
- Annually review the Anti-Bullying Policy and its degree of success

Reporting Bullying

2.3   BDAT takes all instances of bullying very seriously. In September 2019 we introduced new reporting systems to all our academies to help them record and report bullying incidents, including any trends, in a consistent way. This information should be reported to the Local Governing Body on a termly basis. An example of a CPOMS reports is at Appendix 1.

2.4   The LGB should, on a termly basis, receive the CPOMS report and analysis. The LGB is expected to scrutinise the records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents as laid down in the 2019 Education Inspection Framework. Guidance for the LGB on the checks and questions to be asked is at Appendix 2.

2.5   This policy will be reviewed at least every year to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Trust. It is designed to sit alongside each academy's pupil behaviour policies.

2.6   This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time in consultation with the recognised unions.

Appendix 1 TO BDAT ANTI-BULLYING POLICY

Date	Incident	Type of bullying	Reason for bullying	Pupils involved (age/year)	Outcome and analysis

Appendix 2

GUIDANCE ON CPOMS – What to check, analyse and question in CPOMS

This training guide is published to provide guidance to staff and governors in order to undertake the 'forensic analysis' of the CPOMS system used Trust wide. While not an exhaustive list, the guidance gives indicators as to what the LGB should be looking out and the questions they should be seeking answers to.

Check 1

What has been reported to the LGB? Is it broken down correctly e.g. by bullying, name calling, physical assault?

Check 2

Is it a repeat offender? (note: the pupil's name should **NOT** be disclosed to the LGB as this could compromise confidentiality and any potential hearing or appeal). How is the incident being dealt with? If a repeat offender, is there a risk assessment in place?

Check 3

Are trends being reported to the LGB? Are these broken down e.g. racism, numbers of types of incidents?

Check 4

Do the sanctions match the 'crime'? Does the report link to exclusions, isolations, behaviour log?

Check 5

Are actions being followed up by staff? Are the actions being correctly recorded and reported?

Check 6 – practical

Take one child and follow through CPOMS
Take incidents of bullying and ensure the following correlate:

- Report to LGB
- Behaviour Log
- SIMS
- CPOMS
- School policy

Check 7 – finally

CPOMS is able to produce filtered and tailored reports. Ensure that these are giving the information required by SLT and the LGB in order to properly analyse and review the information provided.