Learning Together | Achieving Excellence

Anti-Bullying Policy

Approval Date	6 Feb 2023
Policy Owner	Millbay Academy
Adopted by the Trust/Millbay Academy	23 February 2023
Review Date	February 2024

Contents

Summary of updates at last review

1.3 Update on References

1.4 Specified widening of focus of this policy's application to include reference to **all** stakeholders

2.1 Update to statement to reference bullying as the platform for all types of discrimination and to give confidence to *increase* reporting of bullying incidents.

3 Updated definitions to include focus on *over time* and and *imbalance of power,* defined by its *impact* rather than *intent*; Addition of 'Indirect Bullying' in this regard.

4.2 Addition of: direct reports; 'banter'

6 New section: Racist Bullying; the role of deliberate anti-racist practice

7 New section: Other Characteristics; identifying broader scenarios where bullying may occur and will be challenged

8 Updated to provide more detail of the roles and responsibilities of the School with regard to online bullying outside of the school day; section added to include online bullying of staff.

10 Updated Student Charter to include respect towards **all** other stakeholders; expanded Staff Charter; added new Parent Charter

11 Inclusion of 'journeys to and from school, and on school transport'

11.2-11.4 Revised clarity of reporting to senior leadership **where issues persist**, and to **named contact** in line with best practice guidance.

11.5 Addition of statement relating to supporting students with SEND

12.2 Update to procedure in line with the above

13.2 Expansion of actions to include use of SMART targets and monitoring for serious bullying behaviours

Foreword

The Department for Education (DfE) has published advice on preventing and tackling bullying, which is for school leaders, staff and governing bodies. The document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the DfE's approach.

The document replaces previous advice to schools. It outlines, in one place, the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles that underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

This policy on preventing bullying has regard to DfE Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

The Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender, with which schools are already bound to comply, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender reassignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying. Millbay Academy staff and Trust Board will take heed of the Act and ensure all types of bullying are recognised and acted upon.

Anti Bullying Alliance

In addition to standard internal review practices, this policy has been revised for 2023 following consultancy with colleagues from the Anti Bullying Alliance; https://anti-bullyingalliance.org.uk/

1. Introduction

1.1. Millbay Academy is committed to building positive relationships and therefore preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our school community by proactively dealing with all students, their families and staff to eradicate and promptly deal with all reported incidents.

1.2. Bullying is a form of antisocial behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber-bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some, it can lead to serious and prolonged distress and long term damage to social and emotional development.

1.3. Millbay Academy intends to implement an anti-bullying policy that reflects the aims and policies of the following further recommendations and guidance:

    1.3.1. Education Act 1996
    1.3.2. School Standards and Framework Act 1998
    1.3.3. Education Act 2002
    1.3.4. Education and Inspections Act 2006
    1.3.5. School Information (England) Regulations 2008
    1.3.6. Equality Act 2010
    1.3.7. The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011
    1.3.8. Schools (Specification and Disposal of Articles) Regulations 2012
    1.3.9. The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
    1.3.10. Preventing and tackling bullying Advice for headteachers, staff and governing bodies, DfE 2017
    1.3.11. Cyberbullying: Advice for headteachers and school staff, DfE 2014
    1.3.12. Anti-Bullying Alliance

1.4. Millbay understands Anti-Bullying practice to be active and cultural, which means that its statements pay reference to the whole school community, recognising the roles and responsibilities of parents and visitors as well as staff and students.

1.5. This Anti-Bullying Policy should be applied in conjuction with the Reach South *Dignity at Work Policy*, *Appropriate Workplace Behaviour Policy* and the *Equality, Diversity and Inclusion Policy*

1.6.   Millbay Academy always treats the issue of bullying, in all its forms, as a serious matter.

2. Purpose

2.1.   The purpose of this policy is to reduce the incidence rates of bullying over time and to increase confidence in reporting where it may occur, furthermore challenging all forms of bullying, harassment and discrimination, and create an environment in which everyone feels safe, secure and respected.

2.2.   At Millbay Academy our aim is to prevent or deter bullying or harassment from starting and to deal with it if it does occur and to minimise the opportunity for recurrence. Wherever possible and appropriate, every effort should be made to resolve a situation on an informal basis. The procedure will also encourage pupils to report incidents of bullying.

2.3.   A pupil who believes that they have been subject to harassment should, in the first instance, state that the behaviour is unwelcome, unwanted, unacceptable and/or offensive and ask the individual(s) concerned to stop.

2.4. This policy and procedure provides the guidance and the process to follow in the instance of a harassment or bullying situation experienced by a pupil.

2.5. Accordingly, Millbay Academy will do the following;

2.5.1. Ensure that all students have a clear view of what a good behaviour in relationships look like

2.5.2. Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored

2.5.3. Ensure anti-bullying initiatives are an integral part of the Curriculum/ Assembly programme for all years

2.5.4. Facilitate peer mentors and other anti-bullying initiatives

2.5.5. Provide advice to parents and students in our newsletter, website and student planner

2.5.6. Ensure the anti-bullying message remains high profile via the student council, displays and notice boards

2.5.7. Provide appropriate in-service training for all staff

2.5.8. Provide a physical environment that is closely supervised and where students feel safe and secure

2.5.9. Enlist the help and active support of parents and outside agencies

2.5.10. Listen to students and parents

2.5.11. The Headteacher will report to Trust Board regularly to highlighting behaviour/bullying incidents

3. Bullying defined

3.1. Bullying

3.1.1. Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

3.1.2. Millbay Academy distinguishes bullying from unkindness or distinct abusive acts by defining bullying as patterns of targeted behaviour over time. This means that those involved must be supported to recognise early on that seemingly isolated acts will be monitored closely for their potential to *become* bullying.

3.1.3. Bullying is often distinguished by an imbalance of power, where the bullying behaviour is disproportionate to the capacity of the victim to defend or retort.

3.1.4. Bullying, when meeting the definitions above, is determined foremost by its impact on the bully and cannot be disregarded as bullying even if it was not the intent of the Bully.

3.1.5. Bullying can manifest itself in any of the following ways:

3.1.5.1. **Physical** – e.g. assaulting a person or property, or using racist or sexual gestures (direct discrimination)

3.1.5.2. **Verbal** – e.g. name calling or teasing, or using racist or sexually abusive comments (direct discrimination)

3.1.5.3. **Indirect discrimination** relating to protected characteristics such as Race, Sex, Gender, Age, etc. such that the consequences of actions towards the individual or group indirectly discriminate, exclude, cause upset or harm.

3.1.5.4. **Emotional** – damaging the reputation of the character of the victim, socially excluding them from games or conversation or tormenting them

3.1.5.5. **Cyber bullying** – e.g. using technology, particularly mobile phones and the internet, deliberately to upset someone else

3.1.5.6. **Any imbalance of power exploited to instill hurt, fear or upset** as defined in sections 3.1 and 3.2

3.1.5.7. **'Banter'** can blur the lines between humour between peers/stakeholders and should not be used to dismiss potential bullying behaviour.

3.1.6. The list above is not exhaustive Bullying affects the ability of a student to fully participate in and enjoy Millbay Academy life and it is both an equal opportunities issue as well as a disciplinary offence.

3.2. Bully

A bully is a person or group behaving in a way that might meet needs for status, material gain or group profile and does not recognise or meet the needs and rights of the other people or person who is harmed by the behaviour.

3.3. Victim

A victim is a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

4. Possible signs of bullying

4.1. Both teachers and parents are in a position to observe changes in the behaviour of a child, which may indicate that they are being subjected to bullying.

4.2. The following is a list of signs to look out for;

    4.2.1. Damage to or losses of items of clothing, property, money or school work. If this occurs frequently, then start to ask questions

    4.2.2. Are there signs of physical injuries, e.g. cuts or bruises?

    4.2.3. Academic achievement is perceived to have changed in a negative way

    4.2.4. Playing truant or a reluctance to travel to and/or attend Millbay Academy

    4.2.5. Being aware of children who register, but fail to go to lessons

    4.2.6. A loss of weight that may mean money for meals has been given away

    4.2.7. An unhappy child who may not wish to go out at breaks or lunchtimes

    4.2.8. A child who threatens to self-harm

    4.2.9. Direct reports or reports from other stakeholders or anonymous reports

    4.2.10. Other behaviour patterns demonstrated by the victim, e.g. is the student conspicuously loud or quiet; is their behaviour appropriate when engaged in normal classroom interaction; is there unexplained behaviour changes e.g. moody, tearful, temper, frightened, reluctant to talk to or sit with friends?

5. Homophobic bullying

5.1. MA will take an active approach to tackle all kinds of bullying, including homophobic bullying, and will follow the guidance in the publication **'Safe to Learn: Embedding anti-bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools'**.

5.2. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual & transgendered (LGB&T) people and can be experienced by any one of the following;

    5.2.1. Young people who are, or who are thought to be, LGB&T

    5.2.2. Young people who are different in some way and who may not act like others

    5.2.3. Young people who have gay friends or family, or their parents or carers are LGB&T

    5.2.4. Teachers who may or may not be LGB&T

5.3. Millbay Academy recognises that homophobic bullying looks like other bullying, but may include the following;

    5.3.1. Verbal abuse – including spreading rumours that someone is LGB&T

5.3.2. Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour

5.3.3. Cyber bullying – using online spaces to spread rumours about someone or exclude them (this can include text messaging, including picture and video messaging)

5.4.   Staff will also challenge casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of consequences. (See Behaviour Policy)

5.5.   Millbay Academy will ensure staff and students can openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. We will also make it clear to students that using any prejudice based language is unacceptable.

5.6.   Whenever necessary, Millbay Academy will invest in specialised skills to help staff to understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils. We will also work with the wider community, such as the police and children's services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will work with other agencies and the wider community to tackle bullying that is happening outside of school.

6. Racist bullying (and Anti-Racism practice)

6.1.   Millbay Academy is proud of its distinctive levels of diversity among the student body and families, within the city. It is therefore incumbent on all stakeholders to ensure that anti-bullying policies refer directly to anti-racism and anti-racist practices.

6.2.   Issues regarding Race are relevant to our communities and our City, as well as being long-standing issues. Therefore, Millbay Academy takes its role in the tackling of racism, and its explicit inclusion in this policy, seriously.

6.3.   Millbay Academy recognises that 'not being racist' is not enough.

6.4.   Millbay Academy recognises the importance of *Anti-Racist* practice in reducing the potential for future incidents and any culture of racist bullying - direct, indirect or institutional - as set out in the purpose of this policy, as well as developing all stakeholders' education around issues of Race.

6.5.   Often, stakeholders may not immediately recognise racial inequalities in a situation, or understand institutional racism when dealing with incidents of bullying, harassment or ill-treatment because incidents are not necessarily overt or recognised as part of a pattern. Millbay academy commits to examining the potential role of Race when investigating incidents of bullying.

6.6.   As with other protected characteristics, People of Colour – staff, pupils, families - are not one homogenous group. All staff and pupils have identities which are unique to them. These identities include our ethnicity, but also our gender, sex, sexuality, disability, class and religion or belief. However, 'we are all the same' disregards the role Race has played in history and is a dominantly White perspective. Millbay Academy commits to actively examining and eliminating any differences in the way that People of Colour – staff, students or family members - are treated based on Race.

6.7. The responsibility and expectation of challenging racism should not fall to People of Colour, but they have a unique perspective and have particular understanding and expertise about exclusionary practices and policies. Their viewpoints and experiences should be considered closely. Millbay Academy will facilitate working groups to ensure that these voices are drivers in forming Anti-Racist practices.

6.8. Racism or racist bullying incidents will be defined by their *impact* on the victim, not by the *intention* of the 'bully'.

6.9. Millbay Academy will educate staff, students and family members around racist language, or any other bullying behaviour. Anybody involved in incidents of racist bullying will be 'called in' so that issues regarding Race are formative, this hopefully reducing the prevalence over time.

6.10. Millbay Academy will ensure staff and students can openly discuss differences between people that could motivate bullying, including Race, equipping them with contemporary language and confidence so as to avoid causing distress or discrimination.

6.11. All stakeholders will ensure that any bullying incident report that is perceived to have racist implications is addressed without delay and recorded, with actions, on the school's Safeguarding Incident Log (CPOMS).

6.12. Actions should not reply on punitive measures but should ensure those involved are made to understand the impact and consequences of their behaviour. This *may* include actions in line with our Positive Behaviour Policy or any other relevant policy.

7. Other characteristics

7.1. While bullying may include the discrimination or abuse of protected characteristics, it may also apply more broadly to wider aspects of 'difference' in order to isolate, cast apart or degrade. Millbay Academy commits to tackling other aspects of identity such as:

    7.1.1. Appearance

    7.1.2. Socio-economic background

    7.1.3. Young Carers

    7.1.4. Health

    7.1.5. Accent or family background

    7.1.6. Academic attainment

    7.1.7. Special Education Needs (SEN)

7.2. The list above is non-exhaustive but acts as a point of reference for the broad scope of reasons bullying may take place.

8. Online Bullying ('Cyberbullying') and the Internet

8.1. Millbay Academy recognises the severe impact of online bullying or 'Cyberbullying' on young people and will address such incidents where they have a significant effect on the student.

8.2. Where incidents occur off the school premises, where in-school safeguards such as filtering or usage restrictions are not in place, staff will endeavour to support families and young people in resolving it, where there is significant impact on the health and wellbeing of the victim in school.

8.3. All stakeholders should recognise the limitations of the school's reach outside of the school day. Therefore, staff will ensure parents, carers and students are advised and supported in *their* role, in addressing online bullying concerns.

8.4. Millbay Academy will follow the DfE guidance on preventing and dealing with cyber bullying, as summarised in the document 'Cyberbullying: Advice for headteachers and school staff'.

8.5. Millbay Academy will also follow the latest guidance on safe internet usage and ensure all students are taught how to protect themselves when using the internet. Staff members will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills.

8.6. To raise awareness of and tackle cyber bullying, staff will do the following;

8.6.1. Ensure the whole Millbay Academy community understands and talks about cyber bullying

8.6.2. Ensure policies and practices, including acceptable use policies are shared with all staff, students and parents or carers

8.6.3. Make reporting cyber bullying easier by providing and publicising different ways of reporting it

8.6.4. Promote the positive use of technology, including e-safety and digital literacy

8.6.5. Evaluate the impact of preventative initiatives by using surveys, for example, to collect feedback

8.7. Millbay Academy also protects staff from cyber bullying, which may included (not exclusively):

8.7.1. The posting of staff pictures online without permission or with the intent to cause humour, distress or other defamatory reason at the expense of the individual

8.7.2. Targeted hurtful, insulting or defamatory statements in the public realm (e.g. social media, website Comments sections, the online Press)

8.7.3. in such incidents where this context is created by students or associated family members, it will be addressed and challenged through a formal response from senior leadership. Should the behaviour continue, it will be reported to the appropriate authorities or governing body.

9. Bullying - mobile phones

9.1.   At Millbay Academy we will make sure that;

9.1.1.   Mobile phones must be switched off and in bags during school hours

9.1.2.   Students will be warned about the need for care when giving out their mobile phone number

9.1.3.   A record will be kept of the date and time of any offensive messages

9.1.4.   Students will be encouraged to show the messages to a member of MA staff

9.1.5.   Students who report bullying online will be taken seriously

9.1.6.   The student's family may need to contact the police if the cyber bullying is serious and if a potential criminal offence has been committed

9.1.7.   If such bullying is carried out on a persistent basis or if there is a threat of violence, it will be treated as any other serious bullying incident

9.1.8.   Malicious emails will be dealt with in the same manner

9.1.9. Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.

9.1.10. In April 2019, 'Upskirting' (the act of taking a picture under a person's clothing without them knowing) became a criminal offence and is therefore a type of Child-on-Child abuse. Any such incident, or the sharing of any other indecent images via mobile phone or online, will be dealt with seriously, in line with our Child Protection & Safeguarding policy.

10. Bullying prevention strategies

10.1. Staff charter

10.1.1. Staff will not misuse a position of power to dominate the students in Millbay Academy.

10.1.2. Staff will avoid;

10.1.2.1. Sarcastic comments

10.1.2.2. Derogatory nicknames

10.1.2.3. Dominating and humiliating behaviour

10.1.3. Staff will

10.1.3.1. carry out their role in modelling positive, respectful behaviours towards others.

10.1.3.2. listen to students when they are willing to talk about bullying.

10.1.3.3. respond to reported incidents of bullying promptly, recording and seeking support where appropriate.

10.1.3.4. work collaboratively with parents and carer to support children in recognising bullying behaviours where they may be present.

10.1.3.5. be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

10.1.3.6. maintain supervision and day to day organisation of the classroom (or workspace), including playgrounds, corridors, toilets and other hidden areas where we may be present so as to be able to protect students from bullying. CCTV will also be used to ensure pupil safety.

10.1.3.7. be familiar with, and implement in full, the Positive Behaviour Policy, Equality, Diversity and Inclusion Policy, Dignity at Work Policy, Child Protection & Safeguarding Policy, and other relevant policies that support Anti-Bullying practices.

10.2. Student charter

10.2.1. Students will recognise each other's rights to the following;

    10.2.1.1. To be physically safe

    10.2.1.2. To keep own possessions and money

    10.2.1.3. To be free of insult, derogatory terms and teasing

    10.2.1.4. To be able to associate with other young people for companionship and friendship

10.2.2. The culture of Millbay Academy will encourage students to ensure the following;

    10.2.2.1. The physical safety of others

    10.2.2.2. The security of everyone's personal possessions and money

    10.2.2.3. The freedom from hurt by name-calling, teasing and the inclusion of all students in play and learning activities

    10.2.2.4. The requirement to treat everyone with respect, including other students, staff and family members.

10.3. Parent and Carer charter

10.3.1. Parents will:

    10.3.1.1. work collaboratively with school staff to support their own children in recognising bullying behaviours where they may be present.

    10.3.1.2. routinely monitor their child's communication with other young people.

    10.3.1.3. support their child with discussions around maintaining 'healthy relationships', including how to 'fall out' with someone in a healthy and respectful way.

    10.3.1.4. Support children in distinguishing between unkind behaviour and bullying as described in section 3 of this policy.

    10.3.1.5. allow school staff to investigate bullying incidents within school

    10.3.1.6. report concerns with factual evidence where available (e.g. copies of text messages)

    10.3.1.7. never approach a young person, their family or their friends to tackle alleged bullying issues, as this would represent an imbalance of power (adult > child)

    10.3.1.8. not misuse their position of power (as an adult) to intimidate, threaten or abuse a young person

    10.3.1.9. recognise that bullying is a complex and emotive issue, and that the best results are educational in order to *change* behaviours

10.4. Peer support

10.4.1. Peer support includes students from all years to act as mentors to each other.

10.5. The Curriculum

10.5.1. The topic of bullying will be focused during tutor time and school assemblies. These times will also be used to ensure all students are aware of the actions to take and reporting procedures if they are being bullied,

know of someone within the school that is being bullied or witness someone being bullied.

10.6. This will be reinforced during the PSHE lessons where there will be a focus on dealing with the subject of bullying in a variety of different ways. These sessions will also be vitally important in teaching students some of the skills necessary to avoid and resist bullying behaviour such as reasoning and the ability to open dialogue and build cooperative relationships with others.

10.7. Bullying will also be explored as a cross-curricular theme in subjects such as English Literature and History. The issue of bullying will be investigated in a variety of ways, e.g.: group discussions, written work, role-play.

Bullying must never be kept a secret

11. Dealing with bullying - Responsibilities and Actions Overview

11.1. Responsibilities include – It is the duty of every member of the school to take responsibility for their behaviour and modify it if necessary, as harassment or bullying is not acceptable under any circumstances. In the event of a failure to do so, disciplinary action may be a consequence. All members of the school community must take appropriate action to ensure that harassment and bullying does not occur in their environment, which includes to and from school, and on school transport. In some cases, until it has been brought to their attention, the bully/harasser(s) may be unaware, or claim to be unaware, that their behaviour is perceived as inappropriate or offensive. It may occasionally happen that words or actions have been genuinely misconstrued.

11.2. In line with best practice, the named senior contact for monitoring incidents of bullying is Matthew Bisco, Assistant Head - Pastoral (or the relevant deputising member of staff in their absence)

11.3. Incidents of bullying can be reported to any member of staff, and it is advised that concerns are reported to someone with whom the victim has a close pastoral relationship, such as their Form Tutor or Head of Key Stage.

11.4. The following steps may be taken when dealing with incidents:

11.4.1. If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached

11.4.2. A clear account of the incident will be recorded and dealt with by the teacher, Pastoral Team or Behaviour Lead

11.4.3. The teacher, Pastoral Team or Behaviour Lead will interview all concerned as required, and will record the incident. This will determine the nature of the concern and which policy statements to apply

11.4.4. Senior Leadership will be kept informed if the behaviour persists and if further sanctions are applied

11.4.5. Parents will be kept informed

11.4.6. The Behaviour Policy will be used as appropriate

11.5.   Pupils who have been bullied will be supported by offering a prompt opportunity to discuss the experience with a member of staff. The main focus will be reassuring the pupil and parents and offering continuous support, thus restoring self-esteem and confidence.

11.6.   Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, tutor time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

11.7.   Where bullying behaviour relates to students with Special Educational Needs or a Disability (SEND), either as bully or victim, additional resource will be used to ensure positive impact from the intervention

11.8.   At Millbay Academy we will also involve pupils and parents as much as we can including; We will:

   11.8.1.   Regularly canvas children and young people's views on the extent and nature of bullying
   11.8.2.   Ensure pupils know how to express worries and anxieties about bullying
   11.8.3.   Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
   11.8.4.   Involve pupils in anti-bullying campaigns in schools
   11.8.5.   Publicise the details of helplines and websites
   11.8.6.   Offer support to pupils who have been bullied
   11.8.7.   Work with pupils who have been bullying in order to address the problems they have
   11.8.8.   Ensure that parents / carers know whom to contact if they are worried about bullying
   11.8.9.   Ensure parents know about our complaints procedure and how to use it effectively
   11.8.10.   Ensure parents / carers know where to access independent advice about bullying
   11.8.11.   Work with parents and the local community to address issues beyond the school gates that give rise to bullying

11.9. Action which cannot be resolved on an informal basis, which is serious, or which continues following a request to stop, will be subject to investigation. A formal investigation may also be conducted where a complaint or observation is made by a person or persons other than the individual being bullied or harassed.

12. Procedure to support a student who reports being bullied

12.1. The following is the procedure that should be followed to support a student who reports being bullied;

12.1.1. Talk to the student away from other students, but with other staff close by

12.1.2. Listen to the student's account of the incident

12.1.3. Reassure the student that reporting the bullying incident was the right thing to do

12.1.4. Make it clear to the student that they are not to blame for what has happened

12.1.5. Ideally, allow the student to write a statement or make a note of what the student said

12.1.6. Explain that the student should report any further incidents to a learning or personal coach, or to another member of staff immediately

12.1.7. Ask/discuss with the student for the following information;

12.1.7.1. What has happened

12.1.7.2. Whether or not this was the first incident; if not, how many other incidents have there been

12.1.7.3. Who was involved

12.1.7.4. Where did it happened

12.1.7.5. Who saw what happened (staff as well as students)

12.1.7.6. What the student has already done about it

12.1.7.7. Depending on the severity of the incident- parental contact

12.2. Ideally, the student should be given the time and appropriate accommodation to say what has happened and for this to be recorded by the student themselves or an adult if this is helpful. This is jointly checked by the student and staff member, and where necessary, amended to ensure clarity. This information should be passed on as soon as possible to a member of the SLT or Head of Key Stage (or SENDCo in cases of special educational needs) and copied to the Form Tutor. It is usual to remove the accused bully and any witnesses from the site of the bullying as soon as possible in order for them to write statements on their own about the incident.

12.3. Staff members who witnessed the incident should be asked to write down the relevant details as soon as possible and give these to the staff member investigating.

12.4. The victim should be consulted regarding their return to learning activity and, where possible, their views heeded.

13. Supporting students further

13.1. Students who have been bullied

13.1.1. It is likely that the Pastoral team will work with a student that has been bullied, it is essential that the students are fully supported during this traumatic time, through appropriate contact with staff and with students. Support will be provided as appropriate by the Headteacher / Leadership team / Pastoral team / SENCO or Form Tutor.

13.1.2. The student's own peers could have an important role in acting as counsellor or mediator. This will be an additional strategy available to support the student, if deemed appropriate.

13.2. Students who have bullied

13.2.1. Where a student has been identified as the perpetrator of serious bullying behaviour…

13.2.2. It is also important for the bully to receive counselling and monitoring, to prevent further incidents. Often, bullies themselves have previously been victims. Usually, the Tutor with the support of the Pastoral Team and SENCO will carry out this role and talk to the student about how things are going, their progress and friends.

13.2.3. Staff will do the following;

13.2.3.1. Ask for what reason they acted as they did

13.2.3.2. Explain that bullying is wrong, is likely to affect others' physical and mental health, and is intolerable.

13.2.3.3. Discuss with the student how to join in with others without bullying

13.2.3.4. Give the student lots of praise and encouragement for the times when they are being kind and considerate to others

13.2.3.5. Inform and involve parents or carers, when appropriate

13.2.3.6. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise or explain their actions, i.e. as part of a process of restorative justice

13.2.3.7. Issue SMART targets recorded on the student's MIS profile, and share these with the Form tutor, Parents/Carers and the student. This should include a review date.

13.2.3.8.   The above items may be supported by issuing the student with a report card for monitoring purposes.

14.   Reporting and recording incidents

14.1.1.   Bearing in mind the seriousness of bullying incidents, it is imperative that all the following happens with all incidents;

14.1.2.   They are promptly dealt with

14.1.3.   They are recorded using the school's Management Information System (Arbor) and may also be reported as a Safeguarding concern (CPOMS) where appropriate

14.1.4.   The Headteacher reports behaviour incidents/bullying regularly to the Trust Board.