University of Brighton
Academies Trust

Preventing Bullying Policy

This policy was adopted on 8.4.22
This policy is due for review on 8.4.23

1. Introduction

1.1 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devasting effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.

1.2 We aim to provide a safe, caring and friendly climate for learning for all our students to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all students which openly discusses differences between people and celebrates diversity.

1.3 We expect students to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.

1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

2. Aims and objectives

2.1 The aim of this policy is to provide a framework for:
- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents;
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.

2.2 By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

3.1   The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.

3.2   Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

3.3   Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

3.4   Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

3.5   Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

3.6   It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse.

3.7   Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual and gender-based bullying;
- The use of homophobic language including biphobic and transphobic references, including deadnaming;
- Bullying of students who have special educational needs or disabilities.

3.8   Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

4. Preventing bullying

At this academy we take a zero-tolerance approach to peer on peer abuse (for more information see our **Behaviour to Achieve Policy: Appendix 9: Harmful Sexual Behaviour.**

THE HASTINGS ACADEMY

We have Zero Tolerance for:

❌ Sexual harassment
❌ Online sexual abuse
❌ Sexual violence
❌ Sexualised language
❌ Racism
❌ Homophobia/Transphobia
❌ Verbal abuse
❌ Bullying
❌ Physical violence

WE TREAT PEOPLE WITH RESPECT

4.1 Strategies employed with our students

Our curriculum, including PSHE and SMSC assemblies, will be used to:

- Raise awareness about bullying and our anti-bullying policy;
- Increase understanding for victims and help build an anti-bullying ethos;
- Teach students how to manage their relationships constructively with others.
- Teach students, through our Online Safety curriculum , how to respond to online bullying
- To enable students to have an input into the anti-bullying policy, assemblies and tutor programme

Poster campaigns on notice boards and in classrooms will be used to remind students that bullying is not acceptable and to tell them what to do should they feel bullied.

Our Academy Student Council offers a forum in which concerns about bullying can be discussed on a regular basis.

Anti-Bullying Ambassadors are available to speak to students at break times

We provide guidance to all our students to explain what they should do if they are being bullied, or if they see another student being bullied. Refer to the **'13. Appendix 2: Put a STOP to Bullying'** poster and '**Talk to Us'** poster

We provide guidance for parents regarding the signs of bullying and what to do if they suspect their child is being bullied at the Academy.

Emerging trends in cyber bullying will be addressed through Year 7 and 8 online safety lessons, through all years' tutor group online safety activities and online safety assemblies.

4.2   Cyberbullying

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

When responding to cyberbullying concerns, the academy 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:
  o looking at use of the academy systems;
  o identifying and interviewing possible witnesses;
  o Contacting the service provider and the police, if necessary.
  o 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 DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
▪ Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy 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 pupils regarding steps they can take to protect themselves online. This may include:
  o advising those targeted not to retaliate or reply;
  o providing advice on blocking or removing people from contact lists;
  o helping those involved to think carefully about what private information they may have in the public domain.

4.2.1   We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

4.3   Strategies employed with our staff

Staff are made aware of the impact of bullying through the annual safeguarding training. The DSL presents regularly to staff on trends that come out of the Safeguarding Trends report (9.2). These presentations are included in the Safeguarding Update PowerPoint located on Teams.

4.4   Strategies employed with our parents

4.3.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the Academy /public bus
- change their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- truanting
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/workshops/information sent home/our website.

5. Reporting bullying incidents

5.1

We encourage all bullying to be reported. Refer to our **'Put a STOP to bullying poster'** (appendix 2.)

Students

Students who have or are being bullied can report this in the following ways:
- To any member of staff
- To their parents , who can inform the school
- Online by going to http://www.thehastingsacademy.org.uk/ **> Students > Report Concerns** and filling out the form. This will then send a message to the relevant pastoral team to follow up.

Students who see others being bullied should report this to a member of staff.

Staff
All staff who receive reports that a student has been bullied should report this on CPOMS (Child Protection Online Monitoring and Safeguarding system) https://hastings.cpoms.net/dash and to the student's pastoral team. The DSL will categorise bullying under the following 'tags' on CPOMS:

- Bi Phobic
- Cyberbullying
- Homophobic Incident
- Physical Bullying
- Racist Incident

- Social/Emotional Bullying
- Verbal Bullying

All reports will be taken seriously and will be followed up by a member of the Pastoral Team.

6.   Investigating bullying incidents

6.1   Pastoral staff at the academy will investigate alleged bullying fully by:
- Taking witness statements from the victim, witnesses and if appropriate the alleged bully.
- CCTV may be used if appropriate to help provide further information or evidence.
- If a bullying incident is deemed to be racist we will use the Student Racist Incident Flow Chart – shown in Appendix 1.
- Ensuring contact is made with parents and that all incidents are followed up and resolved.
- Ascertain the extent of the problem;
- Interview the student (or students) involved in bullying separately;
- Listen to their version of events;
- Talk to anyone else who may have witnessed the bullying;
- Logging all follow up on CPOMS https://hastings.cpoms.net/dash

The academy will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours.

Resolution

The pastoral team will work towards finding a resolution and end to the bullying by:
- Adopting a joint problem solving approach where this is appropriate; students will be involved to help us find solutions to the problem. This will encourage students involved to take responsibility for responsibility for the emotional and social needs of others;
- If appropriate the school may set up a meeting with the Community Police Officer and invite parents to attend, potentially with support from the Anti Bullying Ambassadors.

Preventing future bullying incidents

We will work with students to prevent future bullying incidents by:

- Advising students responsible for bullying that we will be checking to ensure that bullying stops; and ensure that those involved know that we have done so;
- Following up after incidents to check that the bullying is not repeated. We will do this within two weeks, and again within the following half term. A 'trusted adult' will be put in place for the student to report to at any point whist the school is open.
- Asking students to report immediately any further incidents to us;

7.   Responding to a bullying incident

7.1   Supporting the pupil/student who has been bullied

Students will be reassured that we take all reports of bullying seriously and that the academy will:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop; and seek a commitment to this end;
- Assure them that it was right to report the incident;
- Affirm that it is right for students to let us know when they are being bullied;

- Encourage them to talk about how they feel;
- Ensure that they feel safe;
- Discuss strategies for being safe and staying safe;
- Engage them in making choices about how the matter may be resolved;
- Seek to provide the opportunity for restoration and resolution;

7.2   Supporting the pupil/student using the bullying behaviours

At the Hastings Academy we will support the bully to change their behaviour by working with them to:

- Take responsibility – Bullying is a choice. It is not caused by something the victim said or did, and people who bully others need to learn to take ownership of these choices.
- Develop empathy – 'how would they feel in a similar situation?'
- Manage their anger - Many teens who bully others struggle with anger management. We will help the person engaged in bullying to learn to recognise their anger triggers and develop healthy solutions for dealing with that anger
- Improve their self-esteem - Some students who engage in bullying target others because they lack self-esteem. To combat self-esteem issues, we will work with the person bullying to enhance their strengths and improve their weaknesses.
- Develop respect for others - When someone who bullies others begins to recognise that everyone deserves respect, they are less likely to engage in bullying.
- Seek to provide the opportunity for restoration and resolution with the victim

7.3   Sanctions

If necessary, we will invoke the full range of sanctions that are detailed in the Academy's Behaviour to Achieve Policy. These include:

- Withdrawal of break and lunchtime privileges;
- C4 (Learning Recovery);
- Withholding participation in school events that are not an essential part of the curriculum.
- Community Plan which sets the student clear targets around anti-social behaviour.
- Involve the support of the school police liaison officer
- It also includes fixed term and permanent exclusion from school.

8.   Bullying outside of academy premises

8.1   Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

8.2   The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:
- Talk to students about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

9.   Monitoring and Review

9.1   The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report.

9.2   All bullying records are recorded on CPOMs. When an incident occurs it is monitored through CPOMs and the alert feature, ensuring that actions occur in a timely manner.

Each term, the DSL produces a Safeguarding Trends report which shows trends in bullying behaviour. This report includes analysis and subsequent actions to address any concerns.

10.   Legislation and associated policies

10.1   Legislation

- The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

10.2   This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy Online Safety Policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

11. Further sources of information

11.1   The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT
Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Managing a Racist Incident against Students

1. Report as a Safeguarding concern

2. Pastoral Team take statements from staff, witnesses and perpetrator and log incident on CPOMS as a racist incident including scanned statements

3. Inform Principal who will confirm if the incident needs to be reported to police – see step 7
To consider: Wishes of the victim, prior concerns, incidents of similar behaviour and a clear rationale

4. Pastoral team to inform parents and log on CPOMS

5. 'Educate against hate' work with SSM/ HoS/DSL logged on CPOMS

6. Pastoral team work to seek student resolution and support apology– logged on

7. If confirmed by the Principal - report to police and log on CPOMs

8. Student Welfare Officer log on CZONE

9. Community plan with specific targets to be agreed with student and parents and logged on SIMS and CPOMS

REPEAT INCIDENT to be reported as a potential PREVENT concern
Racist incidents will be reported to the Local Board via the Principal's report (completed 3 times a year)

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2   Appendix 2. Put a STOP to Bullying Poster and 'Talk to Us' poster