



# Anti-bullying policy

## Statement of Intent

- 1) The Creative Education Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academies. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a “Telling” community. This means that anyone who knows that bullying is happening is expected to report it to someone they trust, which can be a member of staff, year leader or buddy. Knowing about incidents of bullying but not reporting them is unacceptable.
- 2) This policy is written from the perspective of pupils being the subject of bullying.

## Definition

- 3) ‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (*Preventing and tackling bullying*, DfE October 2014)
- 4) Examples of bullying include:
  - a) emotional - being intentionally hostile, unfriendly, excluding, tormenting; emotional bullying can be more damaging than physical bullying
  - b) physical – hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
  - c) racist - racial taunt, graffiti, gestures
  - d) sexual violence and sexual harassment - unwanted physical contact or sexually abusive comments; frequently linked with cyber-bullying, for example sexting
  - e) homophobic or gender-based bullying focused on sexual orientation or inappropriate use of language such as describing actions or objects as ‘gay’
  - f) racist, religious, special educational needs or disability – bullying focused on an individual’s characteristics



- g) verbal - name-calling, sarcasm, spreading rumours, teasing; discriminatory language of any type is unacceptable and will be challenged
- h) cyber - all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies including camera and video facilities.

### **Objectives**

- 5) To develop the skills necessary for pupils and staff to deal effectively with incidents as they arise.
- 6) To instil in all pupils the desire to eliminate any behaviour which can be construed as menacing, threatening or physically damaging.
- 7) To develop in all pupils a confident and sociable manner which enables them to look after their own interests, and those of their fellow pupils.
- 8) To create in parents a feeling of confidence that their children are safe in the academy and an assurance in the academy's ability to deal with any such problems.
- 9) To include pupil voice in making decisions about the academy's position on bullying.
- 10) To notify parents of those pupils involved in incidents of bullying, as perpetrators or victims, and the action taken by the academy.
- 11) To record incidents and action taken where appropriate.

### **Prevention of bullying**

- 12) The Principal/Headteacher will ensure that pupils develop a clear understanding about what bullying is, the impact it can have and how to prevent and report bullying. This will typically be through the PSHE curriculum and assembly programme.
- 13) All staff must be familiar with the academy's current policies to protect pupils from bullying and other forms of harm, specifically the anti-bullying policy, behaviour for learning policy and the child protection policy.



- 14) The Principal/Headteacher will ensure that all staff have a thorough understanding about how to prevent and tackle bullying through the academy's induction and professional development programme.
- 15) Creative Education Trust takes the protection of pupils from radicalisation very seriously. All staff are suitably trained and kept up to date in order that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The designated safeguarding lead provides guidance to staff to ensure that any concerns that a child might be vulnerable to radicalisation are referred to Channel when appropriate. The school will work closely with parents, unless it has specific reason to think that this would put the child at risk, to identify early signs of radicalisation, keeping them informed about any concerns in school and pointing them towards the right support mechanisms.

### **Anti-Bullying Procedures**

- 16) If parents or pupils have any concerns that bullying may be occurring, they should speak immediately with the child's class teacher. If a parent or child does not feel comfortable to do this, they should speak with any other member of staff.
- 17) It is the responsibility of every member of staff to ensure that any allegations or concerns reported to them are properly investigated. If they are unable to do this themselves, they must pass the case on to a member of the pastoral team or a senior leader. Pupils must be confident that incidents will be investigated fully and fairly.
- 18) Although most incidents of bullying will come to the attention of staff directly from pupils or parents, all staff must be vigilant in watching for activity both inside and outside lessons which might be evidence of bullying. They should look particularly for early signs of distress in pupils and follow this up to find out the cause. Any serious matters should be referred on to the Principal/Headteacher or a delegated senior member of staff.
- 19) Pastoral staff will make it clear that pupils may confide in them if they are experiencing problems of any kind. Pastoral staff also need to say that, if for any reason pupils are unhappy to talk to them, then other members of staff are available. The atmosphere should be receptive and sympathetic.
- 20) When a concern arises, the facts will be established, usually by asking any pupils concerned to write accounts of what has happened. In some cases false and exaggerated allegations will be made, whilst in others witnesses will give conflicting evidence. A judicious balance between the accounts of the alleged bully, the pupil



being bullied and reliable witnesses will need to be kept, taking account of personal knowledge of the children concerned.

- 21) Serious allegations of bullying should be dealt with by a member of the pastoral staff or a senior leader in the first instance, who will ensure that the Principal/Headteacher is made aware of the situation. The Principal/Headteacher will ensure that those members of staff investigating an allegation or concern are fully supported with expertise both within school and from external agencies as required.
- 22) Once the matter has been investigated, the unacceptable nature of any behaviour will be made clear to the bully and his or her parents. Any pupils whose behaviour is found to be unacceptable will be punished in line with the Creative Education Trust behaviour for learning policy and the academy's behaviour management procedures. The consequences of any repetition must be emphasised.
- 23) Parents of perpetrators and victims will be contacted by the academy and offered guidance, including signposting to external agencies, to support their children. Where the school deems it to be appropriate, pastoral support plans will be agreed with the pupils concerned and their parents. In all cases, a summary of the bullying and the academy's actions will be reported to the parents of both the perpetrator and the victim in writing.
- 24) Both the bully and the pupil being bullied will be advised and counselled about their future behaviour. In most cases pastoral staff are best placed to offer this and they will ensure that parents are aware of this process and are supportive of it.
- 25) The Principal/Headteacher will ensure that, following an incident, the perpetrators and victims are monitored and that any recurrence is dealt with swiftly and victims are supported to enable them to partake fully in normal academy life. Where the academy deems it to be necessary, a formal risk assessment will be carried out.
- 26) All Creative Education Trust academies must keep written records of all bullying incidents and the action taken. A summary of these records must be reported to the Academy Council/Rapid Improvement Board in the Academy Report at each Academy Council/Rapid Improvement Board meeting.
- 27) There will be occasions where, despite all efforts, problems continue. It is particularly difficult to deal with bullying or harassment that takes place outside an academy and, in these cases, the academy will advise parents to make contact with the police if they feel that this is appropriate or other supportive agencies. There are other circumstances, for example where the academy may be unable to



achieve the desired result. In such cases it is sometimes necessary to persuade pupils and parents that they need to change their aspirations and build up relationships with other pupils.