

1. Other relevant policies and documents

- Behaviour Policy
- Code of Conduct for Staff
- Complaints Procedure
- Equalities Policy
- Health and Safety Policy
- Managing Violence in Schools Policy
- Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies – DfE (2011)

2. Explanation of terms used in the policy

'Trust' = Seckford Education Trust

'School(s)' = all schools and settings within the Trust

'LAB' = Local Advisory Body

3. Purpose of the policy

This policy outlines the Trust's position in respect of the behaviour of children and young people across all its schools and settings. This policy covers the Trust and all its schools and settings as such there is no need for each school to have its own policy.

The Seckford Education Trust and our schools stand firmly opposed to bullying of any nature for any reason. This policy is designed to:

- Make clear the position of The Seckford Education Trust and our schools on issues of bullying and discrimination.
- Ensure pupils, students, staff and all stakeholders across all our schools and settings understand our definition of bullying.
- To ensure all pupils, students, staff and stakeholders understand how to report bullying.
- To outline the position of The Seckford Education Trust and our schools on preventing and responding to allegations of bullying.

4. Policy statement

The Seckford Education Trust is committed to ensuring that all pupils and students feel safe, supported and included in our schools. The Trust and our schools will work to ensure all pupils and students feel a part of their school communities and that these communities are welcoming, supportive and free of bullying. The Seckford Education Trust and our schools should be environments in which pupils and students or their parents/carers can feel comfortable and confident reporting incidents of bullying in the knowledge that they will be listened to, allegations will be investigated, and resolutions will be found.

The Seckford Education Trust and its schools operate a zero tolerance approach to bullying, and proactively promotes the fact that we do not tolerate any form of bullying. All students

and staff have the right to feel happy, safe and included, as stipulated in the Every Child Matters Framework.

Pupils, students and staff have the right to work in an environment without harassment, intimidation or fear.

Our aim is to provide inspirational, happy and comfortable environments, which positively encourage students to want to come and learn. Pupils, students are encouraged to inform a responsible adult that they feel comfortable with as soon as they suspect they or anyone else is being bullied. This would normally be a teacher / tutor or the Pastoral Team.

Respect for each other is vital. Everyone has a right to maintain their dignity and their values. Each one of us has to acknowledge, understand and respect every other individual. Bullying is when the actions by one person against another are perceived to cause them harm. Bullying is also persistent and deliberate repetition of actions that are perceived to cause harm.

The actions may be by one or more individuals. Relationships between young people can and do break down from time to time. To minimise the number of times that these differences lead to bullying requires each individual to respect other. By encouraging, modelling and maintaining respect we can avoid teasing, ignoring and name calling thus ensuring everyone is treated fairly.

The aims of the Anti-Bullying Policy are to:

- provide a caring and supportive environment for all children;
- enable all pupils students to develop the personal skills necessary to deal with bullying if they encounter it;
- enable students to recognise actions that may lead to bullying and therefore prevent bullying behaviour;
- encourage pupils and students to take appropriate action if they see bullying behaviour;
- promote positive strategies to combat bullying and restore positive relationships.

5. Defining 'bullying'

5.1 Definition

The Seckford Education Trust and our schools define bullying as any repeated behaviour which is intended to hurt someone either physically or emotionally. This definition of bullying applies to all pupils, students and employees of the Seckford Education Trust and our schools and also to any other stakeholders including, but not limited to, parents/carers or other agencies.

This policy will apply at any point whilst a child is registered as a pupil or student at our schools. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

It is important for all staff and students to be aware of what the school means by 'bullying'.

Bullying can take many forms, and may include, but is not limited to four main categories.

These being:

- physical: hitting, kicking, taking belongings;
- verbal: name-calling, ie, racist, homophobic, disability-related remarks
- indirect: spreading nasty stories, excluding somebody from social groups;

- virtual (cyber-bullying): threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet, interactive and digital technologies or mobile phones.

"Bullying" usually, but not exclusively, has three common elements:

- It is deliberately hurtful;
- It is repeated, often over a long period of time;
- It is difficult for those being bullied to defend themselves.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within the Trust and its schools particular attention will be paid to:

- Racial harassment and racist bullying;
- Sexual bullying;
- The use of homophobic language;
- Bullying of students who have special educational needs or disabilities.

The Seckford Education Trust and our schools believe that any behaviour which intends to cause harm or upset is unacceptable and that all forms of discrimination are wrong. Though bullying, by definition, is the repeated performance of these behaviours, both The Seckford Education Trust and our schools will have behaviour policies detailing how these behaviours will be handled in one-off or sporadic instances.

5.2 Role of the Head of School

The Head of School has a legal responsibility to ensure their school has an Anti-Bullying procedure in place. The Head of School will ensure that:

- All staff are trained in how to identify, report and respond to incidences of bullying.
- The development of anti-bullying strategies is discussed with the school's senior leadership team.
- Any sanctions for bullying appropriately reflect the nature of the incident.
- Any complaints about the efficiency or effectiveness of investigations into bullying are listened to and responded to.
- Information around bullying is tracked and shared with the Trust Designated Safeguarding lead to inform anti-bullying policy and procedure across The Seckford Education Trust.

5.3 All staff

All staff are responsible for the day-to-day implementation of the Anti-Bullying Policy and procedures. All staff are expected to be vigilant and persistent in identifying, reporting and supporting those involved in bullying.

6. Preventative measures

Clearly the best way to deal with bullying is to prevent it occurring. The Trust and its schools will actively seek to prevent bullying by:

- Encouraging considerate behaviour and rewarding such behaviour with praise and rewards;
- Actively engaging students and pupils in meaningful activities inside and outside the classroom to avoid boredom;
- Staff providing role models of considerate and non-bullying behaviour;
- Providing a physical environment which is secure, safe and easily supervised;
- Providing space for students to avoid overcrowding. Providing a range of environments during breaks;
- Raising the awareness of bullying and its consequences amongst students and staff;
- Ensure all staff receive current training in the prevention of cyber-bullying;
- Provide training for parents and carers to enable them to monitor and 'spot' cases of cyber bullying at home. The Trust will ensure that there is a CEOP Ambassador in at least one of its SET Schools;
- Making clear to pupils students the consequences of being labelled a 'bully';
- Assemblies with themes of friendship, co-operation and building self-esteem, to encourage these ideals;
- Activities which emphasise co-operation;
- Embedding with the Trust a culture of restorative approaches, used to both prevent occurrences of bullying and restore relationships.

The appropriate action may vary greatly. It will range from counselling from the teacher / tutor to a formal suspension. In all cases of bullying, parents / carers will be involved and counselling will be given to those students involved. The most severe action may be taken against those students involved in bullying. The victims of bullying will receive help and guidance from the staff at the School.

7. Dealing with bullying incidents

Anti-Bullying advice for pupils and students: what should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying. If you feel you are being bullied:

- try to stay calm and look as confident as you can;
- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away;
- tell your family;
- if you are scared to tell an adult on your own, ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying;
- don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about:

- what has happened to you;

- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

If you need to report bullying out of school, or want to talk to someone totally unconnected with school, please contact **Childline** on freephone **0800 1111** or **www.childline.org.uk**

Remember: we can only help you if we know about the problem. Don't stay silent!!

Pupils and students who have been bullied will be supported:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will interview the pupil / student (or pupils / students) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils and students to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate; students will be involved to help us find solutions to the problem. This will encourage pupils and students involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our Trust Behaviour Policy.
- We will advise pupils and students responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents / carers of the pupils and students involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following half term.

Students and pupils who have bullied will be helped by:

- discussing what happened and how to resolve the situation;
- a programme to develop positive interpersonal skills;
- discovering why the students and pupils became involved;
- establishing the wrong doing and need to change;
- Being offered the opportunity for a restorative conference to share how they have been affected and to restore a positive relationship;

- informing parents or carers to help change the attitude of the student or pupil.

The following disciplinary steps may be taken:

- official warnings to cease offending;
- exclusion from certain areas of school premises;
- removal from lessons;
- minor fixed-term exclusion;
- major fixed-term exclusion;
- permanent exclusion, a decision taken by the Head of School.

Beating the cyber-bullies: top tips for teaching staff:

- Integrate anti-cyber-bullying work into your existing citizenship, PSHE lessons;
- Place computers where screens are visible and students and pupils can be easily supervised;
- Insert CEOPS link onto website, include information regarding link into Tutorial, PSHE lessons and assemblies.
- Encourage pupils students to think about their own cyber safety, for example not sharing passwords, being careful about what personal information they put in the public domain, and not meeting up with people who have contacted them online;
- Encourage pupils and students to set privacy settings on social media sites to ensure their information is kept private.
- Explain to pupils and students that if they do experience cyber-bullying, they should tell someone about it and keep evidence by saving text messages and e-mails, or taking screen grabs and recording website URLs;
- Ensure cases of cyber bullying are passed to the relevant DSL or ADSL in each school.
- Urge pupils and students to take regular breaks from e-communications; to have periods when they are not contactable by phone, e-mail or IM;
- Encourage pupils and students to develop a healthy skepticism of the internet. Use examples to show that not everything they read is true and that people may not be who they claim to be;
- Emphasise to pupils and students that when accepting 'friends' on social networking and IM sites, quality is more important than quantity;
- Remember that, as with other forms of bullying, both the victim and the bully may need emotional support.

Bullying will be dealt with through the 'Restore and Review' procedures outlined in the Trust Behaviour Policy.

8. Bullying outside of the school premises

By law, heads of school have the power to respond to and manage pupil and student behaviour outside of school sites.

The definition of bullying shared above is therefore applied both on and off the premises of our schools and the seriousness of an allegation will never be lessened by it taking place off-site.

The bullying may involve pupils / students from our own schools or pupils / students from other schools or by people who are not at school at all. Where a pupil / student or parent / carer tells us of bullying off the school premises we will determine the best course of action which may include:

- Talking to students about how to avoid or handle bullying outside of school;
- Talking to the Head of School of another school whose students are bullying;
- Talking to the transport company about bullying on buses;
- Talking to the police.

We will refer to both the Trust Behaviour Policy and Anti-Bullying Policy when determining the next steps.

9. Help organisations

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
Childline	0800 1111 & www.childline.org.uk
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	http://www.bullying.co.uk
Beat Bullying	http://www.beatbullying.org/
Thinkuknow (cyberbullying)	http://www.thinkuknow.co.uk/

10. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Head of School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

11. Compliance and performance monitoring

The Trust Designated Safeguarding Lead in conjunction with the Trust Leadership Team will review this policy on an annual basis to assess its implementation across the Seckford Education Trust and the effectiveness of the policy.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit
- Random testing by line managers