

Ormiston Academies Trust

## Ormiston Endeavour Academy Anti-bullying policy

### Policy version control

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## 1. Introduction

- 1.1. Bullying or harassment of any kind is unacceptable, whether it is on or off the academy site or in the online or offline world.
- 1.2. It will never be seen as 'just banter'.
- 1.3. If bullying or harassment does occur, all children should be able to inform a trusted adult in the academy and know with confidence, that incidents will be treated seriously, promptly and effectively.
- 1.4. It is an expectation of anyone who knows that bullying is taking place to ensure that it is reported and acted upon using the appropriate academy processes and procedures.
- 1.5. Everyone must understand what bullying is and the impact it has on those who have been bullied and those who have bullied.
- 1.6. Everyone must know that there will be ongoing care and support for both victim and alleged perpetrator.
- 1.7. All adults have a duty to support children to practice and build the skills that create better relationships.
- 1.8. We also recognise that children develop and mature at different stages and ages; some require additional support, guidance and reasonable adjustments to be made in line with the Equalities Act.

## 2. Behaviour principles

*(see also Behaviour for Learning Policy)*

- 2.1. Underpinning this policy are the beliefs that everyone has the right to:
  - Recognition of their unique identity
  - Be treated with respect and dignity
  - Learn and work in a safe environment
  - Be protected from harm, violence, assault and acts of verbal abuse
- 2.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of behaviour and effective systems that incentivise good conduct and deter poor behaviour.
- 2.3. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.
- 2.4. Through our restorative approaches practice, we will develop children's ability to empathise, reflect and take responsibility for their own actions.
- 2.5. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

- 2.6. We expect all to show their respect for each other and behave in a way that supports each other's learning.
- 2.7. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.
- 2.8. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to.
- 2.9. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.
- 2.10. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. They may also be an indication that a child is being bullied themselves or are victims of abuse. Some children require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time.

## 3. Context

3.1. This policy takes into account the following legislation, statutory and non-statutory guidance (this list is not exhaustive):

- Keeping Children Safe in Education, 2022
- Sexual violence and sexual harassment between children in schools and colleges, 2021
- Special Educational Needs Code of Practice
- Education and Inspections Act, 2006
- Equality Act, 2010
- Children Act, 1989
- Protection from Harassment Act, 1997
- Malicious Communications Act, 1988
- Public Order Act, 1986
- Communications Act, 2003
- Human Rights Act, 1998
- Crime and Disorder Act, 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2020

### 3.2. Related Academy policies

3.2.1. This policy should be read in conjunction with the academy

- Child Protection and Safeguarding policy
- SEND Policy
- Behaviour for Learning policy

- E-Safety and E- Security policy
- Exclusion policy

## 4. Policy aims

### 4.1. The aim of this policy is:

- 4.1.1. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded
- 4.1.2. To ensure governors, staff, parents/carers and children have an understanding of what constitutes bullying
- 4.1.3. To ensure that all bullying is taken seriously, and acted upon promptly and effectively
- 4.1.4. To inform, staff, parents/carers and children what to do when bullying occurs
- 4.1.5. To ensure procedures and structures are clear, understood and used consistently by all
- 4.1.6. To facilitate highly effective collaboration with parents, carers, and children to ensure that persistent bullying behaviours are challenged
- 4.1.7. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way.
- 4.1.8. To ensure that children are supported and guided in the skills to develop positive relationships

## 5. Definitions

### 5.1. Bullying

- 5.1.1. There is no legal definition of bullying.
- 5.1.2. Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- 5.1.3. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening.
- 5.1.4. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- 5.1.5. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

### 5.2. What bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

5.3. These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them

5.4. We recognise that bullying can be in several forms:

- Child to child
- Adult to child
- Child to adult

## 5.5. Sexual harassment

5.5.1. This is defined in the DfE advice Sept 2021 'Sexual violence and sexual harassment between children in schools and colleges' as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'

5.5.2. Sexual harassment is a form of child-on- child abuse/ bullying.

5.5.3. All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

# 6. Types of bullying

## 6.1. The law

6.1.1. Some forms of bullying are illegal and will be reported to the police.

6.1.2. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

6.1.3. Bullying can manifest in many different ways, (see appendices 1+2 for further information) ▪

Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.

- Physical - pushing, kicking, hitting, punching or any use of violence. ▪ Emotional - being unfriendly, excluding, tormenting ▪ Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.

- Trans - bullying based on prejudice or negative attitudes, views, or beliefs about trans people
- Gender - bullying because of their gender or gender identity or because they may not be perceived to conform to typical gender norms
- Faith - because of their religion
- Social class – because of their background or social class
- Homophobic - because of or focusing on the issue of sexuality.
- Ability - because of or focusing on learning and/ or physical disabilities.
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology

## 7. Children's voice

7.1 Students have played a key role in determining the Academy's core values, which underpin our behaviour for learning across the Academy.

### *building* ASPIRATIONS

Our vision is to equip all individuals to be determined, self- motivated, effective and engaged learners, overcoming any barriers to their aspirations.

### *achieving* EXCELLENCE

Our vision is to create a learning environment where all students and staff can excel. This is an environment where learning is conducted with passion and interest and where success is valued by all.

### *Fostering* KINDNESS

Our vision is to ensure all members of our community feel the respect and kindness of their childs, celebrate diversity, strive for equality and have a voice which they use as a force for positive change.

All student behaviours should seek to ensure these values are adhered to.

## 8. Roles and responsibilities

### 8.1. Trustees and governors

- 8.1.1. The trustees and governors will oversee the policy, ensure its implementation and review its content on an annual basis.

### 8.2. Principal

- 8.2.1. Will ensure that

- All staff, children and parent/carers are aware of and follow this policy
- All incidents of bullying are recorded



- Relevant data is collected, analysed and used to support improvements in policy and practice
- Governors receive termly reports to include information on bullying in relation to protected characteristics
- A senior leader has responsibility for behaviour including anti-bullying policy and procedures
- Sanctions imposed for bullying are proportionate and reflect the serious nature of the incident and are in line with the behaviour for learning policy and child protection and safeguarding policy
- All children are supported to develop effective communication and relationship building skills
- All staff have training on recognising, reporting and responding to bullying.

### 8.3. All staff

#### 8.3.1. Are responsible for

- Reading, understanding and following this policy
- Ensuring they take a zero - approach to bullying behaviours and never dismiss it as 'banter'
- Ensuring all incidents of bullying are recorded on CPOMS
- Taking all incidents of bullying seriously and deal with them promptly and effectively
- Be aware of the indicators that someone is being bullied
- Taking part in relevant staff training
- Promoting a culture of anti-bullying

### 8.4. All children

#### 8.4.1. Are responsible for

- Following the academy code of conduct and behaviour for learning policy
- Reporting incidents of bullying
- Being an upstander not a bystander (see appendix 4)

## 9. Reporting

9.1. The academy recognises that it needs to provide a variety of means for children to report bullying that is happening to them including a means of anonymous reporting

9.2. In our academy the following are in place to support children to report bullying

- Talk to any member of staff
- Complete an incident statement form
- Speak with a student mentor
- Use the online tool to report bullying

## 10. Responding to bullying

### 10.1. Procedures for dealing with bullying

#### Allegations of bullying:

If an allegation of bullying occurs, the academy will:

- Take it seriously
- Investigate as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the principal
  - Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- Discuss the matter with both parties, using restorative techniques
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

#### Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice.
- Reassuring the child
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a child mentor if appropriate.
- Referral to outside agencies where appropriate
- Offering continuous support and advice to parents/carers
- Being informed about the outcome of the investigation into their concerns.
- Including children's services where appropriate (e.g. where there are linked child protection concerns)

#### Students who have bullied will be helped by:

- Discussing what happened.
- Discovering why the child became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the child
- Involving other agencies, including police and children's services, to support a change in behaviour.  
Where appropriate
- Attend a restorative meeting with the victim (both must agree freely to this)

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses will be interviewed separately

- Members of staff will ensure that there is no possibility of contact between the children interviewed, including electronic communication
- If a child is injured, they will be given medical attention immediately
- Interviews will be conducted in a room which allows for privacy
- Staff will take a statement from each child involved
- All concerned children will be informed that they must not discuss the incident with children
- staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 10.2. Bullying which occurs outside school premises

- 10.2.1. Academy staff members have the power to discipline children for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate children's behaviour in those circumstances.
- 10.2.2. This may include bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on.
- 10.2.3. The principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a child.
- 10.2.4. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- 10.2.5. While academy staff members have the power to discipline children for bullying that occurs outside the academy they can only impose the disciplinary sanction and implement that sanction on the academy premises or when the child is under the lawful control of academy staff, for instance on a trip.

## 10.3. Online/cyber bullying

- 10.3.1. Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.
- 10.3.2. The academy will promote an understanding about online bullying through the academy's online safety curriculum, assemblies, through PHSE programme.
- 10.3.3. Children will be taught how to recognise online bullying and how to take action.
- 10.3.4. Victims of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

## 10.4. Recognising the signs that someone is being bullied

(see appendix 3 for details)

## 10.5. Sanctions

- 10.5.1. For students who have demonstrated bullying behaviour, the academy's behaviour for learning policy will be followed.
- 10.5.2. In addition, using restorative practices in line with the ethos and culture of the academy, a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.
- 10.5.3. If the Head of Year / Assistant Head of Year is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 10.5.4. The Head of Year / Assistant Head of Year informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.
- 10.5.5. If possible, the Head of Year / Assistant Head of Year will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- 10.5.6. The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 10.5.7. Parents/carers are informed of bullying incidents and what action is being taken.
- 10.5.8. The Head of Year / Assistant Head of Year informally monitors the pupils involved over the next half-term.

## 11. Recording

- 11.1. The academy will ensure that detailed bullying logs are kept and analysed to look for trends and patterns so that actions can be taken to reduce bullying in the academy.
- 11.2. All incidents will be recorded through CPOMS and a record kept of the number of incidents of bullying together with the outcomes. Data on bullying incidents will be shared with the Governing Body.

## 12. Curriculum

- 12.1. Through the curriculum and other means, such as assemblies and anti-bullying week, the academy will ensure children know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach children how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander in bullying (see appendix 4).

- 12.2. It will also teach, age and stage appropriately, skills including self-regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.

## 13. Equal Opportunities

- 13.1. Staff will ensure that no child involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

## 14. Vulnerable children

### 14.1. SEND and EAL

- 14.2. At Ormiston Endeavour Academy we continually monitor our SEND pupils through the regular onetwo-one review meetings, engagement of the SENDCo and Assistant SENDCo, daily through Personal Tutors and Heads of Year
- 14.3. We recognise that it might be more difficult for some students with SEND or EAL to express their concerns about bullying therefore we have put in place the following additional arrangements to support reporting of incidents
- 14.4. At Ormiston Endeavour Academy we recognise that some pupils with SEND may have difficulties in reporting their experiences of bullying. This may be because they are unable to recognise that they are being bullied, they may not be able to verbalise that they are being bullied or they may experience increased feelings of anxiety which prevent them from 'speaking out'. Nonverbal early signs that a pupil with SEND is being bullied may include withdrawn behaviour, a deterioration in work, poor attendance, complaints of feeling ill, general unhappiness or anxiety and 'clingy' behaviour around adults.
- 14.5. To ensure that staff are alert to the bullying of pupils with SEND we will ensure staff receive regular training on spotting the signs, identifying at risk pupils, holding regular 'check in' meetings.
- 14.6. To ensure that pupils with SEND can recognise and report that they are being bullied we will all pupils with SEND receive additional guidance on how to report bullying.
- 14.7. Any strategies to address incidents of bullying must consider the needs of pupils with SEND. At Ormiston Endeavour Academy we will support pupils with SEND to protect themselves and/or recover from incidents of bullying through using the following strategies through child to child support, befriending initiatives, support groups, mediation by adults or children, assertiveness training, restorative approaches. 7.8. These strategies will be adapted as necessary to meet any pupil with SEND.

## 15. Consultation

- 15.1. The following were consulted in the production of this policy

- Regional Directors

- Designated Safeguarding Leads
- Principals
- Children – School Council (which is informed from Form representatives)

## 16. Management of the Policy

16.1. Nothing written in this policy overrides the academy's duties under legislation.

16.2. The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

16.3. Its effectiveness will be monitored termly by the governing body.

16.4. The principal will report on anti-bullying activity and progress within the academy to the governing body termly.

## 17. Feedback on this policy

17.1. Staff are encouraged to feedback to Ormiston Academies Trust directly through email at any point in the year [policies@ormistonacademies.co.uk](mailto:policies@ormistonacademies.co.uk) and through direct communication to the Principal.

## 18. Complaints

18.1. The academy is committed to dealing effectively with any concerns or complaints about the provision of facilities and / or services. Please see the academy Complaints Policy for details.

## Appendix 1

### Type of bullying

Physical	This includes hitting, kicking, tripping or the destruction of a person's property. This may involve a group of children attacking another, but usually is seen as a larger, stronger child picking on a smaller child.
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Verbal	This includes repeated insults, teasing, name calling, sexual harassment or racist language. It also includes threats. Victims of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.
Alienation	This occurs when the victim's friends are encouraged to alienate the victim during any social break time or organised game. Treated like an outcast by their friends, the victim will have difficulty forming relationships and may be prone to isolation later in life. Children exhibiting this type of bullying behaviour may threaten their co-conspirators with a similar fate should they attempt to support the victim.
Covert	This is usually done behind the victim's back. This technique is meant to damage the victim's reputation and can include rumour-starting, mimicking the victim, playing unkind jokes with the intent to humiliate the victim, or making faces while the victim isn't watching. Covert bullying is the most frequently utilised form of bullying, and because adults may not be aware of it, it can be hard to control and stop.
Online/cyber	This can happen anywhere and at any time thanks to the access of the internet 24/7 both at school and at home. It can occur through text messages or over the internet and may be known only to the victim and the perpetrator, making it difficult to control. Children displaying bullying behaviours online are often the victims of real- world bullying and take their frustrations out on their victims behind the privacy of a computer screen or mobile phone.

## Appendix 2

### Types of online bullying

#### *Exclusion*

Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.

#### *Flaming*

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy. *Outing*

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is “outed” when his information has been disseminated throughout the internet.

### *Masquerading*

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

### *Harassment*

Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.

## Appendix 3

### Signs of being bullied

The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

- Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what’s wrong.
- Is afraid to use the internet or mobile phone.



- Is nervous & jumpy when a cyber message is received ▪ Gives improbable excuses for any of the above.

## Appendix 4

### Bystanders and upstanders

#### *Bystanders*

Someone who witnesses bullying, either in person or online, is a bystander. Friends, childs, school staff, parents, coaches, and other adults can be bystanders.

Children who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening.

There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

#### *Upstanders*

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – trusted adult school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference

## Appendix 5

### Useful links

- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Anti-Bullying Alliance](#)
- [Bullying advice | Bullying UK](#)
- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)

- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)