

Creating Tomorrow Anti-Bullying Policy Framework 26-28



ABOUT THIS DOCUMENT:

Purpose: This policy framework outlines how our schools across Creating Tomorrow aim to prevent bullying, however if bullying does occur how to support the victim and alleged perpetrator.

Though this is non-statutory policy, Creating Tomorrow expects that all schools adhere to this framework with the aim to ensure that all students, and staff, feel safe at school and that students, their parents/carers, staff, governors and trustees are aware of the processes used to prevent bullying and the processes used if bullying does occur.

Complied by: CEO	Date: Jan 22, Jan 24, Jan 26
Committee: N/A	Date agreed by: Feb 26
Review Cycle: Every 2 Years	Review Date: Feb 28

Creating Tomorrow Anti-Bullying Policy Framework 26-28

Wellbeing in our Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - *08000 856 148*
 - *educationsupport.org.uk*

We are committed to continuous improvement. All Trust policies are reviewed for their impact on staff wellbeing, ensuring our values are reflected not only in what we say, but in what we do.

Together, we create tomorrow by caring for one another today.

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

Contents

1. Aims and Ethos	3
2. Legislation and statutory responsibilities.....	4
3. Roles and responsibilities	Error! Bookmark not defined.
4. Definition of bullying	5
5. School ethos	Error! Bookmark not defined.
6. Responding to bullying	6
7. Involvement of students.....	10
8. Involvement and liaison with parents and carers	11
9. Monitoring and review: putting policy into practice.....	11
10. Links with other policies	11

1. Aims and Ethos

The governors, trustees and staff at Creating Tomorrow believe that every student has the right to learn in a calm, safe and caring environment. We strive to ensure that all students have the social and emotional skills to be successful when they leave school. There are times when relationships may be unsafe and bullying may be perceived to, or actually, occur. This policy therefore should be read in conjunction with the school's Relationship / Behaviour policies.

Schools may wish to adopt this policy fully, or adapt it further for their own context. Schools may also incorporate anti bullying into their behaviour / relationship policy.

All staff and students are expected to adopt and apply the school's values. The schools have a relationship / behaviour policy and expects everyone to follow the guidance within to develop positive relationships.

This policy aims to promote and embed individual school's Core Values, which are derived from the trust's core values of Respect, Inclusion, Community, and Empowerment, developing a rights-based culture, integrating the following , specific UNCRC articles:

- **Article 2 (Non-discrimination):** every child has the right to protection from all forms of bullying, regardless of their background or protected characteristics.
- **Article 12 (Right to be heard):** Student Voice and as a fundamental right, ensuring students are active participants in creating the anti-bullying culture, not just subjects of it.
- **Article 19 (Protection from violence, abuse, and neglect):** it is the Trust's responsibility to protect children from all forms of physical or mental violence.

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

School core values define how we expect all staff and students to conduct themselves on a day-to-day basis and act as a guide to promote safe and positive behavior, this applies to what happens in the classroom, on the playground and in the activities we deliver, including supporting students in managing medical needs.

Our overall aim is to enable students to feel safe and ready to learn so that they can become successful learners, confident individuals and responsible citizens.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the latest DfE statutory guidance "Keeping Children Safe in Education" and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The policy also has been written with understanding of Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

Policy objectives:

This policy outlines what will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

Windmill Hill School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

3. Legislation and Statutory Responsibilities

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

It is the responsibility of:

- There is a duty for the Trust to eliminate discrimination and harassment and victimisation, aligning with the Equality Act 2010 and the Public Sector Equality Duty
- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Students to follow this policy.

the duty to not only eliminate discrimination but also “harassment and victimisation,” aligning with the requirements of the Equality Act 2010 and the PSED.

4. Definition of bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”(DfE “Preventing and Tackling Bullying”, July 2017).

The Trust recognises bullying behaviour often stems from underlying trauma or unmet needs.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

5. School ethos

We fully recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Our school:

- Monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports staff to promote positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with physical difficulties. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy
- Requires all members of the community to work with the school to uphold the anti-bullying policy
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate.

6. Responding to bullying

The Trust recognises bullying behaviour often stems from underlying trauma or unmet needs. This aligns with the aim to "identify underlying issues" rather than just applying sanctions.

Rather than considering "managing behaviour", the trust expects staff to use Restorative Approaches for resolving conflict and so fostering relational safety, ensuring that both the victim and the perpetrator are supported to understand the impact of their actions in a safe, non-shaming environment.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved
- The DSL will be informed of all bullying issues where there are safeguarding concerns

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- When responding to cyberbullying concerns the school will (reflecting the latest UK Council for Child Internet Safety) standards:
 - Act as soon as an incident has been reported or identified
 - Refer to Childnet's Cyberbullying guidance as appropriate
 - 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:
 - looking at use of the school systems
 - Identifying and interviewing possible witnesses
 - Contacting the service provider and the police, if necessary
 - 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:
 - Submit 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 student' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: We will ensure that we follow the DfE guidance 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school 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 students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence (if appropriate) and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS)

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern, attempt to identifying any underlying issues and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults:

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
 - If online, requesting that content be removed
 - Instigating disciplinary, civil or legal action as appropriate or required. (Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety 9)
- Preventing bullying Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create "safe spaces" for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied, for example Restorative Approaches.

Education and Training

Schools will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

7. Involvement of students

Schools will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all students know how to express worries and anxieties about bullying
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Utilise student voice in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to students who have been bullied and to those who are bullying to address the problems they have

8. Involvement and liaison with parents and carers

Schools will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

9. Monitoring and review: putting policy into practice

Schools will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate, and report on a regular basis to the governing body on incidents of bullying, including outcomes.

10. Links with other school policies and practices

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

Relationship / Behaviour Policy

Complaints Policy

Child Protection and Safeguarding policy

Online safety and Acceptable Use Policies (AUP)

Curriculum and Learning and Teaching Policy

Mobile Phone and Social Media Policies

Exclusions Policy

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschoolsSEND
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25-cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff':

- www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying':

- www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

Creating Tomorrow

Anti-Bullying Policy Framework 26-28

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying