

Anti-Bullying Policy

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Control Sheet

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1.3	May 2024	Behaviour Leads at Kenton and Studio West	New policy developed – significant changes
1.4	June 2024	Director of Governance	Rebranded
1.5	September 2024	Lucy Roderick	Added Glossary

Rationale

Northern Leaders Trust strives to be a caring, positive and friendly community, creating a safe environment for all our students. We have high standards for our students and aim to provide a secure atmosphere in which they can achieve to their full potential. No student should be made to feel unhappy or unsafe which is why bullying of any kind is unacceptable in school. Where bullying does occur, students have the right to expect immediate action and for incidents to be dealt with promptly and effectively. In addition, anyone witnessing bullying in school is expected to report it to a member of staff. In the interests of all students the school will encourage positive appreciation of diversity within the community and take a robust stance against discrimination and abusive behaviour, in accordance with our Expectations for Learning Policy. As a school community we will not tolerate harassment of any kind. This policy aims to outline the key issues related to bullying in school.

Objectives of this policy

- All governors, teaching and non-teaching staff, students and parents should understand what bullying is.
- All the above should be made aware of the Trust's policy on bullying and follow it.
- To assure and reassure students and parents that the Trust takes bullying seriously and that they will be fully supported if issues arise.
- To make it clear that bullying will not be tolerated

What is bullying?

Bullying is repeated negative behaviour that is intended to make people feel unsafe.

Bullying can be:

- Verbal - The repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others such as name calling, sarcasm, spreading rumours, teasing
- Indirect - The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others
- Physical - The repeated negative use of body contact to intentionally hurt others such as pushing, kicking, hitting, punching or any use of violence
- Emotional - being unfriendly, excluding, tormenting
- Racial - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic/Biphobic - as above, because of or focusing on the issue of sexuality. Any incident that has an element related to a victim's actual or perceived sexual orientation
- Cyber - all areas of internet, social networking, and mobile threats by texts, messages, calls and images
- Disability: An incident with a dimension that is related to a victim's disability.
- Misogyny/misandry/transphobic: Any incident that has an element related to a victim's gender
- Religious Discrimination: Any incident that contains elements of prejudice or discrimination against a victim based on their religious heritage

Bullying is not

It is important to understand that bullying is not an odd occasional falling out with friends, occasional name-calling, arguments, or when the occasional 'joke' is played on someone. Students do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. However, we take all incidents which undermine the safety and well-being of students seriously.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

How we deal with bullying

Bullying is rare, however:

- All staff receive training on appointment and annual refresher training on dealing with student behaviour
- All students take part in special activities during the academic year to raise awareness and deal with any issues
- The curriculum is used to raise awareness of the nature of bullying – especially within the Personal Development curriculum (including the use of external organisations) but wider opportunities are taken across our curriculum to reinforce this message, for example, within English, History, RE
- The PSHE curriculum covers aspects of bullying so that students understand the differences between falling out with a friend and bullying
- Staff are vigilant in looking for key signs of bullying
- A clear procedure is in place for dealing with any bullying that is reported or witnessed
- Our pastoral team have a range of strategies and resources to help support the victims of bullying, including access to trained counsellors

Signs and symptoms of bullying

A student may indicate by signs of behaviour that they are being bullied. Staff and parents play an important role in identifying the signs that a student is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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
- regularly feels ill in the morning
- begins to perform poorly in school

- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (potentially to pay the bully)
- has dinner or other monies continually “lost”
- has unexplained cuts and bruises
- becomes aggressive, disruptive, or unreasonable
- is bullying other students or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- Arriving at school very early and/or fear of leaving school on time
- Reluctance to leave the classroom at break or lunchtime

These signs and behaviours could indicate other problems and need to be considered in conjunction with the Safeguarding and Child Protection Policy as well as being mindful of possible incidents of child on child abuse. It is important that any incident or concern is reported.

Strategies in place for supporting victims

1. Listen to what is being reported
2. Restore self-esteem and self confidence
3. Explore the incident in detail to find out if it was an isolated incident or a repeated act
4. Give reassurance to the victim that action will be taken
5. Contact parents if necessary and invite them to discuss the incident
6. Give the victim opportunity to talk about what has happened with an appropriate member of staff (year leader, form tutor or any other member of staff the student feels comfortable talking to)
7. Assign a key member of staff to ensure the student is able to report any future incidents.
8. Referral to in school counsellor or other in school support if deemed appropriate.

Strategies in place for supporting bullies

1. Identify the bully/bullies
2. Record all incidents of bullying on CPOMS – this is to include names of the victim and the perpetrator
3. The Year Leader will inform the Designated Safeguarding Lead and Assistant Principal for Deep Support and coordinate the response
4. Make all relevant staff aware
5. Give the bully the opportunity to talk about what has happened with a member of staff
6. Inform parents
7. Appropriate intervention will be delivered by trained staff
8. Repeat offences will result in appropriate sanctions being listed in line with the school’s behaviour policy. Persistent repeat offences could also lead to a suspension or permanent exclusion.
9. In the most extreme circumstances, we may need to seek advice from outside agencies e.g. Northumbria Police.

Dealing with issues:

First incident (behaviour or child on child abuse)

- Record the concern on CPOMS - a clear account of the incident should be written along with any actions taken.
- Once the bullying has been investigated the member of staff will record the outcome

Ongoing bullying

- the incident will be investigated by a member of the Pastoral Team - usually the student's Year leader
- sanctions will be issued after investigation and in line with the school's Expectations for Learning Policy
- parents will be informed

If appropriate, the school will involve the police (such as, a malicious communication online or a physical assault) and we may suspend our investigation whilst they conduct their own procedures.

The decision to involve the Police will be taken by a member of either the Pastoral or Senior Leadership Team

Expectations of students:

- Everyone has the right to be treated with respect and therefore all students are expected to treat staff and other students with compassion, dignity and respect in line with our Trust Values.
- Students are expected to only use kind words and actions
- Students are expected to stand-up to bullying by reporting any instances of it to a member of staff as soon as possible
- Students are expected to engage constructively, respectfully and maturely with our Personal Development programme at all times and respond positively to anti-bullying messages that are shared through our curriculum, assemblies and tutor times.

Key roles and responsibilities

Form Tutors will:

- ensure that a positive relationship is established with all members of the tutor group
- maintain open and responsive lines of communication with all parents/carers of their tutees
- proactively promote themselves as the first 'port of call' for any concerns regarding bullying within their tutor group
- provide advice, support and compassionate assistance to any student who reports bullying
- once they are aware of any incident to follow the processes for reporting, providing pastoral care and follow up as outlined in this policy
- provide regular check-ins with the affected tutees (whether they be victims or perpetrators) and their parents to ensure ongoing monitoring of student well-being

Pastoral Team will:

- monitor information from members of staff on individual students who are causing concern (both victims and perpetrators of bullying)
- ensure that immediate investigation of the allegation occurs
- ensure that initial communication occurs with the parents of the victim to ensure that they are able to support their child at home (including arranging safe collection from the school if needed)
- ensure clear communication with tutors to ensure pastoral support is in place and follow-up communication with parents takes place
- run discussion groups and work with students who have been identified as perpetrators of bullying in order to prevent future incidents

Pastoral Leaders will:

- have oversight of all ongoing investigations into bullying incidents
- lead on dealing with cases of bullying within their year groups and co-ordinate across year groups as needed.
- co-ordination of outcomes including support and sanctions as well as timely ongoing parental communication
- ensure that bullying data is reviewed and acted on
- in collaboration with the Pastoral Senior Leaders and other staff seek opportunities to promote the anti-bullying strategy via assemblies, displays and promotion of national awareness campaigns.
- where appropriate (if the student and victim are in agreement) use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. Where used, this will be conducted in a safe and supported environment with trained members of staff. Agreements would then be reached which would allow a new relationship to be established.
- refer vulnerable students to appropriate services, e.g. counselling. - where wider family support is required, it will be delivered through the Early Help process or Pastoral Support Plan.

Senior Leaders will:

- review data in order to focus on the issues arising during the term and ensure appropriate intervention and education are implemented for all students
- respond to student and parent voice to review and amend anti-bullying policy and practices
- monitor, review and update the Anti Bullying policy and incidents of bullying in order to ensure the safety of all members of the school
- ensure that all staff have a clear understanding of the Anti-Bullying Policy
- ensure that the policy is implemented through year leader line management, inclusion and pastoral meetings
- strive to enhance the quality of safeguarding work in relation to bullying
- consult parents about their child's safety and well-being at least once a year, for example, through parents' surveys

The Principal will:

- along with the Governing Body, ensure that the policy and its related procedures and strategies are implemented
- ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- take appropriate action in any cases of discrimination

Governors will:

- ensure that the school complies with all relevant legislation, including the general and specific duties.
- ensure that an Anti-Bullying Policy is in place and is reviewed annually.
- ensure that the policy and its related procedures and strategies are implemented.
- ensure that any serious incidents of bullying are communicated in the termly governors report
- ensure that bullying instances are monitored and are being acted on

Strategies in place to prevent bullying:

Bullying prevention is embedded into the curriculum and students are offered opportunities to:

- Understand and celebrate diversity.
- Understand what protected characteristics are
- Understand about British Values
- Understand the risks online
- Learn about equality in a variety of curriculum areas.
- Develop an understanding of global citizenship
- Understand the power of language particularly relating to the verbal abuse of anyone
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other
- Recognise and challenge prejudicial attitudes and behaviour
- Develop emotionally and intellectually.
- Developing students' emotional resilience in order that they can successfully manage their day-to-day relationships with peers.

Form /tutor time and assemblies are used to promote an inclusive ethos that ensure all are valued, challenged and inspired as well as to communicate our anti-bullying messages.

Seating plans are carefully considered in lessons to ensure that a calm, safe and purposeful learning environment is maintained.

At the end of lessons staff supervise the movement of students in the corridor near their classroom, stairwells and into and out of their classroom.

During break and lunch times students are supervised to ensure that they are safe.

Students are not permitted to use mobile phones on the school site, this is in part to prevent cyber-bullying.

Visual messaging around the school to re-enforce expectations and responsibilities toward others, for example, The One Trust Rule: Be engaged, Be Kind, Be Safe

All the above aspects are delivered to students through a comprehensive PSHE curriculum as well as through assemblies, positive staff attitudes in lessons and student role models such as the Junior Leadership team and Student Council

Parents

Where parents and carers are concerned or suspect that their child is a victim of bullying behaviour, they should contact their son/daughter's form tutor or head of year to discuss the issue.

Role of parents and carers in supporting their child (either as victim or as perpetrator of bullying)

- regularly speak to their child in order to pick up any concerns
- be aware of and support the school's anti-bullying policy and procedures and use these to assist their child in understanding what bullying behaviour is
- support and accept the school's actions in investigating and dealing with cases of bullying.
- work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the school's anti-bullying policy and procedures
- engage in the Early Help process if additional support is required.
- be responsible for monitoring their child's e-communication and social media use.

Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report features on Facebook, red flag on YouTube or report to the local police.

Support and sanctions

Where incidents of bullying have been identified, support will be offered to the victims by the Pastoral Team. This may range from ongoing support, monitoring and communication with home by form tutors or Year Leaders, through to mentoring provision or counselling.

For perpetrators pastoral support will be offered, along with seeking parental support, to challenge and change attitudes and behaviours that led to the incident of bullying occurring. In line with the sanctions outlined in the Expectations for Learning Policy it is likely that a sanction will also be put in place which, depending on the severity of the incident, can range from initial detentions through to periods of both internal and external suspensions. For repeated incidents of bullying, despite education and consequences having been put in place, sanctions such as a permanent exclusion will be considered.

Record keeping and appeals about bullying.

All members of staff are responsible for maintaining an accurate record of any incidents that they investigate on student records for both the victim and perpetrator.

Complaint Procedure

At all times the school will seek to work with parents and students to ensure that incidents of bullying are dealt with to the satisfaction of all concerned. Concerns about the management of any incident of bullying should be referred to the Vice Principal (Pastoral) initially. Any complaint will be dealt with through the Complaints Policy which is available on the school website.

Additional support for students and families.

There are lots of organisations that provide support and advice if you're worried about bullying:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)

APPENDIX A – GLOSSARY OF TERMS

Term	Definition
Homophobic	Adjective describing attitudes, actions, or beliefs that are hostile, prejudiced, or discriminatory towards individuals who are attracted to members of the same sex.
Biphobic	Adjective describing attitudes, actions, or beliefs that are hostile, prejudiced, or discriminatory towards individuals who are attracted to both same-sex and opposite-sex partners.
Transphobic	Adjective describing attitudes, actions, or beliefs that are hostile, prejudiced, or discriminatory towards transgender individuals or those who do not conform to traditional gender norms.
Misogyny	Noun referring to the dislike of, contempt for, or ingrained prejudice against women.
Misandry	Noun referring to the dislike of, contempt for, or ingrained prejudice against men.
Lesbian	Noun referring to a woman who is attracted to other women.
Gay	Adjective describing a person who is attracted to members of the same sex; often used to refer to men but can apply to anyone. As a noun, it refers to a man who is attracted to other men.
Straight	Adjective describing a person who is attracted to individuals of the opposite sex.
Cis	Short for "cisgender"; adjective describing a person whose gender identity aligns with the sex they were assigned at birth.
Queer	An umbrella term used to describe a range of sexual orientations and gender identities that are not heterosexual or cisgender; also used by some to reject traditional categories.

Bisexual	Adjective describing a person who is attracted to both same-sex and opposite-sex partners; can also be used as a noun to refer to individuals who identify with this sexual orientation.
Transgender	Adjective describing a person whose gender identity differs from the sex they were assigned at birth; can also be used as a noun to refer to individuals who identify as such.