

Date of last review	May 26	Review period	1 Year
Date of next review:	May 27	Owner	Designated Safeguarding Lead



Anti-bullying Policy and Guidance

Enabling a world of freedom, opportunity and fulfilment

History of Policy Changes

Date	Page	Change	Origin of Change
14.01.23	3	Personnel name updates; KCSIE update; definition of bullying update	Safeguarding Lead
14.01.23	4, section 2	Updates to third, fifth and sixth bullet points	Safeguarding Lead
14.01.23	8, section 4.1	Update to second bullet point	Safeguarding Lead
14.01.23	9, section 4.2	Update to fourth bullet point	Safeguarding Lead
14.01.23	9, section 4.4	Update to second bullet point	Safeguarding Lead
14.01.23	12	Addition of Anti-bullying Charter	Safeguarding Lead
22.10.23	3	Updated KCSIE date	Safeguarding Lead
15.10.24	All	Widespread changes to incorporate new operating procedures	Safeguarding Lead
22.04.25		Minor formatting changes only	Safeguarding Lead

Contents

History of Policy Changes	2
Key Contacts	3
School ethos	3
Definition of bullying	3
Forms of bullying covered by this Policy	3
Policy Objectives.....	3
Links with other Academy policies and practices.....	4
Links to legislation	4
Responsibilities	4
Our Community	4
Reporting bullying	5
Responding to bullying	5
Cyberbullying.....	5
Supporting students	6
Supporting adults	6
Preventing bullying.....	7
Environment	7
Policy and Support.....	7
Education and Training.....	7
Involvement of students.....	8
Monitoring and review: putting policy into practice.....	8
Useful links and supporting organisations	9

Key Contacts – safeguarding@sarumacademy.org

- Officer responsible for the policy: Iain Parsons (DHT/DSL)
- Designated Safeguarding Lead: Iain Parsons
- Lead DDSL: Martha Hawkes (Head of Student Welfare)
- Deputy Designated Safeguard Leads: Mrs Towers-Warner, Mr Pearce, Mrs Hinks, Mr Gale and Miss Brosnan.

School ethos

Sarum Academy recognises that 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 wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where students are able to learn and fulfill their potential.

Definition of bullying

Sometimes there is a misunderstanding about the meaning of bullying. One-off incidents, whilst they may be very serious and will always be dealt with, do not fall within the definition of bullying. Bullying is *“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). At Sarum Academy we apply this as STOP, Several Times On Purpose.

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.

Forms of bullying covered by this Policy

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

- Bullying related to race, religion, nationality or culture
- Bullying related to somebody’s special education needs
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

Policy Objectives

This policy outlines what Sarum Academy will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of representatives from the whole school community. Sarum Academy is committed to developing an anti- bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other Academy policies and practices

This policy links with a number of other Academy policies, practices and action plans including:

- Behaviour for Learning Policy
- MLP Complaints Policy
- MLP Equality Information and Objectives
- Safeguarding and Child Protection Policy
- MLP Whistleblowing Policy

Links to legislation

There are a number of 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

Responsibilities

It is the responsibility of:

- The Academy Leader to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of staff has been identified to take overall responsibility.
- The Academy Governance Committee (AGC) 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 and report any concerns immediately via CPOMS
- Parents/carers to support their children and work in partnership with the school and to report any concerns of bullying to their child's tutor or Head of Year

Our Community

- 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; 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 anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Reporting bullying

If students, staff or parents have any concerns around a child being bullied or a victim of prejudice they should either;

1. Look to support the young person and suggest they use their 'go to' person.
2. Inform the child's HOY or tutor.
3. Tell any other appropriate adult

Email STOP@sarumacademy.org naming the child and outlining concerns.

Responding to bullying

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 staff member will record the factual details on CPOMS as presented to them and pass them to the student's Pastoral Leader.
- Student statements may be recorded and given to the key adult. Confidentiality will be considered so students can feel safe and confident to report incidents of bullying without repercussions from the other students.
- Bullying allegations will be investigated speedily and thoroughly by relevant staff. The school will inform other staff members and parents/carers where appropriate.
- Consequences and support for individuals 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)
- Where the Academy is made aware of bullying taking place off school site or outside of normal school hours (including cyberbullying), the Academy will ensure the concern is investigated. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with the Academy's Behaviour for Learning Policy.

Cyberbullying

When responding to cyberbullying concerns, the Academy will act as soon as an incident has been identified.

We will 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.

- We encourage the person being bullied to keep any evidence of the bullying activity to assist any investigation.
- We will 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 and contacting the service provider and the police, if necessary.
- We will work with individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support 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 students' electronic devices, in accordance with the law.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- We will ensure that consequences are applied to the person responsible for the cyberbullying where necessary. 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.
- We will inform the police if a criminal offence has been committed.
- We will 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 support.
- Offering an immediate opportunity to discuss the experience with their teacher, a member of the safeguarding team, or a member of staff of their choice.
- Being advised to keep a record of bullying as evidence 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 being assigned a key adult, working and speaking with staff, offering group work, engaging with parents and carers.
- Being given the opportunity to have a restorative meeting.
- 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 Specialist Children's Services, or support through the Thrive Project or Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying may also be victims and will be helped by:

- Discussing what happened, establishing the concern 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.
- Implementing consequences, in line with Academy's Behaviour for Learning Policy.
- Taking part in a restorative meeting if the victim agrees.
- 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 Police or referrals to Early Help, Specialist Children's Services, or any other external agency.

Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an opportunity to discuss the concern with a member of the safeguarding team, a member of the Senior Leadership Team, or the Academy Leader.
- 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 school's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider.
- Reassuring and offering appropriate support.
- Working with the community and other organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with the Senior Team and/or the Academy Leader 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.

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 (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related differences. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the 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 take into account 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 consequences; 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 including a restorative meeting where possible.

Education and Training

The school community 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.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Work alongside student groups within the Academy to involve students in policy and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Ensure all students understand the Sarum standards and our anti bullying ethos.
- 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 consequences which may be applied to bullies.
- Involve students in anti-bullying campaigns in the Academy and in the wider school curriculum.
- 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
- Involvement and liaison with parents and carers

We 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.
- 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.

Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. There will be regular monitoring and reviewing of the Bullying Logged on CPOMS within Pastoral Leaders Meetings. Any issues identified will be incorporated into the Academy's action planning. The Academy Leader will be informed of bullying concerns, as appropriate.

If you feel that your concerns regarding bullying have not been resolved in a timely manner or to your satisfaction, we encourage you to contact Magna Learning Partnership's Director of Safeguarding directly. The Director of Safeguarding is dedicated to ensuring the safety and well-being of all students and will address your concerns promptly and thoroughly. Your child's safety is our top priority, and we are committed to taking all necessary steps to create a supportive and safe school environment. They can be contacted at mmcneill@magnalearningpartnership.org.uk.

The Safeguarding Link Governor will oversee the bullying logs on CPOMS and will report back to Academy Governance Committee (AGC) where appropriate about incidents of bullying and outcomes. If you are not satisfied with how a concern has been dealt with then please do contact the Academy Leader or visit MLP's Complaints Policy.

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 Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND – Special Educational Needs and Disability

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [cyberbullying-and-send-module-final\(1\)_1.pdf \(anti-bullyingalliance.org.uk\)](http://www.anti-bullyingalliance.org.uk/cyberbullying-and-send-module-final(1)_1.pdf)
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- 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

Race

Anne Frank Trust: www.annefrank.org.uk