

Gloucestershire Learning Alliance

Anti-Bullying Policy

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| Status Statutory X Recommended <input type="checkbox"/> Good Practice <input type="checkbox"/> |
| Purpose The management of the Gloucestershire Learning Alliance (GLA) is responsible for maintaining and setting standards of behaviour of pupils and for ensuring that appropriate rules and procedures are in place in each Academy. This policy applies to all staff employed by the GLA and covers the regulation of pupils' behaviour This document sets out the Anti-Bullying Principles of the GLA and sets the overall framework applying to all constituent Academies. Each academy is required to have its own specific Anti-Bullying Policy Handbook. This Policy and Guidance takes into consideration DfE guidance Preventing and Tackling Bullying 2014 The Education and Inspections Act 2006, Independent School Standard Regulations 2010, The Equality Act 2010, Children Act 1989. |
| Consultation Staff, governors and parents as appropriate |
| Links with other policies Behaviour Policy Safeguarding Policy Complaints Policy Disciplinary Policy Whistleblowing Policy DSEN Policy Equalities Policy E-Safety Policy |
| Monitoring and Evaluation Annually X Every 3 years <input type="checkbox"/> Other <input type="checkbox"/> _____ ExecutiveHeadteacher X Chair of MAT Board <input type="checkbox"/> Committee Chair <input type="checkbox"/> Other <input type="checkbox"/> _____ |
| Dates Original Implementation: September 2014 Review: June 2018 Next review: June 2021 |

1. STATEMENT OF ANTI-BULLYING PRINCIPLES

The purpose of the Statement is to provide guidance for the Chief Executive Officer and the constituent Academy Executive Headteachers in drawing up the individual Academy's Anti-Bullying Policy Handbook so that it reflects the shared aspirations and beliefs of the MAT Board, the Governing Body of the Academy, staff, parents and pupils.

It is intended to help all GLA staff to be aware of and understand the extent of their powers in respect of anti-bullying and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice. It is the responsibility of the Chief Executive Officer to ensure that the Executive Headteacher of each Academy creates their local anti-bullying policy handbook. They must take account of these principles when formulating this and to take account of The Education and Inspections Act 2006. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy that must be communicated to all pupils, school staff and parents.

This policy should be read in conjunction with the GLA Equalities Policy that includes the duties placed on the Academy by the Public Sector Equality Duty.

2. Safeguarding children and young people

Each Academy is required to make available the Anti-Bullying Policy to staff and families every September and ensure that it is also available on the school website.

3. Principles

The MAT Board believe strongly that high standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without undue interruption, bullying or harassment.

- All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- It is important that each Academy promotes inclusion and a strong sense of community. All members of the Academy community should be free from bullying, harassment or discrimination of any sort.
- GLA has a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background is clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, are set out in the Behaviour Policy, the Safeguarding Policy, the Equalities Policy, the DSEN Policy and must be known to all staff.

Each Academy must have measures in place to prevent all forms of bullying. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should follow the procedures outlined in the Safeguarding Policy.

4. Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

5. Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Executive Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

6. What is bullying?

Bullying is defined as any deliberate and persistent unkind, threatening or hurtful behaviour. It is different from individual acts of aggression or social exclusion that should be dealt with under the Behaviour Policy. Bullying is a *series* of actions that are defined by the school as:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against.

Bullying can take several forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Sexual – unwanted physical contact or sexual abusive comments
- Racist – racial taunts, graffiti, gestures
- Homophobic – because of, or focussing on this issue of sexuality
- Indirect – spreading stories, exclusion from social groups, nasty rumours etc.
- Cyber Bullying - by means of internet or mobile phone or associated technologies

With all children there must be a distinction made between bullying and bossiness and between bullying and boisterous play. Most young children grow out of bossiness as they become more self-controlled and learn the social skills of negotiation and compromise. There must also be a distinction between an isolated incidence of an aggressive behaviour, which will be dealt with using the behaviour policy, and a case of bullying which involves persistently targeting an individual or group.

7. Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click and is potentially a criminal offence. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search is included in the Behaviour Policy.

If there is evidence that social media has been used staff need to be aware that an offence may have been committed. They should notify the Executive Headteacher immediately who will consider whether to seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

8. Prevention

Each Academy must put in place a series of activities that are designed to encourage and facilitate good communication between pupils and between pupils and staff. These activities should be aimed at raising the self-esteem of pupils using a range of methods such as PSHE, SEALs, Circle Time, citizenship etc. It is important to encourage the children to value each other regardless of colour, race, belief or physical characteristics. Each Academy should schedule topics both in school assemblies and in classroom sessions to

directly address the issue of bullying and have a range of resources for use with the children.

9. Dealing with bullying

The MAT Board recognises that there is no single solution to bullying which will suit all schools. However, each of the constituent Academies is required to adopt the principles outlined above and to have in place effective procedure for identifying when bullying happens, dealing effectively with the bully and taking steps to prevent any reoccurrence.

10. Intervention

The focus of the intervention should primarily be on the bully and be designed to:

- a. Make them aware their behaviour is unacceptable
- b. Apply the appropriate level of sanction according to the Behaviour Policy
- c. Alert other staff that bullying has taken place and make colleagues aware of the need for vigilance
- d. Consider wider action including a Safeguarding referral and/or contacting the police
- e. Inform the parents that their child has been involved in bullying and what action has been taken

The victim of bullying should also receive support but the most effective remedy for bullying is to take effective action against the perpetrator.

11. Parental involvement

Each Academy shall make it clear to parents what the school's stance on bullying is and that there is an Anti-Bullying Policy. The policy should have procedures for parents who want to raise concerns that their child may be being bullied and ensure that all parents are aware of how to let staff know.

Parents also need to know the steps the school will take in the event their child has been identified as having bullied another child (or children). In all instances the MAT Board expects each Academy to offer support, help and guidance to parents in this situation to examine whether there are any underlying causes or contributory factors that can be identified and mitigated.

12. Monitoring and Review

The MAT Board has overall responsibility for this Anti-Bullying Policy and requires the Governing Body of each Academy to put in place a mechanism for satisfying itself that the preventive measures identified in the policy are taking place as scheduled and for ensuring the number of incidents of bullying are reported to its meetings. The individual Academy Executive Headteachers and Heads of School are responsible for the implementation of their school's Anti-Bullying Policy Handbook and shall report at least annually to the Governors about the effectiveness of the policy.