Anti-Bullying Policy

Approved by:	Governing Board	Date: September 2021
Last reviewed on:	01.01.2021	
Next review due by: 01.09.2022		

Policy objectives

- This policy outlines what Exeter a learning community will do to prevent and tackle all forms of bullying.
- Exeter a Learning Community 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 school policies and practices

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

- Exeter Behaviour policy (including peer on peer abuse)
- Complaints policy
- Child Protection and Safeguarding policy (including peer on peer abuse)
- Online Safety policy
- IFtL Anti-Bullying Core Values Policy
- School Development Plan (area 3)

Links to legislation and guidance

There are several pieces of legislation and guidance 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
- Keeping Children Safe in Education (2021)

Responsibilities

It is the responsibility of:

- The Head of School 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.
- Pupils to abide by the policy.

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We may explain this to the children as, 'several times on purpose.' Staff should use this definition when deciding how to respond to an incident that has taken place. If in doubt, staff should ask their phase leader or the SLT for advice.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

BULLYING IS FORM OF PEER ON PEER ABUSE AND SHOULD THEREFORE BE TREATED AS A SAFEGUARDING ISSUE. CLOSE LIASION WILL BE IN PLACE BETWEEN THE SLT AND DESIGNATED SAFEGUARDING LEADS (DSLS) WHEN DEALING WITH SUCH INCIDENTS.

The school's response to Peer on Peer abuse is outlined in the safeguarding policy which is on the school website.

School Ethos

Exeter a learning community communities recognises 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 wellbeing. Therefore we have a zero-tolerance based approach to responding to incidents of bullying. Comments should never be dismissed as 'banter' or 'having a laugh.' We will respond to the issue in a way that is:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
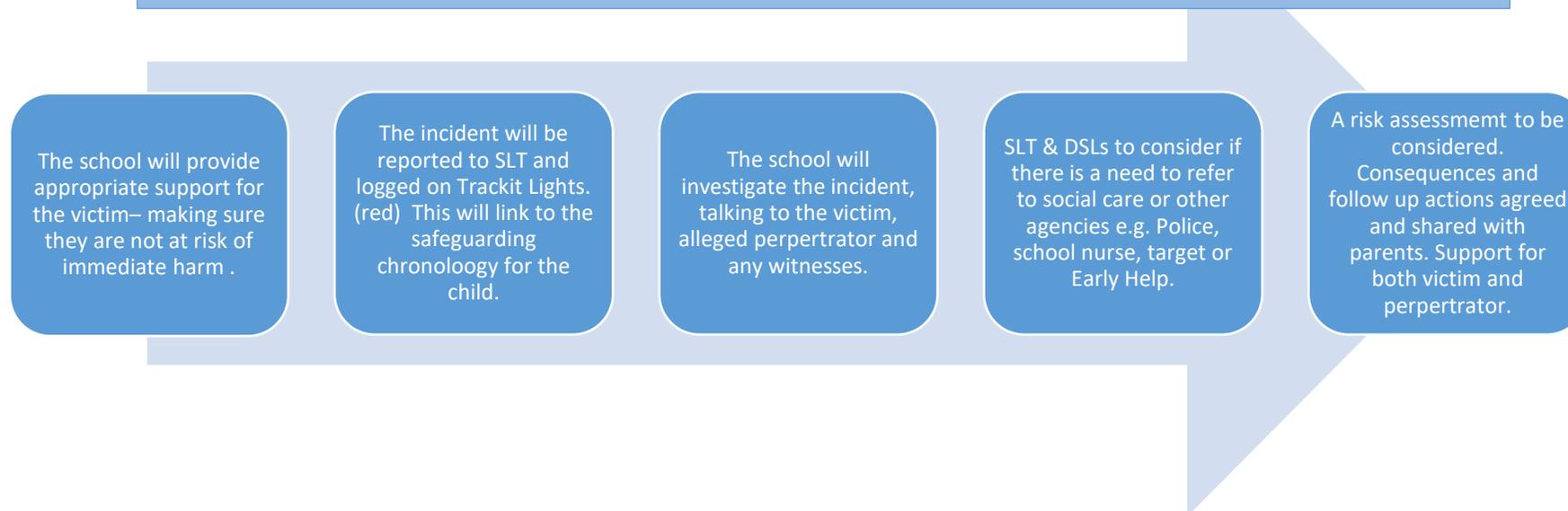
At Exeter a learning community, we:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. 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.
- Ensure our pupils 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.
- Require all members of the community to work with the school to uphold the anti-bullying policy.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying (as defined above) reported to the school:

When considering how to respond to an allegation or incident, staff should consider the extent to which it meets the definition below. Trackit Lights should be reviewed for a summary of previous incidents (where applicable. This process applies to incidents raised both in and outside school, including online (see Exeter Behaviour Policy):

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We may explain this to the children as, 'several times on purpose.'

| The school will provide appropriate support for the victim– making sure they are not at risk of immediate harm . | The incident will be reported to SLT and logged on Trackit Lights. (red) This will link to the safeguarding chronoloogy for the child. | The school will investigate the incident, talking to the victim, alleged perpertrator and any witnesses. | SLT & DSLs to consider if there is a need to refer to social care or other agencies e.g. Police, school nurse, target or Early Help. | A risk assessmemt to be considered. Consequences and follow up actions agreed and shared with parents. Support for both victim and perpertrator. |

At all points in the process the following principals will be applied – is the response: reasonable, proportionate and supportive. Decisions will be made on a case by case basis.

Sanctions will be applied in line with the Exeter Behaviour Policy.

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Online Bullying/Cyber Bullying

When responding to issues of Online Bullying the school will:

- Follow the process as outlined in the flow-chart above
- 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:
  - 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 pupils' electronic devices, such as mobile phones, in accordance with the law (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully).
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioral policies

Cyberbullying: Advice for headteachers and school staff (DfE) provides further guidance and advice.

Supporting Pupils

Pupils who have been bullied will be supported by:

1. Reassuring the pupil that the adults will help stop the bullying.
2. Providing an opportunity to for the pupil to speak to gather pupil voice
3. A personalised plan of pastoral support, including clear reporting mechanisms if there are any further incidents. This may be done through regular check ins after break and lunch or the start and end of the school day.
4. 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 CAMHS.

Pupils who have perpetrated bullying will be helped by:
1. Gathering the pupil's views and understanding on their level of involvement.
2. Discussing what happened, establishing the concern and the need to change.
3. If online, requesting that content be removed and reporting accounts/content to service provider.
4. A personalised plan of pastoral support to promote change. 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 CAMHS.
5. Sanctions in line with the Exeter Behaviour Policy.

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Anti-Bullying Strategy			
Staff training	**Environment**	**School Ethos**	**Curriculum**
Staff will be trained in what constitutes bullying and the different forms it takes. Staff will be made aware that certain groups e.g. SEND, LGBT are more likely to be bullied than others. Staff will be trained on how to respond to incidents of bullying. Train staff that bullying is a safeguarding issue and that it should never be dismissed as banter.	Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. The physical environment will promote the inclusion of all.	A zero tolerance approach will be held be all staff in regards to bullying. A common understanding of the definition of bullying will be held by all staff. School rules and school values promote respect. Prejudiced and discriminatory language will be challenged. Clear processes and reporting measures in place via Trackit Lights, the school behaviour policy and the process outlined in 'Responding to Bullying' above. Gather and listen to pupil voice to gain their views and experiences on bullying. Parents to be a key part of this policy, knowing they can contact school if they have concerns. Offer support to the victims of bullying. Offer support to the perpetrators of bullying.	Assemblies will be used to educate pupils on bullying, what to do if they are worried and how to help others. Anti-bullying week to be celebrated and promoted. The SMSC curriculum, including assemblies, will promote respect, empathy through the school values. Discussion of British Values will promote tolerance. The PSHE/RSE curriculum will teach positive friendships, relationships and personal boundaries. Teach children how to behave safely online. Monitor the teaching of the curriculum. Regularly monitor any incidents and trends to review the curriculum.

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-practiceschools

SEND

- 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

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" and DfE research into antibullying practices: www.gov.uk/government/publications/approaches-to-preventing-andtackling-bullying