Anti-bullying Policy

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Associated documents:	
NCEA Behaviour Policy MITRE Child Protection Policy	

Links to:	
Equalities Act 2010 www.gov.uk/government/publications/equalityact-2010-advice-for-schools Education and Inspection Act 2006, 2011 Children Act 1989 Protection from Harassment Act 1997 Malicious Communications Act 1988 Public Order Act 1986 Preventing and tackling bullying: advice for Principals, staff and governing bodies 2017	Keeping Children Safe in Education 2024 Keeping children safe in education - GOV.UK (www.gov.uk) Working Together to Safeguard Children 2023 Working together to safeguard children - GOV.UK (www.gov.uk) SEND Code of Practice 2015 SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

"Respect is a key value within our academy, which features heavily in our ARCH values. Students at the National C of E Academy should treat each other with respect no matter their gender, diversity, sexuality, religion, faith or race, everyone is equal to each other. This academy is one big community, and whilst we're all unique we should all be treated the same way. Nobody should be disrespected whether it be face to face or through social media. Listen and respect other people's views and opinions even if you disagree."

The National Church of England Academy Student Council, 2021

'Show respect for everyone'

1 Peter 2:17

Contents

Anti-bullying policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2024.

The academy has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1) Policy objectives:

This policy outlines what The National Church of England Academy will do to prevent and tackle all forms of bullying.

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

The National Church of England Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other academy policies and practices

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

- Behaviour policy
- Complaints policy
- Child Protection policy
- GDPR policy
- Curriculum policies, such as: PSHE, citizenship and computing
- Social media policies

3) Links to legislation/guidance

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
- Preventing and tackling bullying: advice for Principals, staff and governing bodies 2017

4) Responsibilities

It is the responsibility of:

- The Head Teacher to communicate this policy to the academy 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.
- Academy 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/guardians to support their children and work in partnership with the academy.
- Students to abide by the policy.

5) 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)

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 can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Misconception of bullying

Bullying means that one child is deliberately (usually) using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with some. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

6) Forms of bullying covered by this policy

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality

- Verbal – name calling, sarcasm, spreading rumours, teasing

- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

- Disability/SEN – because of, or focusing on a disability or special educational need.

- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

7) Academy ethos

Our academy vision is to ensure that all members of our community experience 'life in all its fullness' and live life through our six core values- achievement, respect, charity and humility, underpinned by the pillars of wisdom and service. We set our values within a Christian framework, so students may contribute positively to the common good of the whole human community.

The National Church of England Academy community 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. Each person is uniquely valued and the academy community should be a welcoming place for those of all faiths and none.

By effectively preventing and tackling bullying, we can create a safe environment where the gifts, potential and spirituality of everyone in our community are nurtured and developed to reach their full potential.

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 academy to uphold the anti-

bullying policy.
- Reports back to parents/guardians 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.

8) Responding to bullying

The National Church of England Academy has clear systems to report any type of bullying. This includes those who are the victims of bullying or have witnessed bullying behaviour.

Students should report bullying to their tutor or Head of Year. The sooner the academy knows about it, the sooner it can be resolved. A student should not fear reprisal; the academy will take appropriate action to control this. Students in Year 7 will be encouraged to use the Tootoot reporting system.

Parents or guardians should report their concerns about possible bullying to their child's tutor or Head of Year. Visitors or bystanders should report bullying at the academy's main reception and it will be passed on to the appropriate member of staff.

Safeguarding software will be used to ensure that individual incidents are followed up. They will also be used to identify trends and inform preventative work in the academy and the further development of the anti-bullying policy. The management of a bullying incident will involve dialogue between the relevant combination of staff and students. In more persistent cases the dialogue will include parents and/or supporting agencies, (e.g. Targeted Support Service, Police, Education Psychology Service, Special Needs Support Service and School Health/ Healthy Families personnel). Parents of any children involved in bullying will be contacted and kept informed.

When a child has been bullied, efforts will be made:

- Where appropriate, to help him/her confront the situation.
- To rebuild his/her confidence.
- To establish a better relationship with those involved.

Responses to bullying are varied, depending upon context and the needs of all parties involved. The academy will work with both the perpetrator and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.

All teachers seek to outlaw bullying in their responses to a student's behaviour in the content of lessons, tutorials and assemblies. They encourage students to support each other and show disapproval to the act of bullying.

Efforts will be made regularly to identify particular areas where problems are occurring within the academy. Staff will always be informed and appropriate strategies implemented.

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

- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- Sanctions (as identified within the Behaviour Policy) 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 of significant harm).
- A clear and precise account of the incident will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9) Cyberbullying

Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks.

Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Technology can be used to carry out a wide range of unacceptable or illegal behaviours.

Cyberbullying can include:

- intimidation and threats
- harassment and stalking
- vilification/defamation
- exclusion or peer rejection
- impersonation
- unauthorised publication of personal information or images
- manipulation

Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate.

Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met.

Any member of the academy community – student, staff member, parent or guardian – can be involved in and be affected by cyberbullying. Cyberbullying can take place between students; between students and staff; between parents and guardians and students; between parents and guardians and staff; and between staff members.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The National Church of England Academy recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The National Church of England Academy will treat any use of AI to bully pupils in line with our Behaviour policy.

10) Parental responsibility

The National Church of England Academy encourages parents/guardians to take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of the academy community. This will not only help protect their child online but also other members of the academy community. Further safeguarding guidance and advice can be found in the academy Child Protection Policy National Church of England Academy - Academy Policies (nationalacademy.org.uk)

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified.
- 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. Such evidence can be sent via a student's academy email address.
- Take all available steps where possible to identify the person responsible. This may include looking at use of the academy systems and identifying and interviewing possible witnesses.
- 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 students' electronic devices, such as mobile phones, in accordance with the law, specifically section 15 of the DfE 'Searching, Screening and Confiscation at School- January 2018) advice
  - Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy 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.

11) Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support via the listening referral system.
- Offering an immediate opportunity to discuss the experience with their tutor or Head of Year.
- Being advised to keep a record of the bullying as evidence and discuss how 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 guardians.
- 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 Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying will be helped by:

Discussing what happened, establishing the concern and the need to change.

- Informing parents/guardians 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 academy 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 Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

12) Supporting adults

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

Adults (staff and parents) 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 Head Teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- 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 (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Head Teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the academy's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

13) Preventing bullying

13.1 Environment

The National Church of England Academy's response to bullying is not to start at the point where a student has been bullied. We aim to develop a range of strategies to prevent bullying occurring in the first place.

The whole academy 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).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. 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 academy ethos.

13.2 Policy and Support

The whole academy community will:

- Provide a range of approaches for students, staff and parents/guardians 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 academy policies, for any bullying bought to the academy's attention, which involves or effects students, even when they are not on academy premises; for example, when using academy 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.

13.3 Education and Training

The academy 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 academy'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 academy/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem through a detailed tutoring programme and a robust PSHE curriculum.

14) Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the academy's approach and are clear about the part they have to play to prevent 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.
- 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 in order to address the problems they have.

15) Involvement and liaison with parents and guardians

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/guardians in a variety of formats.
- Ensure all parents/guardians know who to contact if they are worried about bullying.
- Work with all parents/guardians and the local community to address issues beyond the

academy gates that give rise to bullying.

- Ensure that parents work with the academy to role model positive behaviour for students, both on and offline.
- Ensure all parents/guardians know about our complaints procedure, published on our website, and how to use it effectively, to raise concerns in an appropriate manner.

16) Monitoring and review: putting policy into practice

The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the academy's action planning. The Head Teacher will be informed of bullying concerns, as appropriate. The named Governor for PDBW will report on a regular basis to the governing body on serious incidents of bullying, including outcomes.

17) 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 Guardians: www.youngguardians.net

- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-academys

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

• 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, 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

• Barnardos 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

• Academys Out: www.academys-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual harrassment 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/EVAW-Coalition-Academys-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

- Anti-bullying Alliance: advice for academy staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.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