Anti-Bullying

September 2024

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
Sept 2024	All	First introduction to UST style policy

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Bullying can be defined as "*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.

Cyberbullying includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Sexual harassment is unwanted conduct of a sexual nature which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Sexting is the exchange of self-generated sexually explicit images, through digital devices over the internet. It is illegal to send, store or distribute images and videos of a sexually indecent nature of anyone

under the age of 18. Students are taught safe ways to use the internet (see e-safety policy) through assemblies, PSHE and the ICT curriculum. While most incidents of Cyberbullying and Sexting occur outside school we will treat these in the same way as any other forms of bullying.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

2. Scope of the Policy

This policy applies to all staff, students and parents/carers.

3. Policy Aims and Ethos

All staff and Governors believe that our school will provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. The core expectations of behaviour (Be Ready, Be Safe, Be Respectful/Caring) alongside the three school values (Aspiration, Integrity and Community) play a crucial role in ensuring positive behaviour for learning, enabling all students to feel secure and safe to learn. Bullying will never be tolerated at Sir William Burrough and any cases of bullying will be treated very seriously.

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity. Within our school we will not tolerate any prejudicial language or behaviour aimed at students or adults. We are committed to celebrating and promoting diversity, equality and inclusion for all stakeholders.

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

4. Links to Legislation and Guidance Documents

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" 2023 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".

This should be read in conjunction with other policies, particularly

- Safeguarding (child protection)
- Behaviour for learning policy (expectations, rewards, sanctions, expectations on the use of mobile phone)
- Home-school contract (responsibilities of the school, students and parents)
- Equalities statement (prejudice related crime)
- E-safety (cyberbullying)

- PSHE (prevention and curriculum).

There are several 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
- The Education (Independent School Standards) Regulations 2014 (*if appropriate*)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DFE Guidance on Preventing and Tackling Bullying 2017.

5. Roles and Responsibilities

These are in line with the Home- School agreement, which students, parents and the School pledge to uphold at the start of each school year.

- School Governors take a lead role in monitoring and reviewing this policy.
- The Executive Headteacher/Headteacher communicates the policy to the school community and ensures that disciplinary measures are applied fairly, consistently and reasonably
- Governors, the Executive Headteacher, Heads of School, Senior Leaders, Teaching and Non- Teaching staff are aware of this policy and implement it accordingly
- Senior Leadership Team and Phase Leaders led by the Deputy Headteacher will be responsible for the tracking and monitoring of bullying events over period of time, including the analysis of the data to establish any trends that require addressing.

6. Why are People Bullied?

Bullying can happen to anyone. Specific types of bullying are:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability including the use of disablist language)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic, biphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying.

Bullying can take place between:

- Young people
- Young people and staff

- Staff
- Individuals or groups.

Bullying is not confined to the school premises. Bullying may happen in the local community, on the journey to and from school, and at all times via digital devices.

7. 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 member of staff will inform the Year Team Leader/Phase Leaders immediately for any further support
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- The Pastoral leaders (Phase Leaders/Year Team Leaders/Student Achievement Coordinators) or another member of leadership staff will interview all parties involved
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies
- Sanctions, as identified within the school behaviour policy, and support 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
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL/member of the senior leadership team will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Dismissing any of these forms of behaviour as "banter" is not acceptable and will be dealt with as with any other form of bullying.

8. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, pastoral leader, the designated safeguarding lead, or a member of staff of their choice
- 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 carers
- 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 Children and Young People's Mental Health Service (CYPMHS).

Students who have perpetrated bullying 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
- Sanctioning, in line with school behaviour policy; this may include 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 the Children and Young People's Mental Health Service (CYPMHS).

9. Supporting adults

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

Adults 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 Executive Headteacher/Headteacher
- 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 schools' behaviour and disciplinary policy
- 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 who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Executive Headteacher/Headteacher 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.

10. Prevention

The School's ethos, as expressed through its values, expects members of the school to treat one another with respect (Community). The following strategies are in place to promote positive behaviour and prevent bullying.

Curriculum and whole school

- PSHE / Personal Development sessions for every year group on Relationships; E-safety; Shared Values, Tolerance and Citizenship
- E-safety as part of the computing curriculum
- Emphasis across the curriculum on developing social and emotional skills such as empathy, and promoting diversity and tolerance
- Focused teaching and assemblies on anti-bullying
- Student Voice and School Council
- Upholding the Healthy Schools award.

11. 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.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

SWB staff community will:

- Discuss, monitor and evaluate our anti-bullying policy and practice on a regular basis, involving students, staff, governors and parents
- Staff will record and report incidents of bullying by the type. This promotes the identification of specific patterns and trends which will inform our interventions to reduce bullying and protect the wellbeing and safety of our students
- Support all staff to promote positive relationships to prevent bullying, intervening by identifying and tackling bullying behaviour appropriately and promptly
- Offer ongoing staff training and development for all staff on anti-bullying
- Ensure that students are aware how to report bullying; that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have
- Publicise the details of help lines and websites to students
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Report back to parents regarding their concerns on bullying and deal promptly with complaints.
- Make sure that key information (including policies and named points of contact) about bullying is available to parents in a variety of formats
- Ensure all parents know where to access independent advice about bullying
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from external agencies where appropriate.

Students will:

- Show kindness and respect to members of the School Community at all times
- Show their intention to participate fully by their willingness to work closely with other students, and to observe the school's code of conduct
- Be open to other opinions and perspectives
- Support and encourage other students, and value all members of the School community
- Uphold the values of the school and will seek to become an outstanding member of the school community

Parents will:

- Support the School's policies
- Notify the school of any issues which may be affecting their child
- Role model positive behaviour for their child
- Support the School by modelling e-safety, and checking their child's understanding of e-safety, monitoring usage if appropriate.

12. 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
- Any issues identified will be incorporated into the school's action planning
- The Headteacher and Deputy Headteacher will be informed of bullying concerns, as appropriate
- The school and named governor for safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13. Approval Signature

Signature of Executive Headteacher _____

Print name _____

Date _____

Signature of Chair of Governors _____

Print name _____

Date _____

14. Appendix 1 – Key Members of Staff Referenced

School / Trust	Position	Staff Member
SWB	Executive Headteacher	Siobhan Fehim
	Senior Deputy Headteacher	David Hodges
	Deputy Headteacher	Karyce Maitland
	Pastoral lead	Heather Coney
	Chair of Governors	Ross Tranter
	Safeguarding Governor	Sue Stollery

15. Appendix 2 – Links to Legislation & Guidance Documents

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Child Exploitation and Online Protection Centre (CEOP) www.ceop.police.uk/safety-centre
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- *National Society* for the Prevention of Cruelty to Children (NSPCC): www.nspcc.org.uk
- 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

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of- practice-0-to-25

Racism and Hate

- 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
- Show Racism the Red Card: www.srtrc.org/educational