



South Gloucestershire and Stroud Academy Trust (SGSAT)

Anti-bullying policy and procedures

If you would like this document in an alternate format

Please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Stephen Miles
Job Title/Role:	DCEO
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Approved by:	Board of Trustees
Date:	20 th May 2020

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out how SGSAT seeks to ensure that students can learn in a supportive environment without fear of bullying				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by: Stephen Miles		Position: DCEO		Date: May 2020	

SGSAT Anti-bullying Policy (students)

Our Ethos

SGSAT is committed to providing a safe and happy learning environment in which students can learn and study in a relaxed and secure atmosphere. This is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a student feels safe at school, they are in a much better position to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

Definition

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*¹ In addition, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.

The five essential components of bullying:

- Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends who tease each other in a 'good-natured' way does not constitute bullying, but a person teasing another with the intention to deliberately upset them does constitute bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (or perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Bullying can take many forms and can include (not an exhaustive list) physical, verbal, emotional, sexual, homophobic, racist, religious, or virtual (cyber) behaviour.

Whilst bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that many related types of harassment, threatening behaviour and communication can be a criminal offence. Where appropriate we will always seek advice and assistance from the police.

Our aims

¹ Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2014, p.6

We will create an environment where students can grow and flourish without fear; all students have the right to be safe in and out of school and to be protected when they are feeling vulnerable.

We aim:

- to ensure that all students learn in a supportive, caring and safe environment, without fear of being bullied;
- to promote positive attitudes in students and eliminate discrimination;
- to ensure all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying;
- to ensure that all staff are aware of procedures through regular training.

In addition, this policy sets out a range of proactive strategies, reactive strategies and intervention systems which are in place to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour;
- react to bullying incidents in a reasonable, proportionate and consistent way;
- safeguard the student who has experienced bullying and to trigger sources of support for them;
- apply appropriate consequences to the student/s causing the bullying and ensure they learn from the experience, in some cases through multi-agency support.

Roles and responsibilities

Students: All of our students have an important role in ensuring that our policy is effective by always reporting bullying incidents to members of staff. Bullying of all forms will be regularly discussed during assemblies and incorporated into the curriculum throughout each school year.

Staff: Staff will play an active role by recording appropriately and promptly addressing any incidents of bullying which are reported to them, following the agreed process for investigating incidents as laid out in the reporting section. Regular staff training will mean that staff have opportunities to reflect on the issues surrounding bullying and have an understanding of how the anti-bullying policy is reflected in practice.

Parents/carers: parents/carers have a responsibility to report any incident of bullying behaviour to a member of the school staff and allow the person investigating the incident the time to ensure a full and accurate investigation which ensures student safety remains uncompromised. Parents/carers should support their child to develop the range of social and emotional skills which will reduce incidents of bullying.

The culture and ethos of our schools will support students and staff in dealing with bullying through consistently high-profile attention to the topic, including adult modelling of positive relationships and close monitoring of vulnerable groups in school, as well as direct teaching of issues related to bullying in appropriate sessions that include extended areas such as cyber-bullying, sexting, e-safety,

E-safety

Internet- and phone-connected devices extend the reach of bullying in significant ways including the invasion of home and personal space, the difficulty in controlling

electronically-circulated messages and the size of the audience. Where incidents of any type of bullying, including cyber-bullying, take place outside of the school premises and are reported to us, it is important that we investigate and take appropriate action.

The Education Act 2011 gives schools powers to tackle cyber-bullying by searching for and, if necessary, deleting inappropriate images (or files) on electronic devices, including mobile phones..

Reporting and recording

Our aim is to ensure that students have full confidence that their concerns will be treated promptly and seriously, and that appropriate action will be taken, and we will always take great care to support any students sharing concerns, but staff and students should be aware that schools cannot always guarantee confidentiality where safeguarding is paramount.

Parents and carers are encouraged to talk to any member of staff if they have concerns regarding their child.

Any investigation should be in a manner which ensures the target of the bullying feels safe about the process and the outcomes which may result from it.

Sanctions

We have a responsibility to ensure that sanctions are applied fairly, proportionately, consistently and reasonably. The consequences for bullying should reflect the seriousness of the incident and aim to address behaviours in a way which gives the best chance that bullying behaviour will not be repeated. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. Where we have significant concerns about a student's behaviour choices, we will seek to work in partnership with external support agencies to ensure that a student's needs are fully considered.

Relationship to other policies

The anti-bullying policy should be read in conjunction with other relevant policies, including:

- Behaviour Support Policy
- IT Acceptable Use Policy
- SEND Policy
- Safeguarding Policy

Useful Links:

<https://www.gov.uk/bullying-at-school>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying>

<https://www.gov.uk/discrimination-your-rights>

<https://www.anti-bullyingalliance.org.uk>

<https://www.childline.org.uk>

<https://bulliesout.com>