



Cabot
Learning
Federation

Tackling
Bullying and
Harassment
Policy

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1. Policy aims

This policy aims to:

- Provide a **consistent approach** to prevent and tackle bullying and harassment
- **Define** what we consider to be bullying and harassment
- Outline **how students are expected to report bullying and harassment**
- Outline our system of **dealing with bullying and harassment within the Academy**
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The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2. Legislation and statutory requirements

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- The Children and Young Persons Act (2008): Section 20 Education
- “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, July 2017
- Keeping Children Safe in Education (DFE 2019)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DFE 2018)
- Sex and Relationship Education (statutory guidance for maintained schools and academies)
- Cyberbullying (advice for schools)
- Mental Health and Behaviour in Schools (advice for schools)

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- 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
- The Computer Misuse Act 199

3. City Academy Bristol Introduction and Vision

City Academy is a mixed gender secondary academy situated in East Central Bristol. It serves an area of high deprivation and take students mainly from the local community (Lawrence Hill, Barton Hill, Easton, St Pauls, St George and Whitehall). The student profile is multi-cultural, multi-ethnic and multi-faith, with over 46 different languages spoken and approximately 47% of students speaking English as an additional language.

We also want our students to understand their role in developing a common purpose across our Academy community and beyond. ‘City Standards’ provides a framework to ensure our core values

(Grit, Pride and Team Spirit) are embedded within our daily practice and routines “so that every child has the choice to go to university, choose their career and improve the world.”

At City Academy we are committed to creating a safe, purposeful, calm and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life, and so, bullying of any kind is unacceptable. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

City Academy has a responsibility to respond promptly and effectively to issues of bullying, we take the issue of bullying very seriously.

City Academy 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. By effectively preventing and tackling bullying, our Academy can help to create safe, disciplined environment, where students are able to learn and fulfil their potential.

The Academy:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying and harassment.
- 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 school to uphold the Anti-Bullying Policy.
- Works with local agencies to reduce community tensions and to tackle hate crime and discrimination
- Takes a range of actions to develop good relations between students from different faith, ethnic or other backgrounds
- Reports back to parents/carers 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

What do we want at City Academy?

City Academy is committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form. At City Academy we wish to create a sense of community where all students feel safe and are valued and respected, and one which prevents bullying from being a serious problem in the first place. Bullying of any kind can seriously impact a student’s welfare and the Academy take this matter extremely seriously.

We recognise that harassment is illegal under the Equality Act, and want our students to understand the implications and the impact that harassment and hate crime can have on individuals and groups. We see this as part of our Equality Act duty to ‘foster good relations between different groups’.

4. Definitions

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Grounds of faith or religion	When a religious or religiously unaffiliated person chooses to intentionally or unintentionally degrade another person emotionally, mentally, or physically based on: the bullied individual's actual or perceived religious or religiously unaffiliated identity, or the doctrines or practices of their belief.
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
Homophobic/transphobic	Bullying motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBTQ+) people

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Harassment

Under the Equality Act, harassment is defined as violating a person's dignity or creating an 'intimidating, hostile, degrading, humiliating or offensive environment' for that person. Harassment can be illegal, and can also be considered to be hate crime with legal consequences. Harassment is recorded in CAB as a discriminatory incident and it can be a one-off incident (offensive graffiti, racist or homophobic comment), but unlike bullying, it is not necessarily intentional, but the impact on the individual or groups may be just as devastating.

There are many different ways to describe students who have been subjected to bullying or harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this Policy, we use the term 'victim'. It is important to recognise that not everyone who has been subjected to bullying or harassment considers themselves a victim, or would want to be described in this way. Staff should be conscious of this when managing any incident and be prepared to use any term with which the individual student is most comfortable.

For the purpose of this Policy we use the term 'alleged perpetrator' and where appropriate 'perpetrator', however, staff should think very carefully about terminology, especially when speaking in front of students. As above, the use of appropriate terminology should be determined, as appropriate, on a case-by-case basis.

5. Roles and responsibilities

5.1 The Academy Council

The Academy Council will review the Policy with the Principal at least every three years and will also determine measures to promote good behaviour and discipline. Bullying and harassment incidents and any trends will also be monitored by the Council through the Termly and Annual Safeguarding Reports.

5.2 The Principal

The Principal and senior staff have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or harassment or the identity of the perpetrators.

5.3 All Staff

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. However, the implementation of the Policy will take into account any particular needs that students have under SEND legislation, and will make 'reasonable adjustments' to ensure these are taken into account. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently. They will ensure that students are listened to and that their concerns are appropriately addressed.

5.4 Parents and Carers

Parents and Carers will be encouraged to work in partnership with the Academy in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

5.5 Students

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school's Anti-Bullying Policy, the procedures arising from cases of bullying and the rationale behind them. All students have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

5.6 Monitoring

The designated members of staff with responsibility for tracking and monitoring incidents of bullying are:

Aisha Thomas, aisha.thomas@clf.uk , Designated Safeguarding Lead
Caroline Jewson, caroline.jewson@clf.uk , Deputy Designated Safeguarding Lead

The designated staff member will report on a termly basis to the Academy Council on incidents of bullying and outcomes. They 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.

6. Responding to bullying

Process

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

- If bullying or harassment is suspected or reported, initial actions will be taken to ensure the victim is safe by the member of staff who has been approached or witnessed the concern. Suspected or reported bullying or harassment will be logged on CPOMS as soon as possible.
- The academy 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.
- All parties involved will be interviewed.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying or harassment issues where there are safeguarding concerns.
- The academy will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the academy 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 immediate harm).
- Where the bullying or harassment takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated, liaising with other schools and agencies as necessary. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

6.2 Cyber Bullying

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 minimise the risk of it happening again.
- 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 the 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 students' electronic devices, such as mobile phones, in accordance with the law and also the academy behaviour and discipline policy. (Note: The academy will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the academy's powers are used proportionately and lawfully)
- 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.

Please also refer to the academy's E-safety policy.

The Academy will use this guidance regarding dealing with complaints made on social networking sites by parents/carers: <http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety>.

6.3 Sexual Violence or Sexual Harassment

The initial response to a report from a child or young person is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.

6.4 Discrimination and harassment

Discrimination on account of race, gender, disability, religion or sexual orientation is illegal and unacceptable and is not tolerated within the academy environment. Harassment is a specific form of discrimination under the law, and in our procedures is referred to as 'discriminatory incidents'. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

If the incident could be constituted as a hate crime or discrimination under the Equality's Act, the academy will advise the victim and the perpetrator that the incident could be reported to the Police for investigation.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Pastoral Support Worker (PSW) / Senior Leader (SL) where necessary and to be recorded on CPOMS as soon as possible.

6.5 What is a discriminatory incident?

We define a discriminatory incident as harassment on grounds of race, gender, disability, sexual orientation, religion or other factors such as socio-economic status. These incidents can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'. and this must apply to all discriminatory incidents. If anyone reports an incident as discriminatory, it should initially be investigated as such.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender, faith or beliefs;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation, faith or beliefs;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

6.6 Recording incidents

It should be clear to students and staff how they report all incidents.

The staff member reporting the bullying concern will:

1. Record an entry on CPOMS for each of the victims
2. Search for victim's name, click on New Incident and start with the word "Bullying". Fill in the details including:
 - How you came to know about it (Witnessed it? Disclosure by victim? Told by 3rd party?)
 - Specifics (e.g. what names was the child called, what were the rumours were spread, wording of texts/social media messages, etc.)
 - Chronology where relevant
 - Any action that has already been taken
 - When referring to other students in the body of the text please use only first name + initial of surname
3. Add suspected bully/bullies as Linked Students
4. Tick Cause for Concern (this will alert the Safeguarding Team)

The Safeguarding Team will:

Allocate one or more of the following actions to the appropriate Pastoral Support Worker/s for the year group/s:

The Pastoral Support Workers' investigation will include:

- obtaining further details from the victim, including when the alleged bullying started and details of previous incidents if relevant
- discussing the concern with the alleged perpetrator
- speaking to any possible witnesses

The Pastoral Support Worker will:

Record the above information on CPOMS (including any statements taken) and as well as an outcome of their investigation. This must include whether or not it was a bullying incident and what type of bullying (Physical, Emotional, Verbal, Online, Homophobic, Racial or Disablist) it was found to be.

The Pastoral Support Worker will record the following outcomes on CPOMS:

- What support was offered to the victim
- What sanctions were implemented for the perpetrator
- Any restorative work that took place between the parties
- That the parents of all parties have been informed of the outcome

Where an allegation is made against a member of staff the allegation will be referred to the staff discipline and grievance policy. This process is covered in the staff code of conduct and in the Nimble Safeguarding training that all staff complete.

7. Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff
- 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, SARI 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/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 academy behaviour 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.

8. Preventing Bullying

The Academy will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, and everyone feels safe, which will be upheld by all.
- Recognise that bullying and harassment can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Ensure that tackling bullying, harassment and hate crime are key elements of Personal, Social, Health and Economic (PSHE) curriculum and Relationships and Sex Education (RSE) curriculum throughout the Academy.
- 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 children in care 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.

9. Policy and Support

The Academy will:

- Provide a range of approaches for students, staff and parents/carers 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 or harassment brought to the academy’s attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying and harassment 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.

10. Education and Training

The Academy 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 and harassment throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.
- Staff training is renewed each year with all staff receiving training on 'Keeping Children Safe in Education'.

11. Involvement of Students

As an Academy we will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying and harassment.
- Regularly canvas children and young people's views on the extent and nature of bullying and harassment.
- Ensure that all students know how to express worries and anxieties about bullying and harassment and where to report them.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying and harassment.
- Involve students in anti-bullying campaigns in school
- Publicise the details of internal support, as well as external helplines and websites in formats accessible to students and their parents/carers.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

12. Involvement and liaison with parents and carers

As an Academy we will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying or harassment.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of accessible formats.
- Ensure all parents/carers know who to contact if they are worried about bullying or harassment and where to access independent advice and support
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Supporting organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.uk
- 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

Racism and Hate

- Anne Frank Trust: www.annefrak.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.srrtc.org/educational

14. Links with other policies

This tackling bullying and harassment policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Behaviour policy
- Inclusion
- E Safety
- Positive Handling
- Employment handbook