Ormiston Academies Trust

Ormiston Horizon Academy
Anti-bullying policy

Policy version control

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Author In consultation with	Nikki Cameron, OAT Safeguarding Manager Steph Morley OAT Deputy Safeguarding manager
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Contents

1.Introduction

1.1. Bullying or harassment of any kind is unacceptable, whether it is on or off the academy site or in the online or offline world.

1.2. It will never be seen as 'just banter'.

1.3. If bullying or harassment does occur, all children should be able to inform a trusted adult in the academy and know with confidence, that incidents will be treated seriously, promptly and effectively.

1.4. It is an expectation of anyone who knows that bullying is taking place to ensure that it is reported and acted upon using the appropriate academy processes and procedures.

1.5. Everyone must understand what bullying is and the impact it has on those who have been bullied and those who have bullied.

1.6. Everyone must know that there will be ongoing care and support for both victim and alleged perpetrator.

1.7. All adults have a duty to support children to practice and build the skills that create better relationships.

1.8. We also recognise that children develop and mature at different stages and ages; some require additional support, guidance and reasonable adjustments to be made in line with the Equalities Act.

2. Behaviour principles

(see also Behaviour for Learning Policy)

2.1. Underpinning this policy are the beliefs that everyone has the right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

2.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of behaviour and effective systems that incentivise good conduct and deter poor behaviour.

2.3. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.

2.4. Through our restorative approaches practice, we will develop children's ability to empathise, reflect and take responsibility for their own actions.

2.5. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

2.6. We expect all to show their respect for each other and behave in a way that supports each other's learning.

2.7. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.

2.8. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to.

2.9. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.

2.10. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. Some children some require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time.

3. Context

3.1. This policy takes into account the following legislation, statutory and non-statutory guidance (this list is not exhaustive):

- Keeping Children Safe in Education, 2021
- Sexual violence and sexual harassment between children in schools and colleges, 2021
- Special Educational Needs Code of Practice
- Education and Inspections Act, 2006
- Equality Act, 2010
- Children Act, 1989
- Protection from Harassment Act, 1997
- Malicious Communications Act, 1988
- Public Order Act, 1986
- Communications Act, 2003
- Human Rights Act, 1998
- Crime and Disorder Act, 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2020

3.2. Related Academy policies

3.2.1. This policy should be read in conjunction with the academy

- Child Protection and Safeguarding policy
- SEND Policy

- Behaviour for Learning policy
- E-Safety and E- Security policy
- Exclusion policy

4.Policy aims

4.1. The aim of this policy is:

4.1.1. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded

4.1.2. To ensure governors, staff, parents/carers and children have an understanding of what constitutes bullying

4.1.3. To ensure that all bullying is taken seriously, and acted upon promptly and effectively

4.1.4. To inform, staff, parents/carers and children what to do when bullying occurs

4.1.5. To ensure procedures and structures are clear, understood and used consistently by all

4.1.6. To facilitate highly effective collaboration with parents, carers, and children to ensure that persistent bullying behaviours are challenged

4.1.7. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way.

4.1.8. To ensure that children are supported and guided in the skills to develop positive relationships

5.Definitions
5.1. Bullying

5.1.1. There is no legal definition of bullying.

5.1.2. Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm

5.1.3. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening.

5.1.4. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

5.1.5. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

5.2. What bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

5.3. These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them

5.4. We recognise that bullying can be in several forms:

- Peer to peer
- Adult to child
- Child to adult

5.5. Sexual harassment

5.5.1. This is defined in the DfE advice Sept 2021 'Sexual violence and sexual harassment between children in schools and colleges' as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'

5.5.2. Sexual harassment is a form of peer-on- peer abuse/ bullying.

5.5.3. All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

6. Types of bullying
6.1. The law

6.1.1. Some forms of bullying are illegal and will be reported to the police.

6.1.2. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

6.1.3. Bullying can manifest in many different ways, (see appendices 1+2 for further information)

- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Emotional - being unfriendly, excluding, tormenting
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Trans - bullying based on prejudice or negative attitudes, views, or beliefs about trans people
- Gender - bullying because of their gender or gender identity or because they may not be perceived to conform to typical gender norms
- Faith - because of their religion
- Social class – because of their background or social class
- Homophobic - because of or focusing on the issue of sexuality.
- Ability - because of or focusing on learning and/ or physical disabilities.
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology

7. Children's voice

Ormiston Horizon Academy Student ambassadors 2022 stated bullying is:

'When someone keeps harming you by repeatedly targeting you and making you feel powerless'

Positive relationships were defined by Ormiston Horizon Academy Students as

'When people support, help and encourage each other emotionally, spiritually and morally'

At Ormiston Horizon Academy we believe that bullying has no place in our academy and we encourage those experiencing or observing any for of bullying to report it to heads of year, RSL's, personal tutors or other adults in the academy. Everyone has a right to feel like they are safe and that they belong in the OHA family.

8. Roles and responsibilities

8.1. Trustees and governors

8.1.1. The trustees and governors will oversee the policy, ensure its implementation and review its content on an annual basis.

8.2. Principal

8.2.1. Will ensure that

- All staff, children and parent/carers are aware of and follow this policy
- All incidents of bullying are recorded
- Relevant data is collected, analysed and used to support improvements in policy and practice
- Governors receive termly reports to include information on bullying in relation to protected characteristics
- A senior leader has responsibility for behaviour including ani-bullying policy and procedures
- Sanctions imposed for bullying are proportionate and reflect the serious nature of the incident and are in line with the behaviour for learning policy and child protection and safeguarding policy
- All children are supported to develop effective communication and relationship building skills
- All staff have training on recognising, reporting and responding to bullying.

8.3. All staff

8.3.1. Are responsible for

- Reading, understanding and following this policy
- Ensuring they take a zero - approach to bullying behaviours and never dismiss it as 'banter'
- Ensuring all incidents of bullying are recorded on CPOMS
- Taking all incidents of bullying seriously and deal with them promptly and effectively
- Be aware of the indicators that someone is being bullied
- Taking part in relevant staff training
- Promoting a culture of anti-bullying

8.4. All children

8.4.1. Are responsible for

- Following the academy code of conduct and behaviour for learning policy
- Reporting incidents of bullying
- Being an upstander not a bystander (see appendix 4)

9. Reporting

9.1. The academy recognises that it needs to provide a variety of means for children to report bullying that is happening to them including a means of anonymous reporting

9.2. In our academy the following are in place to support children to report bullying

• Non-Teaching Heads of Year – who are readily available to the student

• Mental well-being Co-Ordinator – Available to discuss students concerns and take reports.

• Hub Co-Ordinator – Available to discuss student concerns and provide opportunities for reporting issues

• Wellbeing Student Representatives • Student Counsel

• Safeguarding team on email

10. Responding to bullying

10.1. Procedures for dealing with bullying

Incidents are initially reported to the pupil's Head of Year who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the Assistant Principal through CPOMS of the incident and outcome.

10.1b. When investigating a bullying incident, the following procedures are adopted:

10.1b.1. The victim, alleged bully and witnesses are all interviewed separately

10.1b.2. Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication

10.1b.3. If a pupil is injured, members of staff take the pupil immediately to a first aider.

10.1b.4. A room is used that allows for privacy during interviews

10.1b.5. Witnesses are used for serious incidents

10.1b.6. If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture

10.1b.7. Premature assumptions are not made, as it is important not to be judgmental at this stage

10.1b.8. Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete

10.1b.9. All concerned pupils are informed that they must not discuss the interview with other pupils

10.1b.10. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for further safeguarding processes to be implemented.

10.2. Bullying which occurs outside school premises

10.2.1. Academy staff members have the power to discipline children for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy

premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate children's behaviour in those circumstances.

10.2.2. This may include bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on.

10.2.3. The principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a child.

10.2.4. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

10.2.5. While academy staff members have the power to discipline children for bullying that occurs outside the academy they can only impose the disciplinary sanction and implement that sanction on the academy premises or when the child is under the lawful control of academy staff, for instance on a trip.

10.3. Online/cyber bullying

10.3.1. Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.

10.3.2. The academy will promote an understanding about online bullying through the academy's online safety curriculum, e-safety/digital safeguarding assemblies and spirit (PSHE) content.

10.3.3. Children will be taught how to recognise online bullying and how to take action.

10.3.4. Victims of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

10.4. Recognising the signs that someone is being bullied
(see appendix 3 for details)

10.5. Sanctions

10.5.1. For students who have demonstrated bullying behaviour, the academy's behaviour for learning policy will be followed.

10.5.2. In addition, using restorative practices in line with the ethos and culture of the academy, a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.

11. Recording

11.1. The academy will ensure that detailed bullying logs are kept and analysed to look for trends and patterns so that actions can be taken to reduce bullying in the academy.

11.2. All incidents will be recorded on CPOMS

12. Curriculum

12.1. Through the curriculum and other means, such as assemblies and anti-bullying week, the academy will ensure children know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach children how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander in bullying (see appendix 4).

12.2. It will also teach, age and stage appropriately, skills including self- regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.

13. Equal Opportunities

13.1. Staff will ensure that no child involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

14. Vulnerable children
14.1. SEND and EAL

14.2. At Ormiston Horizon Academy we continually monitor our SEND pupils through the LSP/SENCO regular one-two-one review meetings, daily through Personal Tutors and Heads of Year as needed and through close partnerships with parents:

14.3. We recognise that it might be more difficult for some students with SEND or EAL to express their concerns about bullying therefore we have put in place the following additional arrangements to support reporting of incidents

- 1-2-1 LSP support in class reminds pupils that they are welcome to talk and report things that worry them or that they are struggling with wherever needed.

- Thrive room – staffed by LSP's which pupils see as a safe place and one where they are able to raise their concerns and worries.

- The Hub well-being department – where safeguarding and mental health well-being staff are present to support pupils outside of the classroom.

- At OHA LSP's operate specific tables for lunch times where pupils with SEND are welcome to use and talk to peers and staff. These are not mandatory but to have staff available is a popular feature of our provision of support for some of our pupils.

15. Consultation

15.1. The following were consulted in the production of this policy

- Regional Directors
- Local Designated Safeguarding Leads (Mrs Bolton, Miss Adams and Mr Amps
- Principals
- Children within our leadership groups

16. Management of the Policy

16.1. Nothing written in this policy overrides the academy's duties under legislation.

16.2. The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

16.3. Its effectiveness will be monitored termly by the governing body link governor for safeguarding

16.4. The principal will report on anti-bullying activity and progress within the academy to the governing body.

17. Feedback on this policy

17.1. Staff are encouraged to feedback to Ormiston Academies Trust directly through email at any point in the year policies@ormistonacademies.co.uk and the academy safeguarding lead.

18. Complaints

18.1. The academy is committed to dealing effectively with any concerns or complaints about the provision of facilities and / or services. Please see the academy Complaints Policy for details.

Appendix 1
Type of bullying

Physical	This includes hitting, kicking, tripping or the destruction of a person's property. This may involve a group of children attacking another, but usually is seen as a larger, stronger child picking on a smaller peer.
Verbal	This includes repeated insults, teasing, name calling, sexual harassment or racist language. It also includes threats. Victims of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.
Alienation	This occurs when the victim's peers are encouraged to alienate the victim during any social break time or organised game. Treated like an outcast by their peers, the victim will have difficulty forming relationships and may be prone to isolation later in life. Children exhibiting this type of bullying behaviour may threaten their co-conspirators with a similar fate should they attempt to support the victim.
Covert	This is usually done behind the victim's back. This technique is meant to damage the victim's reputation and can include rumour-starting, mimicking the victim, playing unkind jokes with the intent to humiliate the victim, or making faces while the victim isn't watching. Covert bullying is the most frequently utilised form of bullying, and because adults may not be aware of it, it can be hard to control and stop.
Online/cyber	This can happen anywhere and at any time thanks to the access of the internet 24/7 both at school and at home. It can occur through text messages or over the internet and may be known only to the victim and the perpetrator, making it difficult to control. Children displaying bullying behaviours online are often the victims of real- world bullying and take their frustrations out on their victims behind the privacy of a computer screen or mobile phone.

Appendix 2

Types of online bullying

Exclusion

Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.

Flaming

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy.

Outing

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is "outed" when his information has been disseminated throughout the internet.

Masquerading

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

Harassment

Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.

Appendix 3
Signs of being bullied

The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

- Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received
  - Gives improbable excuses for any of the above.

Appendix 4
Bystanders and upstanders

Bystanders

Someone who witnesses bullying, either in person or online, is a bystander. Friends, peers, school staff, parents, coaches, and other adults can be bystanders.

Children who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening.

There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – trusted adult school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference

Appendix 5
Useful links

- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Anti-Bullying Alliance](#)
- [Bullying advice | Bullying UK](#)
- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety (UKCCIS)](#)