

Document Title	Anti-Bullying Policy
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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1.1	Feb 2022	DHo	Additions and amendments throughout to align with national guidance. Addition of FAQs and further useful information links

1.0 INTRODUCTION

The Maltby Learning Trust is committed to providing students in all academies with a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at a Maltby Learning Trust Academy. If bullying does occur, incidents will be dealt with promptly and effectively.

2.0 LEGAL FRAMEWORK

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the Academy's behaviour policy which must be communicated to all students, Academy staff and parents.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to students with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Safeguarding children and young people Under the Children Act 1989

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, Academy staff should discuss with the Academy designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. Academy

However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, Academies may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If Academy staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

3.0 DEFINITION

Definition of Bullying

Bullying is defined in 'Preventing and Tackling Bullying: Advice for headteachers and school staff' (DfE - July 2017) as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously an Academy's first priority but emotional bullying can be more damaging than physical; teachers and Academies have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can be a one-off or sustained – damaging either way. It can be painfully obvious, but it can also be surreptitious and subtle. It can also be one student against another or involve several students.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well Academy leaders tackle low-level disruption was included in Ofsted inspections.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside the Academy. Cyber-bullying is a different form of

bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all Academies and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the Academy rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of Academy discipline.

For more information on how to respond to cyber-bullying please refer to the 'further resources' section of this document.

4.0 OFF-SITE BULLYING

Academy staff members have the power to discipline students 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 students' 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 students' behaviour in those circumstances. 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 staff, it should be investigated and acted on. The Principal should 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While Academy staff members have the power to discipline students 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 student is under the lawful control of Academy staff, for instance on an Educational Visit.

The guidance document 'Behaviour and discipline in schools – advice for headteachers and school staff' (2016) states that:

Subject to the behaviour policy, teachers may discipline students for:

Misbehaviour when the student is:

- Taking part in any Academy-organised or Academy-related activity or
- Travelling to or from an Academy or
- Wearing Academy uniform or
- In some other way identifiable as a student at the Academy.

OR misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy or
- Poses a threat to another student or member of the public or

- Could adversely affect the reputation of the Academy.

The Maltby Learning Trust will apply Academy discipline and behaviour policies, including in cases of bullying. More detailed advice on teachers' powers to discipline, including their power to discipline students for misbehaviour that occurs outside the Academy, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' (2016).

5.0 RESPONSIBILITIES

Maltby Learning Trust Board

Have the responsibility of monitoring bullying incidents across the whole Trust, ensuring all academies treat bullying equally seriously and follow the robust procedures laid out in this policy. They will ensure academies which either appear to be under reporting bullying, or have too high an incidence of bullying, are held to account.

Executive Leaders

Are responsible for ensuring that there is a consistent approach to combating bullying across all Trust academies, informing governors and holding leaders to account for the effectiveness of their Academy.

Academy Leaders

Are responsible for ensuring robust systems and processes, which meet the Trust expectations laid out in this policy, are in place. They should ensure that parents, staff and students know the importance which is placed on ensuring the Academy is a safe and caring place and that bullying will not be tolerated. They should ensure that robust reporting systems are in place and that staff are empowered to investigate bullying and support children when it is identified. Leaders are responsible for ensuring a warm, open and caring ethos pervades the Academy.

Local Governance Committee

Is responsible for holding the Academy leaders to account for the performance in this area, ensuring robust mechanisms for the reporting of bullying are in place, that leaders take bullying seriously and are not complacent and that students and parents feel confident in the approaches adopted by the Academy.

Academy Staff

Are responsible for being fully aware of the approach taken by the Academy to combatting bullying. All staff should be vigilant for bullying, be open and receptive to any child reporting bullying – ensuring all reports are taken seriously, reported and investigated. Staff are expected to model positive behaviours and be good examples of how to deal with disputes and conflict by positively dealing with any students without using raised voices or intimidating behaviour.

Parents

Are responsible for reporting any suspicion they have that their child is being bullied to the Academy as soon as possible. They are also responsible for encouraging good behaviour and helping the Academy to be proactive in preventing bullying occurring.

Students

Are responsible for reporting any bullying they see and challenging negative behaviours when they see it. There is an expectation that students show good behaviour at all times.

6.0 INTERVENTION – SUPPORT FOR STUDENTS WHO ARE BULLIED

In all cases MLT Academies have a responsibility to support children who are bullied and make appropriate provision for a student's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

We recognise that many young people may be frightened or reluctant to inform an adult if they are being bullied. The Academy should work hard to demonstrate to students that allegations of bullying will be treated seriously, and action taken if they are proven to be correct. An open ethos will be adopted to ensure that children know how to report bullying and who to report it to. Staff will also be vigilant and highly aware of the possibility of bullying occurring.

Despite the Academy ethos, a student who is being bullied may:

- Be frightened of walking to or from the Academy;
- Be unwilling to go to the Academy;
- Begin to perform poorly in the Academy;
- Become withdrawn or tearful;
- Have books, clothing or possessions which are damaged or go missing;
- Become distressed / stop eating;
- Cry easily / have nightmares;
- Become disruptive or aggressive towards adults or other young people at home or in the Academy;
- Begin stealing (to pay the bully).

Members of staff may see:

Members of staff who see a persistent deterioration in a young person's behaviour or mood should discuss this with the student's class teacher, the Principal or Pastoral Manager and/or have a word with the student in private asking whether anything is troubling them and whether they are experiencing bullying.

Parents/Carers:

Are encouraged to discuss concerns about a student's well-being with their class teacher as soon as possible.

Vulnerable Students:

Bullying can happen to all children and young people, and it can affect their social, mental and emotional health. Academy staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more

likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, LGBTQ+ students, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help Academies to develop strategies to prevent bullying from happening. It will also help Academies be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the student.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Academies should ensure they make appropriate provision for a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then Academies should consider whether the child will benefit from being assessed for SEND.

In July 2012 the cross Government 'No Health Without Mental Health: Implementation Framework' was published. It describes the role that schools, Academy Trusts and local authorities should play in supporting children and young people's mental health and wellbeing. If it is felt that a student is experiencing these difficulties, SLT/inclusion should be consulted and, if appropriate, advice sought from the MAST Team and an appropriate plan put into action.

Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEN support, Academies and, where appropriate, local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

Separate on-site provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself, it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Academies should respond sensitively where an absence arises as a result of bullying.

Academies should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that

provides respite for bullied students, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Alternative Provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their Academy, then other arrangements must be made for the student to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Local authorities must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be fulltime, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to fulltime as the child's needs allow and kept under review.

[Separate statutory guidance on the use of alternative provision](#), issued in January 2013 sets out that parents, students and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative provision should be to support reintegration back into mainstream education, working closely with students and their parents to agree a plan and timetable for return.

7.0 AIMS OF OUR ANTI-BULLYING STRATEGY

Within the Maltby Learning Trust we endeavour:

- To ensure all staff, the Local Governance Committee, students and parents have an understanding of bullying and its consequences; and the knowledge that it is not acceptable in any Maltby Learning Trust Academy;
- To create an atmosphere of trust between staff and students, where students feel they are listened to and are willing to tell an adult if they are being bullied;
- To ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed consistently by all staff;
- To closely monitor students who have reported bullying and to ensure students and staff learn to keep themselves and others safe;
- To teach students to respect the differences between groups of people within the Academy's community;
- To offer support and education to those students who are both the victims and perpetrators of bullying, providing them with a range of strategies which they can use if they are at risk of bullying others or are being bullied themselves;
- To encourage 'bystanders' to bullying incidents (adults and children) both to intervene when appropriate to stop the incident and to report it to the student's class teacher/appropriate staff member so that action can be taken.

- To support and train all staff members in identifying bullying incidents and in dealing with them confidently and effectively.

8.0 COMBATTING BULLYING

Within the Maltby Learning Trust we know that an Academy's response to bullying should not start at the point at which a child has been bullied. The best academies develop a more sophisticated approach in which staff proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to students about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their students, depending on the particular issues they need to address.

Within MLT, we recognise that schools which excel at tackling bullying have created an ethos of good behaviour where students treat one another and the staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the Academy gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole Academy environment and are reinforced by staff and older students who set a good example to the rest.

Maltby Learning Trust Academies should apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students.

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. The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Whole Academy Approaches

The chances of bullying occurring can be substantially reduced, and the speed of detection when it does occur increased, by academies taking a cohesive whole school approach. Within the Maltby Learning Trust, Academy's will:

- **Involve students.** All students understand the Academy's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- **Regularly evaluate and update** their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- **Implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- **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. Academies can also teach children that using any prejudice based language is unacceptable

- **Use specific organisations or resources** for help with particular problems. Academies can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- **Provide effective staff training.** Anti-bullying policies are most effective when all Academy staff understand the principles and purpose of the MLT policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Academies can invest in specialised skills to help their staff understand the needs of their students, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) students AcademyAcademy
- **Work with the wider community** such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside schoolAcademy
- **Make it easy for students to report bullying** so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside the Academy including cyber-bullying
- **Create an inclusive environment.** Academies should create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- **Celebrate success.** Celebrating success is an important way of creating a positive ethos in the Academy around the issue.

Prevention through Ethos

Academies within the Maltby Learning Trust use a variety of strategies to prevent bullying occurring these include, but are not restricted to:

- Providing open channels for students to talk about worries or disagreements before they develop into bullying. Having clearly understood channels for any child, staff member or parent/carer to report concerns over bullying;
- Adequate supervision of the Academy site, especially toilets, lunch queues and distant areas, including if appropriate the Academy gates at the beginning and end of the day;
- Increased supervision levels and, as appropriate, safe areas for students who feel threatened at break and lunch times;
- Rewarding non-aggressive behaviour;
- Encouraging co-operative behaviour;
- The use of Pastoral Support for those young people experiencing interpersonal and peer relationship difficulties;
- Close monitoring of young people with Special Educational Needs;
- Sharing proven good practice with colleagues.

Maltby Learning Trust academies also have clearly stated, well understood values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others. These values are reinforced by staff and older students who set a good example to the rest.

9.0 EDUCATION

Students will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Talking to students about issues of difference in lessons, through dedicated events or projects, and through assemblies;
- Creating an ethos of good behaviour where students treat one another and the staff with respect because they know that this is the right way to behave;
- Promotion of anti-bullying messages through assemblies / Student Leadership Team / Curriculum Areas;
- Class discussions / group work sessions on issues such as friendship, prejudice, assertiveness, coping strategies;
- Firm, fair and appropriate disciplinary procedures;
- Greater interaction between classes/Year Groups;
- Focused, targeted work in Pastoral support groups;
- Discussions of the importance of reporting bullying and not suffering as a victim.

Education of Parents/Carers

Parents/Carers should be confident that any allegation of bullying will be dealt with seriously and concerns investigated and acted upon. Successful schools foster positive relationships with parents/carers and are able to both listen to their concerns and challenge them where their child is the perpetrator. Parents/carers should be absolutely confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

10.0 DEALING WITH BULLYING INCIDENTS / ALLEGATIONS

Academies within the Maltby Learning Trust should apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. 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 a student reports/alleges a bullying incident to an adult, or an adult witnesses an incident, the following are agreed procedures:

- Staff will prioritise ensuring the immediate safety of all other students, staff and property. In exceptional circumstances where there is a risk of injury to an individual, a member of staff may physically intervene following the Academy's policy on Positive Handling (Safeguarding/Behaviour Policy);
- Any injured student or member of staff will receive appropriate medical attention as soon as is practicable;
- Staff will inform the appropriate staff members (Class teacher, Principal, Pastoral Manager) as soon as possible;

- Principal, Class Teacher or Pastoral Manager will interview both the target(s) and bullying student separately and in private to establish the facts without apportioning blame;
- A decision will be taken regarding whether to contact the parents of both the target(s) and bullying student. The Pastoral Manager or Principal will inform the victim's parents if there is any injury or the young person is at risk of significant harm;
- The Pastoral Manager should retain copies of any paperwork for filing in the behaviour file or on CPOMS for all students involved. Where necessary records will also be kept in the Behaviour log or CPOMS. When it is technically possible, incidents will be recorded on SIMS;
- Appropriate sanctions and support will be discussed and agreed upon. The Pastoral Manager will take the targeted student's wishes into account when deciding how to deal with the bullying student, but incidents will always be dealt with in line with the Academy's behaviour policy. The incident will be recorded either in the behaviour file, detailing the bullying student's actions and sanctions or in the student concerns book;
- Both the targeted student and the bullying student will be offered the opportunity to meet and talk about their experiences;
- After initial investigation by relevant staff, if the incident is deemed to be bullying under the definitions above, the students will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Confidentiality will not be promised.
 - The Pastoral Manager will listen carefully and objectively to the student's account.
 - The student(s) will be encouraged to share what they are feeling.
 - Staff will ascertain who has been involved, including bystanders.
 - Staff may offer coping / preventative strategies/pastoral support if appropriate.

11.0 SUPPORT, EDUCATION AND CONSEQUENCES FOR THE BULLYING STUDENT(S)

We treat bullying with the upmost seriousness and sanctions are applied with equity in all MLT academies. Sanctions can vary depending on the situation/seriousness of the incident(s) but bullying should always carry a consequence and must not be ignored. However, it should not be forgotten that bullying behaviours often arise because of a child's own difficulties/circumstances. In these cases, support will be given to the child as well as consequence.

The behaviour policy outlines Academy specific support and consequences for the bullying student.

12.0 WORKING WITH PARENTS/CARERS WHEN BULLYING OCCURS

The Maltby Learning Trust appreciates that there will be occasions when the parents/carers of one or both sets of students involved will feel that the Academy has not sanctioned appropriately. Parents /carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them.

Where a parent/carer is dissatisfied with the Academy's handling of a situation, then the Principal will seek to resolve the situation informally. In the event of a formal complaint, then the agreed complaints procedure for the Trust will be invoked.

The Maltby Learning Trust actively encourages and welcomes comments, questions and suggestions regarding our anti-bullying policy. Please contact the appropriate Pastoral Manager or Principal.

13.0 FURTHER SOURCES OF INFORMATION

Further sources of information

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes [new cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health

problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association – guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\)](#): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

14.0 FREQUENCY ASKED QUESTIONS

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline students for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated, and appropriate action is taken. This will send a

strong signal to students that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same students. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their students.