



CARLTON
ACADEMY TRUST

Carlton Academy Trust

Anti-Bullying Policy

Approved on behalf of Trustees:

Date:

Next Review Date:

Gareth Logan

September 2023

August 2024



Glossary

- DOS:** Trust Director of Safeguarding.
DSL: Designated Safeguarding Lead.
HOS: Head of School.
Parents: Umbrella term also including carers.
SEND: Special Educational Needs and Disabilities.

Definition

Bullying is any behaviour by an individual or group repeated over time that intentionally hurts another individual or group. Bullying often demonstrates an imbalance of power between perpetrator and victim which can be physical, psychological, intellectual, related to groups or the capacity to socially isolate. It must never be overlooked or tolerated.

Types of Bullying

Emotional: Being unfriendly, excluding, tormenting.

Physical: Hitting, kicking, pushing, taking another's belongings, use of violence.

Discriminatory: Racial, gender-based, disability-based, homophobic taunts/language/graffiti/gestures, forcefully imposing political or religious views on others.

Sexual: Sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, up-skirting, down-blousing.

Verbal (Direct or Indirect): Name calling, sarcasm, spreading rumours, teasing.

Cyber: Online threats or bullying through social media, messaging apps, gaming sites, or similar.

Bullying and Criminal Law

Some types of harassing or threatening behaviour or communications may be classed as a criminal offence. Where a school suspects an offence has been committed, they should contact the police. Advice may also be obtained from the Trust Director of Pastoral and Trust Director of Safeguarding.

Responsibilities

Trustees: Review the Anti-Bullying policy annually and oversee successful implementation across all schools.

HOS: Ensure the provisions of Anti-Bullying policy are effectively implemented within their school.

All staff must:

- Be vigilant to bullying, reporting concerns without delay these to appropriate pastoral staff or senior leaders.
- Protect students from bullying.



- Provide a secure and nurturing environment for students promoting their safety and welfare where they feel able to disclose problems.

Prevention

Schools must create an environment that prevents bullying by:

- Proactively gathering intelligence about student interactions and relationships.
- Acting without delay to help prevent issues escalating.
- Educating students through assemblies, projects, taught curriculum, or similar about protected characteristics and differences (religion, gender, sexuality, ethnicity, disability, special needs, appearance, family circumstances) which may lead to bullying.
- Promoting a culture of positive behaviour where students treat one another with respect.
- Engaging with parents to communicate expectations in relation to bullying and procedures to follow if they believe their child is being bullied.
- Regularly reviewing systems to prevent cyber-bullying.
- Employing disciplinary sanctions which reflect the seriousness of bullying so that others are deterred from similar actions.
- Staff training to increase awareness of bullying and effective responses.
- Creating a culture where students feel they can report bullying relating to them or others, concerns will be listened to, and acted upon effectively without delay.

Actions When Bullying is Reported

Students are actively encouraged to report bullying and provided with guidance on how to effectively do this. Schools must treat all reports seriously and investigate sensitively without delay.

Low-level bullying such as name-calling should never be overlooked as it can have a significant negative impact. If left unchallenged or dismissed as 'banter' or 'horseplay', it can lead to a reluctance to report other more serious behaviours. Early interventions can also help set clear behaviour expectations and stop negative behaviours escalating.

Appropriate sanctions must be applied to deter recurrence, with suspension and exclusion a possible response to repeated bullying. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any SEND or other individual circumstances in accordance with the Behaviour Policy. It is also important to consider the factors causing bullying and whether it raises any concerns for the welfare of the perpetrator and if they need support or interventions.

Support for victims (and perpetrators) is varied and applied appropriate to individual circumstances. Measures include:

- Support from a trusted member of staff.
- Education programmes to build self-confidence and resilience.
- Counselling
- Engagement with parents or local authority children's services.
- Referral to the external agencies such as Safer Schools Partnership Police, or similar.

Schools must closely liaise with parents of both victims and perpetrators to inform and update on incidences of bullying affecting or involving their child.



Cyber-Bullying

Can occur at all times of the day and enables a larger audience than other forms of bullying. Staff with authority delegated from the HOS can search phones/electronic devices for evidence of bullying and may delete content where there is good reason to do so without the need for parental consent. Where evidence is found that suggests an offence has been committed, it must be referred to the police without delay.

Where a device has material that may relate to a criminal offence, shows extreme pornographic or pornographic images of a child, this must not be deleted as it can be used as evidence by the police. Other material may be deleted after consultation with the DSL or DOS.

Bullying and Safeguarding

When there is reasonable cause to suspect that a student is suffering or likely to suffer harm, bullying should be treated as a safeguarding concern. An immediate referral should be made to the DSL where this is suspected.

Bullying Outside School

Schools have the power to discipline students for misbehaving outside the school premises. Where bullying outside school is reported to school staff, it must be investigated and acted on without delay as any bullying on-site would be managed. The HOS should also consider whether this should be reported to the police if they suspect a criminal offence has occurred.

Vulnerable Students

Some students are more likely to be the target of bullying, such as those with SEND, adopted or in care, mental health issues, with caring responsibilities, or those who identify as LGBTQ+. The impact may also be more severe where risk factors are combined. Therefore, these students often need greater support to deal with the impact of bullying.

In addition, SEND students often lack the communication skills to report incidences of bullying, so it is important that staff are increasingly alert to the potential threat of bullying for these students.

Where Bullying has a Severe Impact

In some circumstances, bullying may lead to a student demonstrating pronounced social, emotional, or mental health needs. When this occurs, schools must make immediate and effective interventions to ensure this does not affect their ability to learn.

Generally, schools should avoid removing bullied children from school, as even short absences can disrupt their education and make it difficult for them to be successfully reintegrated. This may also convey the tacit impression that victims are at fault and being punished.

