



BrightTribe
learn grow prosper

ALAT and Bright Tribe Trust Anti-Bullying Policy

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1. Mission Statement

Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

2. Principles and Values

The Castle Hill Schools will create a culture and environment where high standards of behaviour, equal treatment and respect for others is the norm.

For this policy to be effective bullying must be prevented in the first place and this requires Castle Hill Schools to be proactive in prevention and awareness-raising, alert continually to risks and the incidence of bullying.

We believe that:

- All pupils have the right to be educated in a safe and secure environment protected from others who may wish to harm, degrade or abuse them;
- There is no justification whatsoever for bullying and it should not be tolerated in any form whether it affects our pupils while they are on academy premises or in their lives outside;
- Bullying may indicate that both the victim and the bully have problems that should be addressed in positive and constructive ways;
- Effective management and prevention of bullying requires commitment, understanding, time and resources and is a shared responsibility.

This policy overlaps with and links closely to our policies for behaviour, safeguarding, child protection and E-Safety and we will ensure that the values inherent in all of these will be highlighted and reinforced on a daily basis.

3. Defining bullying and the legal framework

- 3.1. The basis for our approach is informed by the latest guidance from DfE 'Preventing and Tackling Bullying' October 2014 and by recent legislation such as "Safe to Learn" guidance.

- 3.2. This policy defines bullying as follows:
- 3.3. Bullying is any interaction between an individual or group of people which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation over a period of time;
- Bullying behaviour may be by a group or individual. Often that individual or group is perceived by others, or by the victim, to be more powerful;
 - Bullying may be direct or indirect including violence to the person and/or emotional bullying which may often be even more harmful to the individual;
 - Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact;
 - Examples of indirect forms of bullying include ignoring a person and the withdrawal of friendship; excluding them; malicious gossip and spreading rumour; abusive or oppressive graffiti or the use of social media, electronic messages and websites (cyber-bullying).
 - It is often motivated by prejudice against certain groups for example on the grounds of race, religion, gender or sexual orientation, or it may be because someone is adopted or has caring responsibilities.
 - It might be motivated by 'actual' differences between children, or 'perceived' differences.
- 3.4. The Education and Inspections Act 2006, sets out Castle Hill School's duty to promote good behaviour and prevent bullying.
- 3.5. The Equality Act 2010 aims to 'eliminate unlawful discrimination, harassment and victimisation', 'advance equality of opportunity' regardless of individual backgrounds or characteristics and to 'foster good relations between people' who share a particular characteristic and those who do not. It makes it 'unlawful for any school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, the provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.'
- 3.6. The Children Act 1989 identifies that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- 3.7. DfE guidance states 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.
- 3.8. This policy acknowledges that Castle Hill School also has the power to discipline pupils for misbehaving outside the academy premises "to such an extent as is reasonable". This is with regard to bullying incidents occurring, on such as school or public transport, outside the local shops, or in the town centre.
- 3.9. Cyber-bullying can happen anytime, with a bigger audience, and more accessories. Wider search powers included in the Education Act 2011 provide the specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

4. Objectives of this policy

- 4.1. Castle Hill Schools will prevent bullying by being proactive in creating an ethos of good behaviour and celebration of a range of examples of success in life. Bullying will be seen as abhorrent.
- 4.2. Pupils and staff will develop a clear understanding of how their actions may affect others. This will involve:

- Training staff in being alert to all forms of bullying, physical and emotional and its possible consequences for individuals;
- Recognising that it is often very difficult for a victim to report the bullying behaviour because they may fear reprisals;
- Ensuring staff understand the issues and causes, confident of how to use positive language effectively and that they regularly raise issues of equality and mutual respect through tutorial time and their teaching;
- Modelling respectful communications throughout the academy by staff, pupils and other adults and talking to pupils about issues of 'difference' in PSHE, in lessons, in assemblies and through dedicated projects and events;
- Researching information from pupils' previous schools, considering the risks inherent in the pupil cohort and gathering intelligence about issues between pupils which might provoke conflict;
- Using regularly the range of good anti-bullying materials, support of key personnel and resources available from national and partner agencies;
- Ensuring that parents and carers are well aware of this policy of zero tolerance and ensuring that the means of reporting bullying is trusted, straightforward and clear, to pupils and to parents;
- Informing parents what measures are being taken to prevent bullying, as well as how incidents are responded to. It is intended that this may also encourage positive messages about good behaviour and respect for others at home.
- Offering additional support and guidance to pupils who are felt to be at risk of bullying or who have suffered from bullying in the past.

4.3. We will address any incidents of bullying by:

- Taking every reported incident seriously and investigating it without delay;
- Stopping violence wherever it occurs and ensuring immediate physical safety;
- Ensuring all staff record all incidents of bullying and that Castle Hill School monitors the effectiveness of strategies to bring it under control;
- Applying disciplinary measures to pupils who bully in order to highlight to the whole of the Castle Hill School community that their behaviour is wrong;
- Using strategies that involve Castle Hill School's teaching and support staff, pupils as peer educators and mediators, parents/carers and other professionals from other agencies;
- Implementing strategies for mitigating the effects of bullying, thus enabling the growth of personal integrity of the individuals concerned.

5. Anti-Bullying Strategy.

5.1. Guidelines and Procedures for the Victim

5.1.1. Castle Hill School will offer a sympathetic and supportive response to pupils who are the victims of bullying. The nature of the response will be determined by the situation and the pupil's individual needs.

5.1.2. Responses may include:

- Positive reinforcement that reporting the incident is the correct thing to do;

- Reassurance that the victim is not responsible for the behaviour of the bully;
- Reassurance that the victim will be involved in the resolution;
- Action to stop the incident and secure the pupil's safety;
- Informing / involving parents or carers;
- Wherever possible, mediation between the perpetrator and the victim;
- Support from an outside agency who may be able to provide assertiveness training
- Befriending and/or peer mentoring;
- Creation of a support group such as a 'Circle of Friends';
- Extra tutorial support and regular monitoring;
- Arrangements to review progress.

5.2. Guidelines and Procedures for the Perpetrator

5.2.1. All Castle Hill School staff will take bullying behaviour very seriously.

5.2.2. Where possible, our first priority will be to adopt a supportive, pragmatic, problem-solving approach that will aim to bring about the elimination of the bullying and to address the aspects of behaviour that led to or caused the problem.

5.2.3. Responses to incidents of bullying will be proportionate to the nature of the incident. The more serious the concern, the more serious the response, and in situations where other strategies have failed, punishment may be necessary;

5.2.4. When sanctions are necessary they will be applied consistently and fairly in accordance with the ALAT / Bright Tribe academy's Behaviour Policy.

5.2.5. Our responses are likely to include any of the strategies below, implemented in proportion to the incident:

- Discussion with the bully to reinforce the message that their behaviour is unacceptable and represents a breach of the ALAT / Bright Tribe academy rules;
- Mediation between the perpetrator and the victim (provided this is safe for the victim);
- Support in developing alternative ways of behaving in future;
- Positive reinforcement to promote change, with, after an appropriate period of time, rewards for pupils to bring unacceptable behaviour under control;
- Loss of lunch and break-time privileges;
- Detention within a zone of Castle Hill School or seclusion within the academy
- Temporary or permanent removal from the class or group;
- Withholding participation in a trip, sport or other valued activity;
- A fixed period exclusion;
- Permanent exclusion (in very extreme cases).

- There may be occasions where the involvement of the Police is necessary; staff in Castle Hill School will make a reasoned judgement to involve the Police in extreme and persistent cases. Where the Police are involved parents will always be informed.

6. Monitoring, Evaluation and Review

- 6.1. We will develop a consistent approach to monitoring bullying incidents and we will evaluate whether our approach is effective.
- 6.2. All incidents of bullying will be recorded by Castle Hill Schools. We will also record the nature of the bullying. We will monitor incident numbers and types and identify any issues, such as where bullying may have recurred between the same pupils.
- 6.3. An annual report will be made to the ARC group indicating any trends that may emerge.
- 6.4. The Senior Leader responsible for Behaviour will evaluate the effectiveness of this policy and agree adjustments to address any concerns. These will be shared with staff, parents/carers and pupils.



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