Anti-Bullying Policy Statement (Including Child on Child on abuse)

Approved by:	Kaleidoscope Trust Board	**Date:** November 2024
Next Review:	November 2026	

INTRODUCTION

Kaleidoscope Multi-Academy Trust (KMAT) and its schools prides itself on its happy caring environment. While bullying may never be eliminated, it will always be dealt with as a priority.

Bullying involves deliberately hurtful behaviour which is repeated over a period of time by one or more persons who have power over the victim.

Bullying can take many forms, it can also be recognised with reports of child on child abuse but the types listed are based upon the NSPCC definition:
- Physical bullying: hitting, slapping or pushing someone
- Verbal bullying: name calling, spreading rumours or threatening someone
- Non-verbal abuse – hand signs, text messages facial gestures
- Emotional abuse: threatening, intimidating, humiliating someone
- Exclusion: ignoring or isolating someone
- Undermining: constant criticism or spreading rumours
- Controlling or manipulating someone
- Making silent, hoax or abusive calls
- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability

Cyber Bullying: The NSPCC provide the following examples of what cyber bullying includes.
- Sending threatening or abusive text/social media messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child, individual, family
- Encouraging self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations

LEGAL FRAMEWORK
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- 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
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following KMAT/school policies:

- Behaviour Policy (which includes searching, screening and confiscation)

- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Remote Education Policy

DEFINITIONS

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problems
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged background

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

STATUTORY REQUIREMENTS

Kaleidoscope and its schools understand that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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.

KMAT and its schools understand that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

● Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

AIMS OF THIS POLICY

1   To create an ethos in our schools where bullying is not tolerated in any form or at any time

2   To raise awareness amongst all staff, pupils and parents of issues surrounding bullying and so improve the identification of bullying at an early stage.

3   To provide all persons concerned with clear and effective procedures for the resolution and prevention of bullying incidents.

4   To minimise the occurrence of bullying in our schools and beyond

ROLES AND RESPONSIBILITIES

The Trust Board is responsible for

● Ensuring that policies and procedures are in place across Kaleidoscope schools and reviewed in light of statutory/best practice changes.
● Ensuring that training is available for staff and Governors.
● Analysing any bullying data across the MAT and questioning whether there are any specific patterns, reviewing its policy in light of these

The Local Governing Body (LGB) is responsible for:

● That this policy is implemented in its school.
● Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction and during their time as a governor.
● Ensuring that the school adopts a tolerant and open-minded policy towards difference.
● Ensuring the school is inclusive.
● Analysing any bullying data to establish patterns and reviewing how the school is addressing these.
● Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
● Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
● Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Headteacher/Executive Headteacher/Head of School is responsible for:

● Implementing this policy using staff experience of dealing with bullying incidents in previous years to improve procedures.
● Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
● Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
● Arranging appropriate training for staff members.
● Ensuring Anti-bullying is high profile within their schools through the curriculum, assemblies, resources

Teachers are responsible for:

● Being alert to social dynamics in their class.
● Being available for pupils who wish to report bullying.
● Providing follow-up support after bullying incidents.
● Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.

- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

PROMOTING AN ANTI-BULLYING ATMOSPHERE

- Through encouraging caring and cooperative relationships in the classroom, teachers can do a great deal to promote an anti-bullying culture.
- Whole-school assemblies provide another opportunity for promoting a caring school community where bullying is seen as very harmful.
- The work of learning mentors with our vulnerable pupils strengthens our preventative measures.
- Specific class discussions or drama activities aimed at exploring bullying issues will be a useful addition to the school's moral and social education curriculum.
- Regular class circle time sessions provide a means for any child to report bullying incidents and for bullying to be discussed openly. Reports can of course be made at any time.
- The school community welcomes advice provided by specialist outside agencies on bullying matters.
- An "open-door" policy towards parents will encourage early reporting of concerns.
- Rigorous recording of all bullying investigations and confirmed incidents as well as follow-up actions and monitoring. Termly reporting to Governors.
- An E-safety week will be held annually and e-safety issues will features in the planned curriculums for ICT and PHSE.

IDENTIFICATION OF BULLYING

All identified bullying incidents should be reported to the Headteacher/Executive Headteacher/Head of School (or deputy headteacher in his/her absence). Incidents may be reported directly by the victim, by one of the victim's close friends or other peers, or via another member of staff (teaching or non-teaching). Incidents may sometimes be reported to the headteacher by a parent/carer.

All reported incidents will be fully investigated as soon as is possible.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions

- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

CHILD ON CHILD ABUSE
The guidelines for child on child abuse are highlighted in the KMAT Safeguarding Policy as the following

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- The above should be taken into account when considering whether the incident is a 'one off' incident or a bullying issue, this could either be towards an individual or a group of individuals with the same perpetrator.

PROCEDURES FOR RESOLUTION AND FUTURE PREVENTION

Each individual case is unique and may require a different approach or solution but in general the following procedure will be followed though not necessarily in this order (the member of staff may be a senior leader, teacher or learning mentor):

1   The member of staff will listen to the victim of the bullying describing what has happened in some detail - i.e... who has done the bullying? What form has it taken? How long has it been going on for? What has the victim done about it? Does anyone else know about it? What have they done?

2   After this, the member of staff will reassure the victim that the bullying will now stop and if it ever does re-occur, the victim must report it immediately. The member of staff will then discuss with the victim the best way to proceed suggesting the process below for the victim's approval.

3   The member of staff will talk with the bully or bullies and listen to their description of events. If they are at fault, the member of staff will insist that the bullying stops immediately and discuss what should be done next.

4   If necessary, the member of staff will talk with other children and staff about the incidents, to establish a full picture.

5   The member of staff will contact the parents of the victim and inform them of the incidents and the need for immediate reporting if bullying recurs. The family will be offered the support of a named member of staff in incidents of prolonged bullying.

6   The member of staff will speak to the parents of the bully or bullies and request their support for the actions being taken by the school.

7   Any sanctions decided upon in school are carried out.

8   A short-term behaviour action plan may be appropriate for the bully(ies). This may include an opportunity for individual counselling, activities to build self-esteem, development of better friendships, as well as a behaviour modification programme run by learning mentors.

9   All confirmed bullying incidents & investigations of bullying will be logged and reported to the Governors' at their regular meetings. Bullying incidents will also be reported to the CEO and Trust Board. These recorded incidents will be monitored periodically to assess any trends of incidence or behaviour. Any findings may influence further action in school aimed at reducing future incidence. The headteacher will inform all of the appropriate staff.

10   Staff will continue to be vigilant and monitor the victim's happiness and the bully's behaviour in school for as long as is necessary.

BULLYING OUTSIDE OF SCHOOL

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy..

The Headteacher/Executive Headteacher/Head of School has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher/Executive headteacher/Head of School is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

RECORD KEEPING

Schools will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents

of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Headteacher/Executive Headteacher/Head of School and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Approved by Kaleidoscope Trust Board Chair   06/11/2024