Policy Name: Anti-Bullying

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Type of Policy:

- ☐ Trust Policy
- ☒ Trust policy tailored by School
- ☐ School Policy

Approval:

- ☒ School
- ☐ LAB
- ☐ Board

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Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

Rationale

At Coopers we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. At our school and we seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns.

We expect all members of the school community to always act in a considerate and courteous manner, in line with our values of trust, respect and resilience and bullying of any kind is unacceptable. This policy should be read in conjunction with the Behaviour, Safeguarding and Exclusion Policies.

What is Bullying?

Bullying is defined by the DFE in its advice to schools, updated in October 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.

We work hard with pupils to help them distinguish between one-off 'banter'/falling out issues and systemic bullying behaviours that can recur over time, to enable us to best support them effectively to be safe and feel comfortable.

We are very clear that bullying is not limited to the physical boundaries of the school. We will treat equally as serious any bullying that occurs within the community, outside of School and via social media.

Any bullying, wherever it occurs, is completely unacceptable and will not be tolerated by this School. We will always involve external agencies, such as the police, where we feel it is appropriate to do so.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

• There is a deliberate intention to hurt or humiliate, with a power imbalance that makes it hard for the victim to defend themselves.
• It is usually persistent. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent.

Bullying behaviours can include, but are not limited to:

• Physical: pushing, kicking, hitting or pinching, any form of violence, threats
• Verbal: name-calling, spreading rumours, persistent teasing and sarcasm that is intended to cause harm
• Emotional: tormenting, ridiculing, humiliation, and exclusion from groups or activities
• Cyber: the use of the internet and related technologies to harm or threaten others, in a deliberate and hostile manner
• Extortion: forcing a pupil to give money, gifts or forcing them to do others' homework
• Racial Bullying: racial taunts, graffiti, intentionally offensive gestures
• Sexism: As defined by the EHRC as: "Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex." Common manifestations of sexism in schools include sexist language, gender stereotyping and sexual harassment.
• Gender Identification Bullying: tormenting, ridiculing, humiliation, and exclusion from groups or activities
• Sexual Orientation Bullying: tormenting, ridiculing, humiliation, and exclusion from groups or activities
• Sexual harassment: unwanted conduct of a sexual nature which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying is usually part of a pattern of behaviour rather than an isolated incident.

If an individual considers themselves to have been bullied, this may have a negative impact on their emotional wellbeing, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with.

Child-on-child abuse

Children and young people may be harmful to one another in a number of ways which would be classified as child-on-child abuse. In most instances, the conduct of pupils towards each other will be covered by the school's behaviour policy. However, some allegations might be of such a serious nature that they become safeguarding concerns.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between two or more children and within children's relationships (both intimate and non-intimate). All staff working with children are advised to maintain an attitude of "it could happen here". Staff should recognise that even if there are no reports, it does not mean that child-on-child abuse is not happening, it may be the case that it is just not being reported.

Child-on-Child abuse is most likely to include, but may not be limited to:
• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault (note that the starting point for such offences is that the matter should be passed to the police);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; teenage relationship abuse
• upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; this is part of the Voyeurism Offences Act April 2019.
• Sending indecent images via device (also known as youth produced sexual imagery); and
• initiation/hazing type violence and rituals.

Child-on-child abuse should be reported and recorded in the same way as a report of bullying and staff will record on Arbor and SAFEGUARD. The DSL will have an oversight and will monitor as safeguarding issues.

Child-on-child abuse is explicitly referenced in PSHE in an age-appropriate way and offers pupils and pupils the safe space to discuss issues such as bullying, harassment and coercive relationships in a safe space. Additional preventative work is carried out in the Tutor programme and the school's calendar of Assembly activities.

Under the Children Act 1989 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'. Where this is the case, the school staff, parents/carers, pupil etc. should report their concerns to their DSL, may pass this on to local authority children's social care.

Please refer to the Child Protection and Safeguarding Policy for further information.

At Orion Coopers, we have zero tolerance of bullying. Any pupil, after investigation, found to have been bullying another will be dealt with robustly under 'serious Incident' in the Behaviour Policy.

Possible Signs that a Pupil is being Bullied:

It is the responsibility of all members of staff to be vigilant and pro-active in identifying possible victims of bullying. Potential signs include:
• A pupil may appear unusually withdrawn and uncommunicative.
• Changes in academic performance Easily distressed or appears anxious
• He or she may be unable to concentrate in class.
• His or her behaviour may change e.g. a pupil's participation in extra-curricular activities may reduce
• Regularly feeling sick or unwell- wanting to go to the toilet regularly during lesson
• He or she may have unexplained cuts/bruises – or give unconvincing explanations.
• There may be unaccountable and repeatable damage or loss to bags, books, equipment and money
• There may be intermittent and long-term absences from School
• A pupil may truant lessons or school to avoid a particular individual or group
• Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness

Pupils must be encouraged to report bullying at the school. Orion Coopers staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

Orion Coopers will implement procedures to:

• Ensure all Governors, teachers and support staff, pupils and parents have an understanding of what bullying is.
• Ensure all Governors, teachers and support staff know what the policy is on bullying, and how to follow it
• Ensure all pupils and parents know what the school policy is on bullying, and what to do if bullying arises
• Take bullying seriously. Pupils and parents will be assured that they will be supported when bullying is reported
• Investigate and follow up all allegations of bullying
• Raise awareness of the harm bullying has on the victim

This will be promoted through our academic and pastoral programmes to ensure that:

• everyone knows and understands what bullying is and why bullies bully
• everyone knows and understands that bullying is unacceptable
• pupils are taught through the curriculum and through tutor group sessions the difference between bullying and general falling-out
• pupils are taught how to be assertive and resilient, building their self-esteem and confidence
• pupils are taught how to spot bullying and intercede or report it
• incidents of bullying are dealt with in a timely fashion
• pupil who bully are asked to account in a firm but supportive manner
• pupil who bully are subsequently supported in learning more appropriate ways of interacting with others
• pupils are empowered to help both the victim and the bully.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Members of staff are vigilant, particularly before and after lessons and during unstructured times.

Staff are expected to promote an anti-bullying culture

We have a range of strategies to prevent and tackle bullying if and when it arises at Coopers

• Guidance is provided to all pupils on bullying, its effect and simple measures to deal with bullies. Pupils are provided with an email address to report incidents of bullying: stopbullying@orioncoopers.org.uk
• Appropriate and regular CPD and training for all staff on anti-bullying practices, including how to report and deal with bullying effectively.
• Information posters are displayed throughout the school and in tutor room bases advising pupils what to do if they feel that they or another pupil are being bullied.
• Break and lunchtime supervision provides the opportunity for learners to engage with adults during the recreation periods.
• Assemblies promote the school's attitude to bullying and to ensure information is passed to the pupil body.
• Partnerships with organisations such as Stonewall to challenge homophobic and transphobic bullying.

• An extensive SMSC programme which celebrates annual events through focus weeks helps to challenge forms of prejudice and discrimination.
• Year teams assist with developing a learning programme to cover a broad range of topics. Bullying features within the PHSE programmes as well as challenging all forms of prejudice and discrimination.

Responses and interventions

• Staff who deal with issues of bullying should do so effectively and efficiently. Concerns should be passed to the appropriate staff (usually Heads of Year) for information or action.
• If the concern is considered more serious a serious incident form should be used to convey action and information to the appropriate staff. Appropriate sanctions decided according to whole school behaviour policy.
• Year Teams work to support victims and perpetrators. Mediation and restorative type conversations are used to help resolve the issue.
• When a higher-level response is required, a member of the Leadership Team will become involved to support or issue sanctions such as an internal or external exclusion. Year Teams should speak to the Assistant Headteacher for Behaviour.
• When appropriate restorative conversations should be arranged with all pupils involved.

Pupils Who are 'Bystanders' and 'Upstanders'?

Bystanders - someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders. People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person 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 interject, 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. At Orion Coopers, we encourage all pupils, staff and parents to be upstanders, supporting a zero-tolerance stance on bullying.

Reporting Bullying Procedures

All reported incidents will be taken seriously and investigated involving all parties.

If a pupil is being bullied, or who is worried about another pupil being bullied, they should inform an adult in school straight away. We understand that reporting bullying might be scary, but it is important to get help so that it stops.

• tell their tutor, Head of Year, pupil support staff, any other member of staff, their parents or a responsible older pupil.
• contact Childline on 0800 1111

Parents/Carers

Parents are asked to let the school know directly (usually Head of Year) if they have any cause for concern, either on behalf of their own children or because of rumours about others.

Members of staff who see or hear bullying, become aware of bullying or have had a pupil confide or report bullying to the should follow the procedures outlined below:

Recommended Practice	
1. Remove all parties to Year Team office or SLT offices. Appoint an investigator. 2. Check SEND status of pupil and inform SENDCo immediately if SEN for support. 3. All parties involved must write a 'version of events' on a standard format. Versions of events must be written separately or under supervision of a member of Coopers staff.	
STAGE 1 – Does the incident involve an allegation against an adult?	
Yes	**No**
• STOP! Refer incident immediately to DSL. • Do NOT take any further action or accounts *Safeguarding team will take over investigation*	Proceed
STAGE 2: Does the CCTV cover the area that the incident took place?	
Yes	**No**
• Review CCTV, taking note of camera number, time and date. *Only SLT can grant permission for footage to be viewed* • Ask premises to save footage if the incident involves an assault, theft or any action that could result in a permanent exclusion. • Take photos of damage to property (using a work device) • DSL should be consulted before any photos of physical injuries are taken	Proceed
STAGE 3 – Does the incident involve an item that could cause harm?	
Yes	**No**
• Remove the pupil(s) involved to SLT office and keep under supervision. • Contact parents to inform that a search will be taking place. (refer to Behaviour Policy for searches). • Coopers staff do NOT search if weapons are suspected without SLT- Log on Safeguard	Proceed
STAGE 4 – Does the incident involve a search?	
Yes	**No**
• Remove the pupil(s) to SLT office and keep under supervision. • Do NOT search if a weapon is suspected. • TWO members of staff must be present for any search. Check policy on searching before a search commences. • There must be both genders present for a searchharri	Proceed
STAGE 5 – Review and triangulate written accounts with any CCTV	
• Contact parents to inform them that an incident has occurred, even if you do not have an outcome yet	
STAGE 6 – Are you satisfied that you know what happened? **When making a decision, you should apply the civil standard of proof (balance of probability) rather than the criminal standard of proof (beyond reasonable doubt.)**	
Yes	**No**

• Follow Coopers Behaviour Policy and select appropriate sanction • Refer to SLT for approval/confirmation. • Inform parents of outcome(s) - log phone call home on Arbor. • Log on Arbor	Gather information from other sources including staff and pupils who were present Question the pupils about in discrepancies, timings and details etc.
STAGE 7 – Does the incident require Internal Suspension/Alternative Provision?	
Yes	**No**
• Complete Internal Suspension form, attach version of events and any other evidence and information with pack. • If the pupil is SEN then reasonable adjustments needs to be made. • Hand to Assistant Headteacher for review and sign off. Book in AP on Arbor	Proceed
STAGE 8 - Does the incident require a Fixed Term Suspension?	
Yes	**No**
• Complete FTS form, attach version of events and any other evidence and information with pack. Hand to SLT behaviour lead for review. • If the pupil is SEN then adjustments needs to be made. • Only the Head of School/Deputy head can authorise a fixed term suspension.	Proceed
If at any point of your investigation you believe you have discovered something that may result in a permanent exclusion, STOP and inform the Deputy Headteacher for Behaviour and Headteacher.	

The Balance of Responsibility:

When we deal with accusations of bullying we follow what is called a 'civil standard of proof' test.

We do not have to prove the 'criminal standard' of proof which refers to beyond all reasonable doubt as would have to happen in a court of law. This means, technically we would need to be over 51% sure that an event has happened. This is fully in line with DFE guidance when considering an exclusion of a child.

Therefore, on conclusion of any investigation into a bullying, we will always apply the civil standard of proof principle and will apply sanctions and re-education accordingly.

Support:

Staff, pupils, and parents/carers can access information from the organisations below to support:

- Bullying Advice from Bullying UK – www.bullying.co.uk
- National Bullying Helpline – www.nationalbullyinghelpline.co.uk
- National Society for Prevention of Cruelty to Children – www.nspcc.org.uk
- Advisory Centre for Education (ACE) – www.ace-ed.org.uk
- ChildLine – www.childline.org.uk
- The Mix – www.themix.org.uk
- Kidscape – www.kidscape.org.uk
- National Children's Bureau – www.ncb.org.uk
- The Samaritans – www.samaritans.org
- Minded - https://www.minded.org.uk/course/view.php?id=315