



Staffordshire University Academy Trust		SEAC Adapted Policy Document				
Approved by:	SEAC LAC	Issue Date:	October 2023	Review Date:	October 2024	
Policy Owner:	J.Carter Behaviour Lead					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input checked="" type="checkbox"/>

SUAT Anti-Bullying Policy

Trust ethos

At Staffordshire University Academies Trust (SUAT) we are committed to creating and sustaining a positive and inclusive environment for all children/students, staff and parents / carers which is free from discrimination.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children/students be able to fully benefit from the opportunities available at SUAT Academies.

Aim

The aim of the anti-bullying policy is to ensure that children/students learn in a supportive, caring and safe environment without fear of being bullied and to defend the right of every child and adult to be happy, safe and secure in the Academies within the Trust.

The Trust aims to eliminate bullying by:

- Making children/students, staff and parents / carers aware of bullying, its definition and the procedures outlined in the policy.
- Creating channels for children/students to openly discuss their problems.
- Empowering children/students who are bullied to seek help or help themselves.
- Modifying the behaviours of bullies and victims and providing the support they need too.
- Having a proactive schemes of work throughout the Trust, encouraging principles of citizenship, openness and fair play.
- Including all members of staff, children/students, parents and Trustees in the practice, monitoring and effectiveness of this policy.
- Educating children/students through curriculum opportunities to better understand what bullying is and how to help both themselves and others.

The long term aim of this policy is to reduce the number of children/students who experience bullying, through increasing awareness of this behaviour, the causes of bullying and its consequences for all who make up the Trust community. This policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the Trust community know what they can expect from the Trust and what the Trust expects of them with regard to bullying.

Definition of Bullying

Bullying is defined as "Behaviour by an individual or group, **repeated over time**, that **intentionally** hurts another individual or group either physically or emotionally".



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Safe to Learn: **Preventing and Tackling Bullying (2011)**

Child line notes that, bullying can also be seen as any occasion where someone deliberately intimidates or harasses another. It is recognised that bullying can be between adults, adults and children as well as between children.

Specific types of bullying are:

- Related to protected characteristics
 - Age
 - Disability
 - Gender re-assignment
 - Marriage & Civil Partnership
 - Pregnancy & Maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Related to appearance or health conditions
- Bullying of young carers, looked after children, or related to home circumstances
- Social Media/Cyberbullying

Bullying behaviour can include: name-calling; taunting; mocking; making offensive comments; threatening; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it can take place in the presence of others.

According to 'Kidscape' bullying:

- involves aggression (deliberate) and unequal power relationship; and
- results in pain and distress and is **persistent**.

Cyberbullying is a method of bullying rather than a type of bullying - including bullying by text message, via instance messenger services and social network sites, via email and via images or videos posted on the internet or spread through the use of mobile technology.

Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. Racial discrimination or stereotyping and discrimination of any kind, for any reason, is also considered bullying.

Our academies will continually be proactive about:

- seeking opportunities to learn about and celebrate difference(s)
- increasing diversity within our staff, volunteers, children and students
- welcoming new members to our communities.



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Procedures to be followed when bullying is suspected

1. When a bullying incident is reported, those accused of bullying and witnesses of the incident will be invited to describe verbally to a member of staff what has taken place and this will be recorded. The targeted child/student will also have the chance to have their account of what has taken place recorded.
2. Bullying incidents will be recorded on the My Concern form for safeguarding and monitoring purposes. All safeguarding documentation to do with specific incidents will be filed in the children/student files.
3. Sanctions
If a child/student either admits to bullying or it can be proved beyond reasonable doubt that they have taken part in this behaviour, then the following methods and sanctions can be used.
 - The incident will be reported to their parents/carers and action will be agreed.
 - A restorative justice package may be used to ensure that issues are resolved.
 - At the secondary academy a student may be issued with a C5, which is an internal exclusion. This involves a student being isolated from their peers, social time at breaks being removed and a detention being sat the same day.
 - A fixed-term suspension may be put into place.
 - A permanent exclusion will be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions and restorative strategies have been used.
4. Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, referral to an outside agency may be made where a support programme will be put in place for the person who committed the bullying. The Trust recognises that people who bully have often been victims themselves; that they may have needs to be addressed.
5. Children/students at risk of exclusion as a result of continual bullying will be supported by the academy through a Support package, which can include internal and external expertise aimed at improving and stopping the behaviour.

Support for the victim is paramount through:

1. Offering them an immediate opportunity to talk about the experience with a member of staff.
2. Reassuring them that the matter will be dealt with quickly and fairly.
3. Offering continued support through the academy pastoral system eg. the Emotional Literacy Support Assistant
4. Referral to external agencies if appropriate eg. SUAT Counsellor

Support for bystanders through:

1. Offering them support an opportunity to share their feelings and views.
2. Provide support through the academy pastoral system if required.
3. Continued opportunities through curriculum provision to raise awareness and means of support to address all forms of bullying.



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Responsibilities

The Trustees will:

1. Determine the strategies and procedures.

The Principal/ Head teacher will:

1. Ensure their Academy participates in anti-bullying week through PHSE, assemblies and other activities.
2. Ensure that all staff have an opportunity of discussing and reviewing strategies.
3. Discuss development of the strategies with the Executive Team and make recommendations to Trustees.
4. Ensure appropriate training is available to all staff.
5. Ensure that the procedures are brought to the attention of all staff, parents and students; and
6. Report annually to the Local Academy Council (LAC).
7. Ensure that displays are renewed on a regular basis that reflect bullying issues.
8. Information will easily available on issues related to all aspects of bullying.

The Teaching Staff, Support Staff, Pastoral Support team (Secondary) by:

1. Initiating the immediate action deemed necessary.
2. Recording all allegations of bullying on the 'Bullying Log'.
3. Being involved in any agreed strategy to achieve a solution.
4. Liaising with staff and parents/carers (as appropriate to their role).
5. Keeping their Line Manager informed of incidents.
6. Determining how best to involve parents/carers in the solution of individual problems.
7. Organising resources and publicise the anti-bullying awareness pledge/campaign each year.

All Staff will:

1. Know the policy and procedures.
2. Be observant and to ask children/students what is happening to them.
3. Deal with incidents according to the policy.
4. Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
5. Take an active part in the Anti-Bullying initiatives/events.
6. Fully participate in appropriate CPD.

Parents/Carers play a vital role by:

1. Stressing to their child the importance of positive social behaviour and that it is never appropriate to use physical violence or verbal abuse to negatively affect others.
2. Valuing and recognising their role in shaping children's attitudes and life-long learning experiences by actively endorsing and supporting this policy.
3. Reporting any misgivings, they have concerning bullying.
4. Recognising their impact on a child's self-esteem and coping strategies.



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Children/Students will:

1. Be encouraged to tell anybody they trust, without prejudice, if they are being bullied and/or if their peers are being bullied.
2. Be invited to tell us their views about a range of academy issues, including bullying, through regular questionnaires and pupil conferencing.

Outside Agencies:

Certain professional bodies will be invited to speak to the children, such as the Barnardos, NSPCC, Police as the opportunities arise. Drama productions will also be presented, where the opportunity arises, focussing on anti-bullying issues.

Monitoring and Evaluation

1. A review of the combined 'Bullying Logs' will be completed by each Academy at least annually and reported to the Local Academy Council.
2. Trust wide monitoring will be completed through electronic collation and evaluation of types of bullying incidents provided by each Academy; including their responses to these incidents;
3. Outcomes of monitoring and evaluation may be used to inform and update policy and practice; including provision of appropriate CPD for academy colleagues.

Links with other key policies:

- Safeguarding
- Child-on-Child Abuse
- Equality
- Behaviour
- RSHE
- PSHE
- SEND



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SEAC Policy & Procedures

At SEAC, we adhere to the policy and procedures outlined by our Trust (SUAT). Our additional academy specific policy and procedures are detailed below:

SEAC’s Anti-Bullying policy aims to contribute to the development and maintenance of good behaviour and a positive and inclusive ethos by upholding the principles of Christianity, British Values and equality for all. It ensures that all pupils develop socially, morally and culturally. It promotes progress, achievement and the health and safety of the school community by aspiring for pupils to be the best that they can be: the person God created them to be. All members of the academy are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

We are committed to creating and sustaining a positive and inclusive environment for all pupils, staff and parents / carers which is free from discrimination. We teach Early Years, Key Stage One and Key Stage Two pupils about bullying through our school values by:

Prevention

- Promoting a zero tolerance, anti-bullying culture
- Including all members of staff, pupils, parents and LAC members in the practice, monitoring and effectiveness of this policy
- Making pupils, staff and parents / carers aware of bullying, its definition and the procedures outlined in the policy
- Giving children the WISDOM to know what bullying is, why it is unacceptable and how to deal with it.
- Empowering children to have the COURAGE to speak up for themselves and others
- Teaching children to be tolerant and to RESPECT all others, as unique individuals who have strengths, but who also make mistakes
- Asking children to be HONEST and to take RESPONSIBILITY for their own words and actions and how they make others feel
- Encouraging children to be RESILIENT and PERSEVERE when things are hard, including re-building relationships and wanting them to work
- Teaching children to show COMPASSION when people are hurt
- Giving positive rewards for demonstrating these values are given during ‘Celebration’
- Having a PSHE / RSE scheme of work (including online bullying), daily reflection time and worship which encourages and expects principles of friendship, respect, citizenship, openness and fair play.



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Action

- Creating channels for children to openly discuss their problems
- Empowering children who are bullied to seek help and to help themselves by following strategies taught
- Expecting all adults to be mindful of early signs of distress - deterioration of work, illness, erratic attendance, withdrawal, over reliance on adults, parental concern. This may be symptomatic of other issues, but may also be an early indicator of bullying
- Monitoring behaviour termly and identifying persistent bullying behaviours (repeated, over time). Staff record incidents of alleged and actual bullying and report in line with academy and Local Authority and Department for Education guidelines and procedures
- Investigating alleged incidences immediately (class teacher). Senior teachers/ SLT is involved if escalation is necessary
- Offering immediate and appropriate support to all parties. The unacceptable nature of the behaviour and consequences of any repetition are made clear to the bully and his/her parents/carers
- Modifying the behaviours of bullies
- Taking appropriate action and recording all incidents of alleged and actual bullying

Consequences

- Ensuring that the sanctions, physical intervention, investigating incidents, searching, screening and confiscation, suspensions / exclusions, managing pupil transitions and monitoring procedures in relation to behaviour involving bullying are in line with our Behaviour Policy.
- Using mediation and relationship building strategies (**reflect, repair and rebuild**) in line with our Christian ethos and commitment to reflection, forgiveness and restorative practice.

SEAC documentation procedures to be followed when bullying is suspected

When a bullying incident (alleged or actual) is reported,

- Those accused of bullying and witnesses of the incident will be asked to describe verbally, to the member of staff receiving the report, what has been seen and heard. Discussions will be recorded on a Behaviour Investigation Record (Appendix B).
- The incident will be referred to the Behaviour Lead who will review established facts, carry out a risk assessment (if appropriate) and agree next steps.
- All safeguarding documentation will be saved, for monitoring and safeguarding purposes, and filed in the children/student files.

Support for the victim is paramount through:

- Offering them an immediate opportunity to talk about the experience with a member of staff.
- Reassuring them that the matter will be dealt with quickly and fairly.
- Speaking with parents so that a combined support package can be implemented.



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- Offering continued support through the academy pastoral system eg. the Emotional Literacy Support Assistant, Wellbeing Champion, Senior Mental Health Lead
- Referral to external agencies if appropriate eg. SUAT Counsellor
- Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, referral to an outside agency may be made where a support programme will be put in place for the person who committed the bullying. The Trust recognises that people who bully have often been victims themselves; that they may have needs to be addressed.

Support for bystanders through:

- Offering them support an opportunity to share their feelings and views.
- Maintaining confidentiality, speaking with parents so that they are aware their child has witnessed an incident at school.
- Provide support through the academy pastoral system if required.
- Continued opportunities through curriculum provision to raise awareness and means of support to address all forms of bullying.

Actions and Support for the Perpetrator:

- The Trust recognises that people who bully have often been victims themselves; that they may have needs to be addressed.

Sanctions

- The incident will be reported to their parents at the earliest opportunity via a telephone call or face to face meeting with the Class Teacher.
- A fixed-term suspension may be put into place.
- A permanent exclusion will be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions and restorative strategies have been used.
- If the Principal and Behaviour Lead do not consider a suspension or exclusion to be appropriate, a behaviour plan (Appendix A) will be completed. This will outline sanctions including loss of privileges e.g. playtimes, clubs, residential.
- A restorative justice package may be used to ensure that issues are resolved.
- The behaviour plan and Pupil Risk Assessment will be shared and agreed with parents via a face to face meeting with the Class Teacher and Behaviour Lead.
- A mid review meeting will be held after 3 weeks to discuss progress and further actions, if necessary. A full review meeting will be held after a further 3 weeks to discuss outcomes and further actions, if necessary.
- Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, referral to an outside agency may be made where a support programme will be put in place for the person who committed the bullying. Internal and external expertise will be aimed at improving and stopping the behaviour



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APPENDIX A

Anti-Bullying Behaviour Plan
(Please ensure that this plan is personalised)



I need support understanding that...			
I agree that I will...			
Sanctions			
How will my parents support me?			
How will my teacher support me? Follow a restorative approach to any incidents.			
How will the Child Champion support me? Use activities - resilience			
How will other staff support me?			

Pupil Signature:

Parent Signature:

Class Teacher Signature



APPENDIX B



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Behaviour Investigation Record & Risk Assessment

Date of Investigation: Time of Investigation:

Perpetrator(s):

Victim(s):

Witnesses:

Discussion Points	Action/Follow up Including name of adults responsible for action

Remember to use initials / class names only for perpetrators, victims and witnesses. Once completed and actioned please hand to and speak to the Behaviour Lead.



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SEAC PUPIL RISK ASSESSMENT FORM

Name of student		History of aggressive behaviour? (Please Tick)	Yes	
Year group			No	

HAZARD INDICATORS:

Considerations:

Drug Related	<input type="checkbox"/>	Vandalism	<input type="checkbox"/>	Verbally abusive	<input type="checkbox"/>
Arson	<input type="checkbox"/>	Theft/Dishonesty	<input type="checkbox"/>	Physically abusive	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Personal Harmful Behaviour	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>

SPECIFIC INCIDENTS:

DATE	INCIDENT	EVIDENCE PROVIDED BY:

PATTERNS:

Do incidents take place under specific circumstances? YES NO

Do incidents take place with identifiable people? YES NO

Are there identifiable triggers? YES NO

DETAILS:

BEHAVIOUR PROFILE:

How long has behaviour been exhibited? RECENT MEDIUM TERM LONGSTANDING

Have different strategies been tried? YES NO

DETAILS OF WHAT HAS WORKED AND WHAT HAS NOT (include dates):

What has worked

What has not worked



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MEDICATION

Is the young person currently taking any medication? If yes, please provide details below:

ASSESSMENT:

Level of Risk based on current evidence to :					
Students	High	Medium	Low		
Staff	High	Medium	Low		
Visitors	High	Medium	Low		
Buildings	High	Medium	Low		

ACTION / CONTROL (current plan e.g. IEP / PSP / timetable):

Actions Completed to date:

Risks and Actions to consider for the future:

Signature:

Designation:

Date:

Scheduled date for review of Risk Assessment:

Review date: