

Cambridge Academy for Science and Technology

Anti Bullying Policy

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Approved by:	Local Governing Body
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This policy applies to all phases at Cambridge Academy for Science and Technology (hereafter referred to as CAST)

Introduction

At CAST there is a zero tolerance to bullying.

The aims of this policy are:

- To provide a safe, secure environment where all members of the CAST community can flourish, thrive and feel a sense of belonging and fulfil their potential.
- To be an integral part of CAST's behaviour policy.
- To ensure that all members of the CAST community understand that bullying is not tolerated and the potential actions that may be taken when bullying occurs and understand the role they play in the prevention of bullying.
- To promote CAST as an 'upstanding' community.
- To promote the CAST core value of RESPECT.
- To be pro-active in the prevention of bullying.
- To raise awareness of what is meant by bullying, the different forms of bullying behaviours and the strategies used to prevent bullying.
- To deal effectively with bullying behaviours if they occur.
- To monitor and evaluate any data on bullying and identify curriculum/training needs for staff and students

What does it mean by an upstanding community?

Upstander = someone who recognises when something is wrong **AND ACTS** to make it right. When an upstander hears/sees someone experiencing bullying behaviour they speak up and report it.

Bystander = someone who sees or knows about bullying behaviour that is happening to someone but takes no actions to address or report it. Students are reminded that

bystanding in cases of bullying brings part-responsibility on themselves, and that it is every student's responsibility to report observed cases of bullying. Students who bystand in cases of bullying behaviour and do not pass on what they see will be subject to investigation and possible sanction/s. Students must be ready to recognise when behaviour described as 'banter' is an actual case of bullying

Roles and responsibilities of the CAST community

Students:

If you are being bullied (TARGET), witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help – be an **upstander**. This may be a friend, your tutor, a teacher, or any member of the staff you feel you can confide in. Alternatively, you can use the NSPCC helpline 0800136663.

If you are a student that engages in bullying behaviour/s you may receive educational intervention to understand how your behaviour has caused distress to another member of the CAST community. This will enable you to learn how to conduct yourself in the future and gain an understanding about bullying behaviour/s and how you can change your behaviour in the future. You may receive sanctions up to and including permanent exclusion.

Staff:

Promote a climate where bullying is not tolerated and continually develop best practice based on knowledge of what works. Have a clear understanding of their roles and responsibilities in preventing and responding to incidents of bullying. Model positive relationships and behaviours. Be an **upstander** - any adult who has concerns about the bullying of a student should report this via CPOMS using the category of bullying concern and behaviour concern. If bullying or cyberbullying behaviours raise safeguarding concerns, contact the DSL and be aware of the importance of adopting an 'it could happen here' attitude. Actively participate in CPD opportunities when directed e.g. reading KCSIE (Sep 2024).

Senior Leadership team and Governors:

Provide a member of SLT to 'oversee' anti-bullying at CAST– this is Laura Atkin.

Have a designated safeguarding lead who will escalate incidents to external parties if/when a child's welfare is a cause for concern – this is Laura Atkin.

To monitor and evaluate any data on bullying and identify curriculum/training needs for staff and students.

Review of the academy's anti-bullying policy on an annual basis and update as necessary based on development of curriculum opportunities, national patterns of behaviours.

To ensure the PSHE curriculum facilitates students to gain knowledge and understanding of core concepts linked to bullying.

Parents/Guardians:

Be an **upstander** - any parent who has concerns about their son/daughter or about any other Student in the Academy should inform an appropriate member of staff (in most cases this will be form tutor or class teacher for that Student. Details about lines of communication for parents are available via the academy's website.)

Be confident that all reported incidents of bullying will be investigated and dealt with.
Be aware that the term 'bullying' is not an umbrella term that can be used for all incidents – bullying behaviour may be isolated incidents and will be dealt with as a behaviour concern.

What is bullying – raising awareness

In the government document, Preventing and Tackling Bullying: Advice for Academy Leaders, Staff and Governing Bodies, (July 2017), it says: *"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, and involves an imbalance of power"*

This alludes to 3 key points

1 – The behaviour is repeated – doing something more than once

2 – The behaviour is intended to hurt others - to cause the 3 U's – causing others to feel upset, uncomfortable or unsafe

3 – There is an imbalance of power between the perpetrator/s of bullying and the target.

Bullying can take place between students, between students and staff or between staff.

Examples of bullying behaviour – link to the 3 C's – it is a choice, can be challenged and can be changed.

Verbal – including use of discriminatory language, taunting, making mean statements, name calling and the use of derogatory terms.

Indirect – emotional, spreading rumours, saying things behind other's backs, offensive graffiti, mocking, excluding others from the group, and cyberbullying (sending inappropriate text messages, images, e-mails, misuse of social media, setting up websites designed to embarrass others, trolling)

Physical – taking belongings, kicking, hitting, pushing, spitting.

Bullying behaviours can be discriminatory and include: Racist/Faith/Culture, Sexual Orientation, Gender, Age/Maturity, Social/Economic status, Disablist/SEN, Appearance and Image.

Other key terminology linked with aspects of bullying:

Banter

At times it can be claimed that hurtful comments are only “banter”. Banter is defined as verbal communication between groups of equal power, not the intentional misuse of power to upset another person. However, describing behaviour as “banter” can cause actual cases of bullying to go unreported and be dismissed as insignificant and we educate the students about this throughout our curriculum.

Child on child abuse

Keeping Children Safe in Education (Sep 2022) places emphasis on the duty for academies to guard against the negative impact on children's welfare, happiness and development, caused by child on child abuse. In Annex A of KCSIE (Sep 2024). The term child on child abuse replaces peer on peer abuse. The following is stated: "Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals."

Cyberbullying

In Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017) it says: *"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone"*.

Sexual violence

Sexual violence and sexual harassment between children in schools and colleges (September 2021) states that it is important that schools are aware of sexual violence and the fact that children can and sometimes do, abuse their peers in this way and it can happen both inside and outside of school. When referring to sexual violence in this we do so in context of child on child sexual violence and links to sexual violence offences which are also part of the sexual offences act 2003. This includes rape, assault by penetration. Sexual assault and causing someone to engage in sexual activity without consent.

Sexual harassment

Sexual violence and sexual harassment between children in schools and colleges

(September 2021) states that when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside/outside of school. Sexual harassment is likely to: violate a child’s dignity, make them feel intimidated, degraded, or humiliated. Examples of sexual harassment include: sexual comments, sexual jokes, physical behaviour e.g. deliberately brushing past someone, online sexual harassment, sharing of nude/semi-nude images and videos, upskirting (criminal offence)

Vulnerable Students

It is also the case that some children with protected characteristics are more vulnerable to potential abuse by peers and CAST recognises the need to acknowledge that some children are more at risk of potential targeting by bullying behaviour. The Academy accepts the definition of bullying as written above and also acknowledges what *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017) says about the need to monitor especially certain groups of children: “Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference... These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.”. The equalities act 2010 also stipulates that schools are required to have due regard to the need to eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the act.

General awareness of the term bullying

Be aware that the term ‘bullying’ is not an umbrella term that can be used for all incidents – bullying behaviour may be isolated incidents and will be dealt with as a behaviour concern. For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. CAST works hard to ensure all students know the difference between bullying and simply ‘falling out’.

We must be careful of the use of the term ‘bullying’ being used as a term that may be chosen by a party involved in incidents of bullying behaviours to escalate the seriousness of the matter – be aware of the 3 key elements of bullying – repeated, intended and imbalance of power.

Where bullying occurs

Bullying can occur in many places. This can include: the journey to and from CAST, before lessons begin, in the corridors, breaktimes and lunchtimes. Toilets and changing rooms are also areas identified as places where bullying occurs. To limit these possibilities CAST staff are directed to be on duty in these areas before school, during lesson change over, break, lunch and after school. This provides a physical deterrent but also allow upstanding members of the CAST community to speak to someone in the immediate vicinity if any bullying behaviour occurs.

Signs of bullying

Members of the CAST community should watch for early signs of distress in Students as it may be an early indicator of bullying. Members of the CAST community should be **upstanding** and report this to a member of staff if they have any concerns.

These may include:

- Fears of walking to/from school
- Fear of going on school transport
- Asks to be driven to school
- Failure of the child to attend school;
- Struggles in carrying out usual tasks in school life;
- Physical injuries;
- Difficulties with mental health and/or emotional wellbeing;

- Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety and/or panic attacks, suffering from nightmares or poor patterns of sleep;
- Broader concerns about behaviour including alcohol or substance misuse;
- Changes in appearance or attitude inappropriate to the child's age and previous behaviour; abusive behaviour towards others.

What do we do at CAST to be pro-active in the prevention of bullying

Prevention is better than cure and at CAST we are vigilant for signs of bullying and always take seriously reports of bullying. There are a variety of methods/initiatives that we use to ensure we minimise the opportunity for bullying to occur at CAST.

Ofsted report 2022 “Pupils are well cared for. They feel safe and attend well. Pupils report that bullying rarely occurs. If it does, they are confident that it will be swiftly dealt with by staff. Relationships are positive. Pupils understand how to conduct themselves respectfully. Pupils understand leaders’ expectations that learning is ‘disruption free’”.

At CAST everyone is expected to follow our CAST core value of RESPECT to ensure all members of the CAST community can flourish, thrive and feel a sense of belonging and fulfil their potential. The core value of RESPECT is shared with all students regularly and acts as a reminder to the expectation of the behaviour of all members of the CAST community. Bullying behaviours go against this core value.

At CAST we have a zero tolerance approach to bullying – this is very clear and shared with all members of the CAST community.

At CAST we promote an ‘upstanding’ ethos and encourage all members of the CAST community to be upstanding.

At CAST we provide a member of SLT to ‘oversee’ anti-bullying at CAST – this is Laura Atkin.

Actions in cases of bullying:

It is the responsibility of the Academy to deal effectively with cases of bullying on its premises and on official off-site activities. The Academy will address cases of bullying outside its immediate premises, in so far as the behaviour damages the well-being of

one or more of its Students, but it will work in partnership with home and other parties, where the behaviour occurs outside Academy time and activity.

Cases of bullying or suspected bullying will be carefully and thoroughly investigated. All those involved will be given a fair opportunity to talk about the matter with an appropriate person. Where an incident of bullying is proven, a record of all relevant matters will be kept via CPOMS.

Appropriate action will be taken in proven cases of bullying up to and including expulsion from the Academy.

Potential actions in cases of proven bullying – these are to ensure that the bullying behaviour is recognised and the main aims are to educate to prevent and to also deter future bullying behaviours.

- Educational awareness training
- Conflict resolution
- Mediation
- Parental meeting
- Internal exclusion
- Suspension

How does the Academy manage the issue of, and cases of concern about, child on child abuse?

Bullying and the law

There is no legal definition of bullying and bullying is not a specific criminal offence but at CAST we acknowledge that there are a variety of legislations that assist with bullying and how it can be addressed.

Incidents of bullying can be sanctioned with a range of consequences up to and including expulsion.

The Education regulations 2014 – ensure that an effective anti-bullying strategy is drawn up and implemented

Taken from, *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017): “When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school’s Designated Safeguarding Lead and report their concerns to their local authority children’s social care and work with them to take appropriate action. This is also laid out in KCSIE 2024.

Taken from, *Sexual violence and sexual harassment between children in schools and colleges* (September 2021) and *Preventing and tackling bullying Advice for headteachers, staff and governing bodies* (July 2017) and *Any child sexual violence/sexual harassment* – reported to the Designated Safeguarding Lead and report their concerns to their local authority children’s social care and work with them to take appropriate action. This is also laid out in KCSIE 2024.

Bullying is a clear breach of the Academy’s Behaviour Policy and the full range of sanctions available throughout the Academy may be used to deal with cases of bullying where found and confirmed. It should be noted that although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Malicious accusations of bullying behaviour, if found to be untrue, will be treated very seriously and involve serious disciplinary sanction.

Sources and guidance referenced in this policy

This policy was updated with regard to the DfE guidelines:

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2024)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017)
- Cyberbullying: Advice for headteachers and school staff (November 2014) 2017)

- No place for bullying: Ofsted (June 2012)