ANTI-BULLYING
POLICY

Review Period	Approved by	Review Carried Out By	Date of Approval
1 Year	Directors/Governors	Quality Team	August 2019

Introduction

At Orion all staff have a duty to provide a safe and secure environment for all. Orion should be free from violence, should encourage a caring and respectful environment and should be physically and psychologically healthy. We must all strive to uphold this healthy environment. At Orion we believe that all forms of bullying are unacceptable and should not be tolerated. We want all students to be and feel safe from bullying and all forms of discrimination.

We want everyone who works with students to take bullying seriously and know how to resolve it positively. As bullying happens at all levels of society we seek to empower our students to challenge, remedy and prevent bullying, creating a culture where every person is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

There is no legal definition of bullying but Orion adopts the 'Dfe's definition of bullying:

"Bullying is behaviour by an individual or group repeated over time that intentionally hurts another individual or group either physically or emotionally."

Bullying Behaviour

Bullying can take many forms, including:

- Verbal name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule
- Physical unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons
- Social humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor, control or power over a relationship
- Cyber-bullying via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips, chat rooms, instant messages, sexting, gaming or posting on websites or message boards
- Non-verbal staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games
- Provocative inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school site
- Other: Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours and social isolation online as well as in person

Anyone can be a target of bullying with any person as an instigator, but vulnerable groups include those with SEN or disabilities. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances (e.g. in care, has been adopted or has care responsibilities) or for many other reasons which may be perceived or due to stereotyping.

Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. Nor does a falling out between friends constitute bullying, although bullying may result from this.

Racist Bullying

Racist bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people

The Stephen Lawrence Inquiry Report, (2006) defines racism as

"… Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form".

Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

- The Education Reform Act (1988) requires schools" governing bodies to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their school

Orion provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about race. Orion will not tolerate any act of racism towards any member of the school community. All incidents of racism will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with racist bullying is included within this document. Legally all incidents are logged and the numbers reported to the Local Authority.

Homophobic, Bi-Phobic and Transphobic Bullying

Homophobic, Bi-Phobic and Transphobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender. It can also be targeted towards students who are seen to be "different" in some other way, for example, because they may be considered shy by other students. In this way, a person's identity is

used to abuse them and homophobic bullying can therefore be experienced by all students, regardless of their sexuality.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

• The Education Reform Act (1988) requires schools" governing bodies […] to ensure that no unlawful discrimination takes place in their school.

Orion provides an education, learning and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about sexual orientation. Orion will not tolerate any act of homophobia towards any member of the school community. All incidents of homophobia will be dealt with at school and parents will be informed immediately. Information regarding the process for dealing with homophobic bullying is included within this document.

Cyberbullying

Cyberbullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games. Cyberbullying can be an extension of bullying behaviour that is already happening in school or the wider community - or it can be between people that rarely meet face to face - or have never met in person. Cyberbullying has some unique characteristics that make it particularly painful to experience and presents particular challenges. Cyberbullying can take a wide range of forms. It can be threats, lies and intimidation, name-calling, harassment, exclusion, gaining access to unauthorised information online or 'hacking', impersonation, posting personal information, sexting/sexualised or manipulation.

Bullying due to Special Educational Needs and disability (SEND)

Special Educational Needs and Disability (SEND) covers a diverse population of children and young people with a range of physical, learning, behavioural and sensory needs. Children and young people with special educational needs and/or disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND. Children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying.

• The Disability Discrimination Act 1995 (as amended), section 49A, requires schools to take a proactive approach to promoting disability equality and eliminating discrimination. Among its provisions are requirements on schools to promote positive attitudes towards disabled people and to eliminate harassment.

Staff at Orion with responsibility for student SEN support will have a key role to play in ensuring the wellbeing of children with SEN and disabilities, and will therefore be directly involved in all incidents of bullying involving these students.

Peer on Peer Bullying

Staff at Orion should recognise that children are capable of abusing their peers. Staff should be clear about Orion's policy and procedures with regard to peer on peer abuse.

Orion will:

- Have procedures in place to minimise the risk of peer on peer abuse;
- Ensure staff know how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- Have clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- Recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;
- Orion recognises the different forms peer on peer abuse can take, such as:
- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting (also known as youth produced sexual imagery):
- Initiation/hazing type violence and rituals.

Implementation of the Anti-Bullying Policy

In order to prevent bullying Orion will:

- Raise the awareness of the school's anti-bullying policy amongst students
- Develop a whole school approach to dealing with bullying
- Develop emotional and social learning across the school
- Develop a 'telling culture' amongst all students
- Always investigate and act when bullying incidents are reported
- Encourage anti-bullying approaches that are focused on generating solutions through restorative approaches to conflict.
- Ensure that all emotional and practical support is provided during and after incidents of bullying to all students involved in bullying, including victims.
- Collect, monitor and analyse bullying behaviour
- Work proactively with the local community and external agencies, including West Midlands Police, Changing Faces, Mencap in order to address bullying and its impact.

- Participate in national activities such as Anti-Bullying Week ensuring that is this high profile around the school.
- Use student voice throughout the year to gauge the effectiveness of our anti-bullying measures.

In order to prevent bullying all staff at Orion will:

- Promote a culture where bullying is unacceptable and where 'telling' is the norm
- Challenge all forms of bullying including cyberbullying and discriminatory bullying
- Ensure that effective and consistent intervention happens immediately when bullying occurs
- Model positive relationships and communication at all times with students and staff
- Engage students with the issue of bullying through the PSHE/Citizenship and Social Moral Spiritual and Cultural (SMSC) curriculum

In order to prevent bullying the governing body will:

- Meet regularly with the DSL to discuss incidents of bullying and discrimination and the school's response.
- Analyse school data around bullying and discrimination and evaluate the effectiveness of the school's anti-bullying measures.
- Review and ratify the school's anti-bullying policy annually

In order to prevent bullying all students at Orion will:

- Follow the school's code of conduct, ensuring that they have a positive attitude to learning and are safe at all times.
- Model and promote the school's core values of ambition, determination and success
- Challenge all forms of bullying and discrimination in the school and local community
- Report incidents or suspected incidents where bullying occurs to others e.g. parents, mentors, student representative or a member of staff.

In order to prevent bullying our parents will:

- Ensure that they know and understand the school's anti-bullying policy.
- Watch for signs of bullying in their child that could include one or more of the following:

    A. Dramatic changes in character, e.g. an outgoing child becoming withdrawn or a shy child becoming aggressive.
    B. Over a period of time a difficulty sleeping.
    C. Claiming to have unexplained illness, which prevent them from going to School.
    D. Unexplained marks or bruises which might indicate physical abuse.
    E. Truanting school.
    F. Wishing to avoid certain people or places.
    G. Asking for advice in the third person, e.g. "My friend is being bullied, what should I do?"
    H. Spending more time online (research indicates that victims of cyberbullying are driven to spend more time on social media)

Parents should also:

- Take an active interest in their child's social life or group of friends.
- Report any concerns regarding bullying immediately to the school
- Advise their child to report bullying directly to a member of staff
- Encourage their children not to retaliate and to be actively involved in the school's response to bullying, including restorative approaches.
- Work closely with the school, and external agencies, to resolve issues of bullying.

General Anti-Bullying Practice

We are required by the Education and Inspections Act 2006 to formulate a behaviour policy, which must include the prevention of bullying.

An organisation's anti-bullying policy should:

- state the agreed definition of bullying
- cover all forms of bullying
- include a full range of preventative strategies and interventions
- apply to all those involved in school– young people and adults alike • have clear links with other policies, particularly behaviour policies
- Show clearly how the school monitors bullying, analyses results and uses data to change practice.

Our anti-bullying policy will be reviewed annually in accordance with Department for Education guidance, or in response to an incident, or incidents that necessitate an immediate review.

Developing a Whole Organisational Approach

Preventing and intervening in incidents of bullying is the responsibility of everyone in the school community including governors, staff, students and parents/carers. It is therefore important that we make sure that everyone knows and understands the school's anti-bullying policy and how to apply it consistently. Preventative and intervention strategies for bullying behaviour lay at the very core of Orion's Behaviour Policy and the curriculum.

The PSHE & Citizenship curriculum includes a programme of study including the following areas:

- friends, friendship & bullying
- diversity, identity and multiculturalism
- relationships
- emotional Health & wellbeing
- human rights and responsibilities
- making and applying the law - online safety
- equality

Spiritual, moral, social and cultural development and fundamental British values permeate all areas of the school and are actively promoted by all staff. This ensures that all students are prepared for life in modern Britain and that they develop the attitudes, beliefs, qualities and values to prevent, and respond to incidents of bullying effectively.

We are a fully restorative school and are committed to using restorative approaches to conflict, including mediation and meetings, to address relational problems including

The School Council are involved in the development of effective anti-bullying practice and will review the school's anti-bullying policy annually.

Developing Social and Emotional Learning

Helping young people to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying. Our Citizenship, PSHE and SMSC curriculum actively engages students with Social and Emotional Aspects of Learning (SEAL). The programmes of study make explicit links with the five aspects of the SEAL curriculum:

- Self-awareness
- Managing feelings and self-regulation (including conflict resolution and anger management)

- Empathy
- Motivation
- Social skills

Developing a 'Telling' Culture

Orion is committed to develop a culture that:

- Makes it clear that bullying is everyone's business, that telling someone when it does happen is an expectation and that this does not make them a 'snitch' or a 'grass'
- Reassures students that they will be taken seriously and kept safe if they tell someone about a problem with bullying
- Is supportive towards students when they tell someone
- Investigates appropriately, taking action, communicating regularly and offering longer-term support as necessary
- Giving students information about other sources of support.

Students may report an incident of bullying to any member of staff. A referral can be made at any time and is sent immediately to the Safeguarding Team for investigation.

Links with the Local Community

Orion works in partnership with West Midlands Police and the Safer Community Partnership in order to effectively engage with incidents of Anti-Social Behaviour, including bullying and prejudice-related incidents. The Head of School and mentors, regularly meet with the School's Link Police Officer.

Collecting, Monitoring and Analysing Data

Data is vital in enabling Orion to understand the nature and extent of any bullying taking place within the school. It can also help to spot any new trends emerging and develop training and strategies to deal with them. Orion regularly collects; monitors and analyses data about bullying. This data will be reviewed every term and academic year and will be a significant part of the creation of year group and whole school strategic development plans.

In addition to quantitative data, the school finds out from students how good they think the organisation is at preventing bullying and working through incidents when they arise. During Anti-bullying Week all students will complete a survey about the extent and nature of bullying experienced in the school and in the local area. Student voice interviews held throughout the year will also explore the school's anti-bullying strategies.

Data collection is also a routine part of how Orion works through incidents of bullying. The following information is collected routinely:

- profile of the wrongdoer(s) and the victim(s) (gender, age, ethnicity and so on)
- the nature and type of bullying
- the times and locations at which the bullying happened
- strategies used to address incidences of bullying
- outcomes of intervention
- additional support arrangements and take-up rates.
- emerging groups – those susceptible to bullying and those exhibiting bullying behaviour
- new types of bullying or language used
- most and least successful anti-bullying strategies
- level of parent/carer involvement

Results from data monitoring make a significant contribution to the school's evaluation of its anti-bullying policy and practice and the school's Development Plan. This data will also form part of reports to the governing body. Governors will receive the annual report and robustly explore its contents in line with their statutory requirement to hold the school to account for anti-bullying.

Anti-Bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

Bullying Incident Reported.

It can take courage for students to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour.

The Department for Education released the following statement in regards to bullying outside of school premises: "Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, e.g. on public transport or in a town centre."

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action. Adults receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously.

At this stage it should be clearly established, using the school's definition of bullying, that the incident reported is one of bullying. The incident should then be referred immediately to the Safeguarding Team for investigation.

Is there a child protection concern?

All staff must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Please refer to Orion's Safeguarding and Child Protection Policy for further information.

Investigate the Incident

The Designated Safeguarding Lead must be informed and will then arrange for the parents, and alleged perpetrator to be informed, that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points. Where bullying occurs outside school, any other relevant schools or agencies will be informed about the concerns and the action taken. A clear account of the incident will be recorded on a Student Incident Form.

The Safeguarding Team will use open questions when interviewing those involved including:

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

Safeguarding staff will also summarise, at regular intervals, what has been heard and feed back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

Once all information has been gathered a meeting should take place between the students mentor and the Head of School. A plan of action should then be determined. It is important that whatever response is chosen it is communicated to all those involved in or affected by the incident so that everybody is clear and misunderstandings are avoided. All incidents of bullying and discrimination, including allegations that are not proven, will be recorded by the Safeguarding Team in the schools Bullying Log.

Searching and Confiscating a Student's Property

Schools can search students' property in some circumstances. Section 85 clause 3A of the Education Act 2011 states that a school doesn't need the consent of the child in question if they believe "that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency".

For example if the child is carrying prohibited items into school. Prohibited items include; alcohol; drugs; weapons; tobacco or any pornographic images. All these items can be confiscated without question. Any search that may take place must be in accordance with the school's behaviour policy. For example the search must have two members of staff present; the searcher and the witness and ideally both would be of the same sex as the perpetrator.

Note: Only the DSL or Deputy Safeguarding Lead is permitted to search the content of a student's mobile phone or electronic device. If there are concerns regarding the content on such a device (e.g. in the event of cyberbullying) this must be raised immediately with the DSL who may make the decision to search a student's electronic device. All searches will be recorded in line with the school's policy.

Plan and Take Action

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the school's data collection and monitoring processes. All incidents of bullying must be recorded using the school's Student Incident Form. The school's response to incidents of bullying will be unique to each and every situation.

There will be two forms of intervention:

- One to one targeted intervention strategies
- Targeted group work

One to One Intervention

A restorative discussion or chat takes place between a mentor and student. The intention is to enable the young person to understand what happened, what effect the situation had on others, what they need to do to put things right, and what strategies they could adopt to avoid a similar thing happening in future. It is the young person who comes up with the answers, supported by the mentor. Restorative discussions, like their alternative, happen informally at any time in response to everyday low-level incidents.

Targeted Group Work

Students meet to discuss and work through a range of specific concerns or needs, i.e. social skills, anger management, assertiveness and raising self-esteem. Students who exhibit bullying behaviour and those who experience bullying can both benefit from group work..

Sessions usually involve discussion and practical activities, including role play, so that students are given the opportunity to develop and practise new skills.

Higher Level Support

A small number of students may need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. In some serious cases, the student exhibiting the bullying behaviour and/or the person on the receiving end of the behaviour will have such complex needs around their social and emotional behaviour that they require higher level of specialist support or intervention from an external agency, for example West Midlands Police School Link Officer, Victim Support, the Youth Offending Team (YoTs) or the Child and Adolescent Mental Health Service (CAMHS).

Fixed Term Exclusion

As the school has a duty of care to the whole school community the Head of School may decide that, following the outcome of evidence based investigation that an incident of bullying should lead to a Fixed Term Exclusion. There may also be cases where the balance of

probability is overwhelming so the Head of School may decide to exclude a child for their own safety and the safety of others. In cases of repeat incidents involving one individual student Fixed Term Exclusion will be an immediate sanction.

In certain extreme cases the Head of School may decide that an incident of bullying should lead to Permanent Exclusion. Please refer to the Behaviour policy for further details regarding exclusions from school. Please note that all Fixed Term Exclusions will be followed by a formal meeting with the Head of School, students and parents. At this meeting students and parents will be required to sign a behaviour contract that warns all parties of the consequences of continued bullying behaviour.

Policy Review

This policy will be reviewed annually or at an earlier date if changes are required due to changes in Orion's anti-bullying process or legislation and or guidance.