



Anti-Bullying Policy

This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

Last Reviewed: September 2021

Next Review: September 2022

Contents Page

Section	Heading	Page
	Introduction	3
1.	Identifying Bullying	4
2.	Reporting Bullying	5
3.	Responding to Bullying	7
4.	Academy initiatives to prevent and tackle bullying	8
Appendix 1	E-Safety	10
Appendix 2	Stonewall – supporting Lesbian, Gay, Bisexual and Transgender (LGBT) students and celebrating diversity	12
Appendix 3	Student friendly Anti-Bullying Policy	14
Appendix 4	The Diana Award – Anti-Bullying Ambassadors	16

Introduction

Plume, Maldon's Community Academy, has over 1800 students, delivers across three different key stages and has a core mantra of being at the heart of the community of Maldon. Plume Academy's Anti-Bullying Policy aims to be diverse yet at the same time structured with student safety and wellbeing as the main points of focus.

Plume, Maldon's Community Academy is a place where every person has the right to be themselves and to be included in a safe, positive and happy environment. Everyone at our academy is equal and should be treated so as well as with dignity and respect.



Mission Statement

Plume Academy remains focused on endeavouring to provide each individual student with an outstanding education, and with the further support of our staff, they are also empowered to overcome any barriers to learning they may encounter or experience. Alongside 'DwD' (Discipline with Dignity), which underpins our core ethos, Plume Academy also aims to provide a community feel that in turn will allow every individual to flourish, develop and evolve, and do so in a respectful, safe, calm and nurturing environment. Each stakeholder should have the confidence to know how to approach and handle a situation, whilst also fully understanding the support mechanisms that are available to them at the same time.

Aims and purposes of the policy

Bullying of any kind is unacceptable and will never be tolerated at Plume Academy. At our academy the safety, welfare and wellbeing of all students and staff is a key priority and of paramount importance. We take all incidents of bullying very seriously and strongly believe it is our duty as a whole academy community to take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and or that may arise. We actively promote the core British Values of respect and equality, and work to ensure that 'difference and diversity' is celebrated across the whole academy community. We also want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students, without exception, as well as by society in general, when they leave Plume Academy and enter into the world of work, further study or training. We remain fully committed to improving our academy's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Why does Plume Academy need an Anti-Bullying Policy?

Any form of bullying has the potential to lead to serious harm to those who are subjected to it. Bullying can impact upon the futures and overall health and wellbeing of the individual(s) in question. It can also lead to affected students developing low self-esteem, poor attendance, a decline in academic performance, feeling very unhappy or even depressed.

1. Identifying Bullying

Students of Plume, Maldon's Community Academy, have discussed and identified the key underpinning factors that constitute what bullying is and the negative impact this can have on the student(s) being bullied. By identifying what bullying is, all stakeholders are aware as to how their potential actions could be interpreted and how this could also impact those they have interacted with. Awareness of the types of bullying, the consequences and how to tackle it are addressed within a variety of ways within the academy, with a particular emphasis coming from the Personal Development Curriculum, within lesson and tutorial time. Students are encouraged to both recognise and report any form of behaviour with opportunities for their sharing of information to be confidential and subtle.

a) What is bullying?

"Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

[Source: The 'Diana Award' definition]

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can occur in many different forms and is more prevalent now than ever before with the strong hold that social media has upon our society and the young people growing up using it. Bullying has evolved from verbal and physical bullying to now being more frequently found on the screen of a mobile phone or via an email, text message or social media platform. Therefore, bullying is all around us and it is about the individual(s) taking responsibility for their actions via both technology as well as in person.

b) Types of bullying:

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Cyberbullying is the repeated negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online (See Appendix 1).

c) **Bullying can be based on any of the following things:**

- Race (racist bullying)
- Religion or religious beliefs
- Culture or class
- Gender (sexist bullying) (Appendix 2)
- Sexual orientation (homophobic or biphobic bullying) (See Appendix 2)
- Gender identity (transphobic bullying) (See Appendix 2)
- Special Educational Needs and Disabilities (SEND)
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be accepted, and all incidents will be taken very seriously.

2. Reporting Bullying

a) A student who is being bullied

If a student is being bullied, s/he is encouraged to not retaliate but to tell someone they trust about it such

as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents whilst at the academy. This can be in the form of:

- reporting it to a teacher such as a form tutor, Assistant Head of Year (AHOY), Head of Year or any other member of staff
- report it to a Student Leadership Team member or a Peer Mentor who can be found in the academy 'safe space' every lunch
- using the anonymous academy bullying reporting boxes located in the Student Support Centres of both campuses
- reporting bullying by emailing the appropriate Head of Year and Assistant Head of Year:

year7support@plume.essex.sch.uk

year8support@plume.essex.sch.uk

year9support@plume.essex.sch.uk

year10support@plume.essex.sch.uk

year11support@plume.essex.sch.uk

year12support@plume.essex.sch.uk

year13support@plume.essex.sch.uk

- reporting it to other academy staff such as our Learning Support Assistants, the LAIC staff or a teacher the student may feel they best get on with
- call Childline to speak with someone in confidence via the number 0800 1111.

b) Reporting – Roles and Responsibilities

Staff

All academy staff, both teaching and non-teaching (for example, midday supervisors, caretakers, librarians (LAIC), have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the academy's efforts to prevent bullying. If staff are aware of bullying, they should reassure the student(s) who appears to be the victim and inform a relevant member of the pastoral team.

Senior Staff

The Executive Principal and the whole Senior Leadership Team (SLT) have overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the academy upholds its duty to promote the safety and wellbeing of all young people in its care.

Parents and Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying in person, or by phoning or emailing the appropriate year group support email. Parents and carers are encouraged to communicate in an honest and open manner with the academy, and are made aware that they are able to access all staff email addresses via the Plume website.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying amongst their peers. They should never be bystanders to incidents of bullying so if students witness bullying,

they should always look to support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. Students who witness or are aware of bullying should always look to take positive and supportive action.

3. Responding to Bullying

When bullying has been reported, the following actions will be taken:

- written first account statements will be gathered from all the students named as being involved
- staff will record the bullying incident centrally on SIMS
- designated academy staff will monitor incident reporting forms and information recorded on SIMS analysing and evaluating the results
- designated academy staff will produce termly reports summarising the information which the Executive Principal will report to the Board of Trustees via the appropriate Key Indicator of Performance (KIP) Committee
- support will be offered to those who are the target of bullying from the pastoral team, from a Student Leadership team member, a Peer Mentor or through mediation and restorative activities.
- staff will proactively respond to the bully who may also require support from the pastoral team, Student Leadership team member, Peer Mentor or through mediation and restorative activities
- the staff involved will assess as to what stage parents and carers need to be involved
- students may require external support outside of the internal academy process. Therefore, if this is required, the respective pastoral leader will support the recommendation and application whilst completing the relevant checks with parent and carers as well as the student himself/herself of course. Agencies such as 'Kids Inspire' and Emotional Wellbeing and Mental Health Service (EWMHS) may be used in the long-term to assist with the impact of bullying but this decision will be made on a case-by-case basis
- staff will also assess as to whether any other authorities (such as the Police or the local authority) need to be involved, particularly where actions take place outside of academy time.

Any incidents of bullying will need to be evidenced, statements written and a '*balance of probability*' conclusion reached. If the outcome of the incident is that the student accused has been found to have bullied or taken part in an act of bullying towards another student of Plume Academy, the Behaviour Policy will be referred to in terms of applying the appropriate sanction.

As with any incident of poor behaviour at the academy, the sanction guidance will be used, and the relevant Head of Year will seek confirmation from the respective Head of Campus to ensure that the correct decision is reached. Sanctions can increase in severity depending upon the number of offences a student may have been involved in regarding bullying. Also, students who repeatedly offend will be further reprimanded for their actions and punished accordingly. Serious one-off incidents will also be dealt with in the same manner and could, if deemed necessary, require the direct input from and decision by the Executive Principal.

Bullying Outside of the Academy

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of the academy. Bullying can take place on the way to and from the academy, before or after school hours, at the weekends, during the holidays or in the wider community. The nature of cyberbullying means that it can impact on a

student's wellbeing beyond the academy day. Staff, parents and carers and students must remain vigilant to bullying outside of the academy and report and respond according to their responsibilities as outlined in this policy. Plume Academy creates a 'safe place' for students to report concerns, including incidents of bullying outside of the academy. The academy recognises that students are likely to seek support from Plume staff where incidents of bullying outside of the academy have occurred and the Pastoral Teams will be ready to support and action the appropriate referrals where required.

The Executive Principal has a specific statutory power to discipline pupils for poor behaviour outside of the academy premises (Section 89(5) of the Education and Inspections Act 2006.) Where bullying outside academy is reported to academy staff, it should be investigated and acted on, using the procedures in section 3 (above). This may include sharing information with other schools if the perpetrators are not from this academy. Incidents involving mobile phones and social networks may also be investigated if students and parents have followed initial guidance about age restrictions, blocking and reporting. The Executive Principal / Joint Head of Academy should also consider whether it is appropriate to notify the Police of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police should always be informed.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored on SIMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the SIMS behaviour log.

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored, with the Executive Principal regularly reporting incidents to the Board of Trustees. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

4. Academy Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

- a student-friendly Anti-Bullying Policy (Appendix 3) that ensures all students understand and uphold the key messages and concepts within it
- Personal Development lessons which include opportunities for students to be taught about different types of bullying and what they can do to respond as well as prevent it
- tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions

- whole-academy and year group assemblies help raise students' awareness of bullying and derogatory language
- difference and diversity are celebrated across the academy through diverse displays, books and images. The whole academy participates in events including 'Anti-Bullying Week' and 'LGBT History Month'
- a designated member of staff in post such as a 'Stonewall Champion' to specifically facilitate LGBT student support, staff training and whole academy events
- the academy values of equality and respect are embedded across the curriculum to ensure that it remains as inclusive as possible
- stereotypes are challenged by staff and students across the academy as and when required and without exception
- student Anti-Bullying Ambassadors (Appendix 4), Peer Mentoring and student-led programmes are run to offer support to all those at risk or affected
- students are continually involved in developing academy-wide anti-bullying initiatives through consultation with groups for example via the democratically elected Executive Student Council and anti-bullying surveys
- also working with parents, carers and community organisations to tackle bullying where appropriate.

Training

The Executive Principal is responsible for ensuring that all academy staff, both teaching and non-teaching, receive regular training on all aspects of the anti-bullying policy agenda.

Monitoring and reviewing

The Executive Principal is responsible for reporting to the Board of Trustees (and the local authority where applicable) as to how the policy is being enforced and upheld. The Trustees are in turn responsible for monitoring the effectiveness of the policy via the respective KIP Committee and via in-academy monitoring such as learning walks, effective whole academy multiple daily duties and focus groups with students.

The policy is reviewed every 12 months in consultation with the whole academy community including staff, students, parents and carers and trustees.

Appendix 1: E-Safety

E-Safety

What is E– Safety?

How does E-Safety link to bullying (cyberbullying)?

E-Safety and the role of the stakeholders:

“Governing bodies and proprietors should ensure there are appropriate procedures in place...to safeguard and promote children’s welfare...which should amongst other things include... acceptable use of technologies... and communications including the use of social media.” Department for Education (2016)

E-Safety is the protection of individuals against the misuse of technology in various forms. In the current educational climate, ICT aids the development of the students of our academy. ICT formulates key areas of academy life for our students such as accessing school work via platforms such as Teams, researching for work, accessing homework via ‘Show My Homework’, taking pictures for projects etc. Therefore, it is important that all stakeholders are aware of the dangers and detrimental impact misuse can have upon all involved and how to prevent bullying issues occurring via the misuse of technology and social media.

How does E-Safety link to bullying?

Cyberbullying is a common term used to describe the misuse of technology and social media to bully another person. There are many different forms of cyberbullying including:

- harassment - the act of sending offensive, rude or insulting messages and being abusive
- defamation - when someone sends information to another person about someone else that is untrue
- flaming - the use of extreme and offensive language to provoke a reaction from another person
- impersonation - hacking another person’s account or creating an account as someone else
- outing and trickery - sharing of personal information about another person to reveal secrets
- cyberstalking - the act of sending and repeatedly sending texts, emails and messages to cause harassment
- exclusion - intentionally leaving someone out of a group whether it be chatting, gaming, Apps etc.

As an academy, we can ensure that all stakeholders are educated as to what constitutes cyberbullying and how the use of technology can be controlled through a positive and clear infrastructure. Therefore, reducing the number of incidents of cyberbullying and ensuring that we have a strong E-Safety ethos to support our Anti-Bullying Policy at Plume Academy.

E-Safety and the Role of all Stakeholders

‘The internet is essential to our education and learning experience. ICT forms a large part of our education and it is about being responsible when using the internet, technology or any form of social media.’

Plume, Maldon’s Community Academy’s Executive Student Council Representative (2019)

There are a number of actions that link to the term ‘cyberbullying’ and that is what as a group of stakeholders we must attempt to prevent before it occurs. Our Executive Student Council representatives have devised a ‘do’s and don’ts’ list for all stakeholders in an attempt to assist, overcome and prevent any such action linked to cyberbullying arising.

The Do's and Don'ts: of E-Safety to Prevent Cyberbullying

Plume, Maldon's Community Academy		Parents/Carers		Students	
					
Deliver case studies within Personal Development (PD) lessons that provide relevant information for E-Safety	Do not allow access to restricted websites or technology that may hinder the safety of students	To apply filters and security measures in line with their provider to ensure child protection and E-Safety	Do not allow your son/daughter to access websites that are inappropriate for their age	Students to use technology sensibly and ensure they protect themselves	Do not access other people's accounts for social media websites
College students provide information to younger students of their experiences	Do not refrain from reporting all incidents of misuse to AHOYs - any information is key to investigations	Parental viewing should be applied to ensure students are not accessing inappropriate websites	Do not leave students of a certain age with the access to your technology if not monitored	Students to apply a degree of awareness - if 'something does not feel right do not participate'	Do not send explicit or inappropriate messages to anyone in any form
Protection and internet security to be embedded across all use of PCs within the academy	Do not allow access to censored or explicit viewing videos or music sites to any student of Plume	Monitor age restrictions on technology and social media to enhance safety of their son/daughter	Do not allow students to talk or meet with any person's unknown that have been met online	Must abide by the age restrictions of the social media websites to ensure safety	Do not hand out your password or passcode to access any technology or social media websites to others
De-briefs given to parents and carers to aid the stakeholders understanding of E-Safety	Do not attempt to update all internet security to prevent students accessing new technology	Access to certain technology should be limited if they believe it is a risk to their son/daughter	Do not allow access to the internet without sufficient internet security and filters in place	Responsibility is upon the students to only access social media accounts that are their own	Do not impersonate or try to replicate another person other than yourself
E-Safety contracts introduced across ICT lessons to ensure students sign an agreement for their use of computers and technology within the academy	Do not withhold information regarding potential new dangers regarding technology and E-Safety to all stakeholders of Plume Academy	Ensure that as parents/carers you keep to up to date with any changes or developments in technology where your son/daughter may be impacted	Do not allow any information to be deleted in regard to cyberbullying and ensure complete transparency with regard to reporting it to the academy	Treat others on social media and via technology with the respect that you wish to be shown yourself	The internet and technology should be inclusive and should not be used to target any individual or to attempt to leave them feeling excluded socially



Appendix 2:

Stonewall—Supporting LGBT students and celebrating diversity

Stonewall Champion

Since September 2016, Plume Academy has had a designated Stonewall Champion in post to further support LGBT students and run academy wide initiatives to promote as well as celebrate diversity.

What the law says

Equality Act 2010

The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.

Education and Inspections Act 2006

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

Government

Tackling homophobic, biphobic and transphobic bullying is a clear government priority. The Department for Education, in conjunction with the Government Equalities Office, supports schools and organisations across England to tackle homophobic, biphobic and transphobic bullying.

LGBT bullying explained

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example, suggesting that they are greedy) or assume that being bisexual is just 'A phase'.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

Homophobic language could be the casual derogatory use of the word 'gay' to mean something negative or

the use of explicit homophobic terms. For example – ‘that’s go gay’, ‘you’re so gay’ or ‘those trainers are so gay’. It could also be someone calling another student a ‘dyke’ or a ‘faggot’

Biphobic language is, for example, shouting ‘bi-bi’ or referring to a bisexual person as ‘greedy’

Transphobic language is, for example referring to a someone as a ‘tranny’ or ‘that long hair makes you look like a right gender bender!’

Sexist language—there often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category. For example, the word ‘girl’ is sometimes used to mean that something or someone is rubbish or less worthy. – ‘Don’t be such a girl’ or ‘you kick like a girl’.





Appendix 3:

Student friendly Anti-Bullying Policy

Plume, Maldon's Community Academy, is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our academy is equal and should be treated as such and with respect.

What is bullying?

"Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

What does bullying look like?

Bullying can be:

- hitting or threatening to hit someone
- touching someone inappropriately or without their consent
- calling someone names or spreading rumours or gossip about someone
- stealing, hiding or damaging someone's property
- deliberately ignoring someone or leaving them out
- sending hurtful or unkind texts, emails or online messages to or about someone.

Remember that bullying is not just physical, and it can happen inside as well as outside of the academy. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying!

What kinds of bullying can happen?

Bullying can be based on any of the following things:

- race or ethnicity (racist bullying)
- religion or belief
- culture or family background
- gender (sexist bullying), sexual orientation (homophobic or biphobic bullying) or gender identity (transphobic bullying)
- Special Educational Needs or Disability (SEND) bullying
- appearance or a health condition
- home or another personal situation.

Not every type of bullying is on this list, however, and the bottom line is if someone is deliberately and

repeatedly being hurtful or unkind towards you, for whatever reason, as stated above, this is bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It will not make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult. If you witness or believe that somebody is being bullied, then you should report your concerns.

There are many ways to report bullying:

- report to a teacher - such as a form tutor, Assistant Head of Year, Head of Year or any other member of staff
- reporting to a Student Leadership Team member or a peer mentor Anti-Bullying Ambassador who can be found in an academy 'safe space' every lunch time
- using the anonymous academy bullying reporting box located in the Student Support Centres at both campuses
- report bullying by emailing the appropriate Head of Year and Assistant Head of Year:
year7support@plume.essex.sch.uk
year8support@plume.essex.sch.uk
year9support@plume.essex.sch.uk
year10support@plume.essex.sch.uk
year11support@plume.essex.sch.uk
year12support@plume.essex.sch.uk
year13support@plume.essex.sch.uk
- reporting to other academy staff such as teaching assistants, LAIC staff, or first aid administrators
- call ChildLine to speak with someone in confidence on 0800 1111. Remember your call will be confidential which means they will not tell anyone else about what you have said unless you want them to of course.

Plume Academy staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.



Appendix 4:

The Diana Award—Anti-Bullying Ambassadors

What is the Diana Award?

‘The Diana Award Anti-Bullying Ambassadors Programme’ is built around the idea that everyone has the power to make someone feel good about themselves, look after others and speak out about issues that matter to them. The Diana Award Anti-Bullying Ambassador programme exists to help young people in schools tackle and prevent bullying.

What are Anti-Bullying Ambassadors?

- Anti-Bullying Ambassadors are trained, passionate young people who will stand up to bullying and believe they can change things for the better.
- Anti-Bullying Ambassadors believe that bullying is not a normal part of life. They support others and take a stand to shape attitudes and change behaviours.
- They are a pillar of support, look out for others and a strong youth voice for the academy community.
- Anti-Bullying Ambassadors will be noticeable by the square anti-bullying badge they wear.

**Plume, Maldon's Community Academy Anti-Bullying Ambassadors -
Student Leadership Team, Anti Bullying Mentors and Peer Mentors**



The poster features the college crest on both the top left and top right. The central text reads "COLLEGE STUDENT LEADERSHIP TEAM". Below this, there are three rows of student portraits. Each portrait is accompanied by the student's name and their role. The first row includes Dominic Mainwaring (Head Boy) and Maisie Shorney (Head Girl). The second row includes Charles Brunt (Deputy Head Boy), Mae Barthorpe (Deputy Head Girl), Natalia Dudek (Deputy Head Girl), and Olivia Wyre (Deputy Head Girl). The third row includes Ellie Dobson, Rob Cook, and Lily Peace. A small "Sept 2021" watermark is visible in the bottom right corner of the poster frame.

COLLEGE
STUDENT LEADERSHIP TEAM

Dominic Mainwaring
Head Boy

Maisie Shorney
Head Girl

Charles Brunt
Deputy Head Boy

Mae Barthorpe
Deputy Head Girl

Natalia Dudek
Deputy Head Girl

Olivia Wyre
Deputy Head Girl

Ellie Dobson

Rob Cook

Lily Peace

Sept 2021

This Anti Bullying Policy was reviewed and ratified by the Board of Trustees of Plume Academy on **Wednesday 22 September 2021.**