

Anti-Bullying Policy

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Version:	2
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1 Introduction

This policy outlines what our academy will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole academy community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2 Our academy community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- A report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the academy to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3 Definitions

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE *"Preventing and Tackling Bullying"*, October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bully: a person or group behaving in such a way which meets needs for excitement, status or material gain and which does not recognise or meet the needs and rights of others who are harmed by the behaviour

Victim: a person or group that is harmed by the behaviour of others who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour

The bully and victim are in a 'relationship' that persists over time and is characterised by the continuing fear the victim feels, even when the bully is not there. In this way, bullying differs from chance or random acts of aggression.

Bullying is an insidious social problem which takes several forms, including:

- Physical*: pushing, kicking, hitting, pinching, any forms of violence plus threats of violence
- Verbal*: name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional*: tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Racist*: racial taunts, graffiti, gestures
- Sexual*: unwanted physical contact, abusive comments

The latter was commonly defined as peer-to-peer sexual harassment and is defined within *Keeping Children Safe in Education* and the academy's Safeguarding and Child Protection Policy. Now referred to as 'child on child' sexual harassment.

These forms can take place in different ways including online (known as cyber-bullying). Bullied pupils are unlikely to perform well at school, exhibiting some or all of the following characteristics:

- Unwillingness to come to school
- Withdrawn isolated behaviour
- Complaining about missing or damaged possessions
- Refusal to talk about the problem
- Being easily distressed

- Having damaged or incomplete work.

4 Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – ‘cyberbullying’

5 Preventing, identifying and responding to bullying

The academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff and site support staff) to identify all forms of bullying, follow the academy policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- Actively create “safe spaces” for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Work with other agencies and the wider academy community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive academy ethos.

6 Dealing with Bullying Concerns

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, it will be managed immediately
- A clear and precise account of the incidents will be recorded and given to the site lead, pastoral lead and the pupils keyworker
- The site lead and or pastoral lead will interview all concerned and will record the incident
- Site teams will be kept informed
- When responding to cyberbullying concerns, the academy will take all available steps to identify the bully, including looking at the academy systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Where the bullying takes place outside of school, then the academy will ensure that the concern is investigated and that appropriate action is taken in accordance with the academy’s behaviour and discipline policy
- Parents/carers will be kept informed

- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their keyworker and/or pastoral lead
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctions in line with academy behaviour policy. This may include official warnings, sanctions, removal of privileges or suspension
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a member of SLT or the Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Where the bullying takes place outside of the academy site then the academy will ensure that the concern is investigated, and that appropriate action is taken in accordance with the academy's behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a member of SLT and establishing the concern
- Clarifying the academy's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

7 Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in sites and embedded messages in the wider curriculum
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

- Ensure that anti bullying is included in the curriculum in PSHRE and also in assemblies.

8 Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parents/carers know where to access independent advice about bullying
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying
- Ensure that parents work with the academy to role model positive behaviour for pupils, both on and offline.

9 Links with other academy policies and practices

This Policy links with a number of other academy policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies, including social media
- Curriculum Policies

10 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools and academies in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

11 Responsibilities

It is the responsibility of:

- Governing Body members, the Headteacher, Assistant Headteachers, teaching and non-teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the academy community and to ensure that disciplinary measures are applied fairly, consistently, and reasonably
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the academy
- Pupils to abide by the policy.

12 Monitoring & review, policy into practice

This policy will be monitored and reviewed annually by the Headteacher.

The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the academy's action planning.