

Anti-bullying Policy



1. Rationale and Aim

“It is a basic entitlement of all children and young people in the U.K. that they receive their education free from humiliation, oppression and abuse”. Tatum & Herbert 1990.

Every member of the Academy community has a number of basic rights which will enable them to achieve their full potential and which the whole academy is responsible for supporting and defending. Each class is encouraged to discuss and understand these rights and responsibilities. The following statements are typical of how a class contract might express these rights.

We each have a right to be treated with respect and kindness. This means that nobody will laugh at me, ignore me, or hurt my feelings.

We each have a right to be an individual in this Academy. This means that nobody will treat me unfairly because of my age, gender, sexuality, race and ethnicity, size, interests, beliefs, abilities, identity or anything else that makes us different.

We each have a right to be safe in this Academy. This means I can expect that no one will hit me, kick me, push me, taunt me with words or hurt me in any way.

We each have a right to be valued and respected for our individual strengths.

2. Policy

This policy has been developed in response to:

The Equality Act 2010

The Children’s Act 1989,

Preventing and tackling bullying Advice for Headteachers, Staff and Governing Bodies DfE 2017

OFSTED Framework 2019

Cyberbullying: Advice for Headteachers and School Staff 2014

**The Anti-Bullying Policy should be read in conjunction with:
Behaviour, Equal Opportunities, Safeguarding, Curriculum, SEND, Complaints,
ICT- E-Safety, Child protection, Peer-on-peer abuse policies**

3. 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 can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences (DfE 2017).

Bullying can take on many forms:

Bullying differs from teasing/ falling out with friends because:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

4. Why bullying might occur

Bullying may occur due to many different reasons. Some of the most common reasons are listed below:

- Special Educational Needs (SEND) or disabilities e.g. dyslexia;
- Discrimination – sex, age, race etc
- homophobic e.g. special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils appearance e.g. particularly in girls who mature at different times; work ethic/behaviour e.g. “Geeks”.
- Economic background

Bullying can take place between:

- Pupils/Students
- Pupils/Students and staff
- Between staff
- Individuals or groups

Aims:

- To address and change bullying behaviour.
- To protect pupils/students from being bullied.
- To raise staff and pupil/student awareness of what constitutes the various forms of bullying.
- To raise staff and pupil/student awareness of procedures and support available for both the bully and the victim.
- To deal with incidents of bullying by using the “No blame approach” where appropriate.

5. Guidelines:

SWA endeavours to provide a safe, secure, happy learning environment for all pupils/students. The following measures are implemented in order to tackle the occurrence of bullying within the Academy:

- Effective supervision of the Academy environment.
- Visible reminders around the Academy to promote anti bullying measures.
- Pupils/students are made aware that the Academy cares about bullying and will take reports of bullying seriously by responding to reported incidents as soon as possible.
- The pupils/students are encouraged to talk to staff and break down the code of secrecy.

- Children are provided with decision making and assertiveness skills. Pupils/students are given positive strategies to deal with bullying, particularly in engaging minds lessons and tutor times. Parents are made aware that the academy acts to prevent bullying and deals with bullying incidents.
- If bullying is reported to a member of staff, they should assess the seriousness of the incident and, for the majority of cases, inform the victim's form tutor, who will follow the under mentioned process, linked with the Academies' Behaviour Policy. In some cases where bullying has occurred across year groups it may be necessary to involve the Head of year and Pastoral support worker or a more senior member of the staff.
- No one approach will be successful for every incident.
- By telling the group how the victim feels, the aim is to elicit from the group an empathetic response. The focus should be upon the feelings and status of the bully. He/she should be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered and to feel that his/her ability to change his/her behaviour is recognised.

6. Procedure

Process - Responding - Proactively

- All SWA staff are aware of the high importance to prevent bullying and proactively gather intelligence about issues between pupils/students which might provoke conflict to develop strategies to prevent bullying happening in the first place.
- SWA ensure that pupils/students understand the approach to anti-bullying and that they are clear about the part they can play to prevent bullying including when they find themselves as bystanders.
- As part of our on-going commitment to the safety and welfare of our pupils/students SWA engage in a range of preventative work to promote positive behaviour and discourage bullying behaviour. This preventative work includes:
 - Proactively seeking to celebrate success to create a positive Academy culture.
 - Effective training and development for all staff to support a culture of mutual respect and support.
 - Serious bullying incidents are also recorded centrally. All pupils/students are made aware of these procedures.
 - Issuing a weekly "pupil/student watch" which is confidential to staff, by pastoral staff, that highlights key important information for named pupils/students across the Academy, including reminders or identification of **vulnerable pupils/students**, adverse changes in pupils'/students background, home/Academy situation, and pupils/students giving cause for concern for whatever reason. This acts as an early warning system and all staff are expected to read this bulletin and act on if and when appropriate.
 - Supporting our vulnerable pupil/students. Training takes place regularly, delivered by the key Inclusion staff. Promoting respect, inclusion and healthy relationships through the delivery of person, social, health and economic lessons, citizenship lessons, tutor time activities and assemblies. Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our Academy.
 - Promoting E-Safety across the Academy. Parents receive information on E-Safety through the bulletins, parentmail and websites. In addition, all staff and pupils/students are required to acknowledge the "Acceptable Use Policy". Promoting Peer Mentoring Schemes, displaying prominent anti-bullying messages and expectations across the whole Academy in classrooms, Dining Halls and Reception

- Making sure that SWA follows all equal opportunities guidance by being committed to equal opportunities and seeking to support all pupils/students regardless of age, gender, disability, race, religion or belief, sexual orientation or background. Regular assemblies are delivered detailing what the academy expects from pupils/students and how the Academy will respond to breaches of the Academy Equality Policy
- Counselling and/or Mediation Schemes to build confidence and self-esteem and help pupils/students gain mechanisms to deal with any “difficult” situations.

7. What is Cyber-Bullying?

Cyber-Bullying – Definition

In recent years there has been a rapid rise of a new type of bullying, one that harnesses the modern technologies all teenagers use - mobile phones, email and web-based chat-rooms.

Collectively known as ‘cyber-bullying’, this type of aggression is defined by Childnet International as the ‘sending or posting of harmful or cruel text or images using the internet or other digital communication devices’.

DfE definition: ‘an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself’.

The Anti-Bullying Association has identified seven types of cyber-bullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. Text messages - unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clips via mobile phone cameras — images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls - silent calls or abusive messages; or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible.
4. E-mails - threatening or bullying emails, often sent using a pseudonym or somebody else’s name.
5. Chat room bullying - menacing or upsetting responses to children or young people when they are in web-based chat-room.
6. Instant messaging (IM) - unpleasant messages sent while children conduct real-time conversations online.
7. Bullying via websites - use of defamatory blogs (web logs), personal websites and online personal polling sites.

7a. Fluidic bullying

Fluidic bullying is where one person or a small group orchestrate bullying behaviours by encouraging others to be involved in the bullying. Reported incidents might have different perpetrators and staff are to be acutely aware of potentially connected events.

8. Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as

inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as 'banter' is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. SWA will challenge the use of homophobic language in the Academy even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

9. Responding - Reactive

There are clear strategies for responding to bullying incidents (please see Appendix 1). The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils/students may have and taking into account the needs of vulnerable pupils/students.

SWA Academy is aware of supporting both the victim and the perpetrator. This may be through solution focused short term therapy, 1:1 work or mediation, referral to outside agencies if required etc. Specific groups or organisations may be drawn on for expertise/help with certain forms of bullying.

10. Reporting and recording incidents of potential or actual bullying

10.1 Pupil/Students:

SWA has a variety of reporting systems so that pupils/students are reassured that they will be listened to and incidents acted on. These include peer support, pastoral support, form tutor, class teacher.

10.2 Parents/Carers:

SWA ensures that parents/carers are clear that SWA does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. SWA staff will report incidents of bullying to parents/carers. SWA will deal promptly with any complaints in line with the SWA Complaints Policy.

10.3 Staff:

SWA ensures that all staff understand the principles and purposes of the Anti-Bullying Policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

All Staff will ensure that they make full use of information shared by the year teams and in the staff bulletin to make them aware of any individual cases giving cause for concern. Clear strategies and actions are listed for staff to follow. Staff need to be acutely aware of the importance of recording and reporting alleged incidences of bullying – in the first instance to a senior staff member and when appropriate these will be referred onto the Senior Leadership Team as appropriate.

All bullying should be logged and kept on CPOMS as peer-on-peer abuse.

- The incident will be logged against the victim with all statements and accompanying information stored with the incident. Staff must ensure that all other students, including the bullying are set as linked students in the incident on CPOMS
- Pastoral staff will be alerted to key pupils/students giving cause for concern through bullying and will ensure that these pupils/students are carefully monitored and to make sure that any pupil/student who has been bullied feels safe again-through a range of support mechanisms.

- SWA will seek advice from/involve the police if the bullying could be a criminal offence
- SWA will work with the wider community, such as the police and children's services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. SWA will also work with other Academies, agencies and the wider community to tackle bullying that is happening outside the Academy.

SWA records any incidents on CPOMS and SIMS and takes the following into account:

- Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on pupil management system.
- The information stored will be used to ensure consistency and to evaluate whether the Academy approach is effective. It will also identify trends and inform preventative work in the Academy and evaluation of impact of the policy.
- This information will be presented to the Governors as part of the annual report.
- All staff and pupils/students receive a specific anti-bullying information sheet annually to give them advice on how to deal with any incidences of bullying and offering strategies on how to avoid it.

11. Reporting and Responding - Outside the Academy

When bullying outside the Academy is reported to SWA staff, it should be investigated and acted on. These will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the actions taken against a pupil/student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

12. Monitoring and Evaluation

This policy will be reviewed annually with Pupil/Student Councils and/or Pupil/Student Voice to assess its effectiveness.

- Pupil management system reports will be looked at by the Pastoral team in order to establish any patterns of bullies/victims.
- Pupil/student interviews and questionnaires take place on a yearly basis and the results are discussed by the pastoral team for new strategies to be put into place if required.
- Regular reviews of the content of the bullying programme are in place.

SWA will seek to monitor and evaluate both of its proactive and reactive work in partnership with the Governing Body.

13. Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the Academies websites. Copies are also available upon request from the Academy office. This policy will be reviewed annually or as required.

14. Author and Date

Clare Hood, Associate Principal, October 2019

Reviewed by T. Rowell, March 2022

Date ratified by Governors – March 2022

Next review date – January 2024

15. Appendices

- Appendix 1 - Overview of process – staff reference

APPENDIX 1

The Victim/Victims	The Bully/Bullies
<p>Talk to victim to establish how they feel, how long they have felt this way and who has caused these negative feelings. Form is kept by HOY and may be helpful in eliciting details.</p> <p>1. Do not try to establish facts about the incident.</p> <p>If you deem the pupil/student able to confront the bully to discuss their feelings, look at number 2. If not, move to number 3.</p> <p>2. Encourage pupil/student to (a) ask a bully to stop; (b) explain to bully how they are feeling; (c) walk away, do not fight or verbally retaliate with abuse; (d) ask to meet with pupil/student one week later to assess situation.</p> <p>One-to-one discussion. Use number 1 to introduce</p> <p>3. Explain to the victim that you would like to meet with the bully/ies to repair the situation through a non-blame approach. Arrange a meeting with the victim a week later.</p> <p>4. If no satisfactory conclusion can be reached or the incident is sufficiently severe, the following processes should be undertaken:</p> <p>a) Referral to The senior team. Revisit 'No Blame' approach (points 2 & 3).</p> <p>b) Involvement of Deputy/Headteacher* and possibly parents.</p> <p>- talk about how the bully has to change to make his/her behaviour acceptable.</p> <p>- if behaviour continues, the bully must be made aware of academy sanctions.</p> <p>5. It is essential that all incidents of bullying are recorded by form tutor. Where deemed necessary by the Tutor this may entail the use of a report slip</p>	<p>No contact with bully/ies at this stage.</p> <p>Meet with the bully/ies plus a couple of bystanders or 'non-involved' pupils/students.</p> <p>a) Non-blameful opening.</p> <p>b) Explain how the victim feels.</p> <p>c) Agree that it has happened.</p> <p>d) "We will move on. Let's solve the problem".</p> <p>e) What do you suggest?</p> <p>f) I trust you to go ahead now.</p> <p>g) Agree to meet in a week to assess.</p> <p><u>Key points</u></p> <ul style="list-style-type: none"> • Criticise action and not the person. • Leave open opportunity for pupil/student to apologise or redeem relationship. • Establish clear targets.

It is imperative that a quick (24hr) response is given to the parents of any victim of bullying, informing them of action taken. It is also important that it is made clear to all parties that follow up meetings will be held to monitor the situation.