Anti-Bullying

Policy

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Approved by:	Consilium Academies
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Contents

1. Rationale

No one should tolerate bullying. Bullying can hinder both academic and social development and achievement. We want Armthorpe Academy to be a happy, thriving environment for all those in its community. All members of our school community must feel safe and be safe, and know what to do if their safety and / or well being is threatened. They must be able to do this without the fear of being bullied and with the knowledge that any incidents of bullying will be dealt with effectively and rapidly.

2. Principles

Implementing the Anti-Bullying Policy is the responsibility of all members of our academy.

We will :

- Ensure our policy is in accordance with guidance from

- Ensure everyone in the school community is aware of the anti-bullying policy and what their role is in implementing it.

- Work together to create and maintain a safe and calm learning environment, aiming to eliminate bullying from our school.

- Deal with any bullying effectively and immediately, involving victims, perpetrators and their parents in resolutions.

- Record and monitor all incidents of bullying.

- Routinely analyse trends in bullying to evaluate the effectiveness of practice and inform further developments.

- It is the responsibility all members of staff to deal with and/or report incidents of bullying.

- In responding to bullying, action must be taken to support the person being bullied and to challenge bullying behaviour, offering necessary support to stop that behaviour.

- The victim of bullying and parents / carers must be consulted in determining the correct course of action and how its effectiveness will be monitored.

- Anti-bullying policy must be clearly communicated to parents/carers to secure their support in addressing and challenging bullying behaviour.

- Students will be regularly consulted in order to maintain and review the principles and practice which appear in the Anti-Bullying Policy.

Bullying can be defined as any recurring action, or actions, which threaten the health, safety or wellbeing of any person, or deliberately causes distress. Typically, this might include:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings.

- Verbal bullying which includes name calling, mocking and making offensive comments.

- Emotional bullying which includes isolating an individual or spreading rumours about them.

- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media.

- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.

- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.

- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans

- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.
- Coercive bullying occurs when a person uses threat or control to make another person do something they may not want to do, ie acts of a bullying nature.

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore our school has an ICT user's policy which all students and parents sign, along with a separate E-Safety policy

These can be an isolated incident or can happen over a period of time.

Children with a disability, young people who are gay or lesbian, from ethnic minorities, or those with learning difficulties can be more vulnerable to bullying.

Bullying is not:

- Disliking someone.
- Refusing to befriend someone.
- Accidental physical contact on a single occasion.
- A single act of telling a joke or making a negative comment about someone.
- An argument.
- An isolated act of aggression, confrontation or meanness.
- A falling out between friends.

3. 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 students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, 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, and peer support.
- 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, associate staff (including administration staff, lunchtime support staff and site support staff) and Student Welfare staff to identify all forms of bullying, follow the academy policy and procedures (including recording and reporting incidents).
- Ensure all staff are trained to recognise groups of additionally vulnerable students and the impact bullying may have on them, ie SEND, LGBTQ and the need for a graduated response.
- 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 school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

4. Dealing with Incidents

The following steps will be taken when dealing with all incidents of bullying reported to the academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by referring the incident to a Student Welfare Manager, who, in most cases, will be the designated lead.

- A clear and precise account of the incident will be recorded and given to the designated lead.

- The designated lead will interview all concerned and will record the incident.

- Teachers/Form Tutors will be kept informed if necessary.

- When responding to cyber bullying 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.

- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the academy will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.

- 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 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.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff.

- 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 student 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.ie Consideration as to completing a referral to Early Help or Social services for further support.

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.

- The bully (bullies) may be asked to genuinely apologise and there may be some restorative justice work undertaken.

- 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.

- Sanctioning in line with school Behaviour Policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyber bullying concerns), reports, behaviour contracts, fixed term and permanent exclusions.

- Speaking with police or local services.

- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

5. Involvement of all Students

We will:

- Canvas students' views on the extent and nature of bullying.

- Engage students in attaining the Diana Award and Anti Bullying Charter award appointing Ambassadors within school.

- Provide a bullying report system for students and parents to use to raise concerns.

- Create a student friendly Anti Bullying policy.

- Ensure that all students know how to express worries and anxieties about bullying.

- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve students in anti-bullying initiatives and embedded messages in the wider school curriculum ie assemblies, PSHE sessions and Alternative curriculum opportunities.

- Publicise the details of help lines and websites.

- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

6. Liaison with Parents/Carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.

- 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 to raise concerns in an appropriate manner.

- 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 school gates that give rise to bullying.

- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.

7. Links with other Policies

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

- Behaviour Policy.

- Complaints Policy.

- Safeguarding and Child Protection policies.

- E-Safety (Online Safety) and Acceptable Use Policies (AUPs).

- Mobile phone and Social Media Policies.

8. Responsibilities

It is the responsibility of:

- Academy Governors to take a lead role in monitoring and reviewing this policy.

- Governors, the Principal, Senior Leaders, Teaching and Associate staff to be aware of this policy and implement

it accordingly.

- The Principal 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.

- Students to abide by the policy.

9. Wider Support Network

The following organisations provide support for schools and parent/carers dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

www.bullying.co.uk

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Internet Matters: provides help to keep children safe in the digital world. Think U Know: resources provided by Child Exploitation and Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

http://www.stonewall.org.uk

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

The named Governor with lead responsibility for this policy is: Lesley Keeling

The named member of staff with lead responsibility for this policy is: Karen Hargrave