



Policy Name	Anti-bullying policy
Frequency of review	Annually
Status	Statutory
Reviewed on	February 2021
Reviewed by	Full Governing Body
Next review	February 2022

Anti-Bullying Policy

Rationale

Bullying may be defined as repeated attacks resulting from a desire to hurt, threaten, frighten or humiliate someone or several people. The attacks may be physical, social, psychological or verbal and they can include harassment on the grounds of race, gender or disability. They may also be made via electronic means.

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally” “Advice for Academy Leaders, staff and Governing Bodies on Preventing and Tackling Bullying” - DfE (July 2011).

We do not consider bullying to be:

- An isolated incident.
- A ‘falling out’.
- A ‘one off’ disagreement.

We will:

- Provide a safe, secure environment where the children are able to seek help when they feel threatened or frightened.
- Enable the children to develop the social skills to deal with potential bullying situations.
- Take bullying seriously.

Bullying behaviour includes:

- Physical violence.
- Threat of physical harm.
- Name calling or teasing.
- Extortion – demand for money or favours.
- Exclusion – leaving someone out of group activities.

A victim may be described as: A person that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour. Bullying differs from teasing/falling out with friends or other types of aggressive behaviour 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.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Bullying may occur due to, but is not restricted to:

- Actual differences or perceived differences: Special Educational Needs or disabilities e.g. dyslexia; gender e.g. sexist comments; transgender e.g. when an individual has or is undergoing gender reassignment; homophobic e.g. towards gay individuals who may be gay, lesbian or bisexual; situation e.g. young carers or children in care or otherwise related to home circumstances; appearance e.g. particularly in girls who mature at different times; work ethic/behaviour e.g. "Geeks".
- Race e.g. differences in race, religion or culture.
- 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'.

What is Cyber-Bullying?

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. Chatroom 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
- Criminal Law:

Making repeated offensive remarks on websites or any social media can be a criminal offence. Perpetrators may also be breaking the Harassment Act 1997 or the Telecommunications Act 1984. Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes Anti-discrimination law Schools must also follow anti-discrimination law.

This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland. Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become “bystanders” or “accessories”. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between, but is not restricted to:

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

Aims:

- To address and change bullying behaviour.
- To protect pupils from being bullied.
- To raise staff and pupil 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.

Guidelines: AHA endeavours to provide a safe, secure, happy learning environment for all pupils.

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 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 are encouraged to talk to staff and break down the code of secrecy.
- Children are provided with decision making and assertiveness skills.
- Pupils are given positive strategies to deal with bullying, particularly in PSHCE lessons.
- 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 class teacher, who will follow the due process, linked with the Academy’s Behaviour Policy.

In some cases where bullying has occurred across year groups it may be necessary to involve more than one class teacher or a more senior member of the staff.

- No one approach will be successful for every incident, but in the first case “The Common Concern Approach/No Blame Approach” should be undertaken.
- 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.

Procedure Process -Responding - Proactively

- All AHA staff are aware of the high importance to prevent bullying and proactively gather intelligence about issues between pupils which might provoke conflict to develop strategies to prevent bullying happening in the first place.
- We ensure that pupils understand the school’s 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 we at AHAengage 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
 - Staff Training – key pastoral staff have received training to develop strategies to promote anti-bullying work both in the classroom and in the wider community. Raising staff awareness for lesson planning promoting an anti-bullying culture across the taught curriculum and include differences such as religion, ethnicity, disability, gender or sexuality. Issuing “Bullying Alerts” via confidential e-mails to alert staff to pupils in difficulty
 - Serious bullying incidents are also recorded centrally on SIMS. All pupils are made aware of these procedures. In the event of repeated bullying offences pupils will enter the behaviour policy at, Step 3 – further sanctions such as loss of free time, internal exclusion and Fixed Term Exclusion (FTE) or Permanent Exclusion (PE) may follow.
 - Constantly logging conduct and achievement on SIMS, which is confidential to staff, highlights key important information rewarding named pupils across the academy, including reminders or: identification of vulnerable pupils, adverse changes in pupils’ background, home/Academy situation, and pupils 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 pupils. Training takes place regularly, delivered by the Pastoral staff. Promoting respect, inclusion and healthy relationships through the delivery of PSHE/form time activities/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 throughout the Academy.
 - Making sure that the AHA follows all Equal Opportunities guidance by being committed to equal opportunities and seeking to support all pupils regardless of age, gender, disability, race, religion or belief, sexual orientation or background. Regular assemblies are delivered, explaining how the UK Equality Act 2012 translates into academy life, what we expect from pupils and how we as an academy will respond to breaches of the Academy Equality Policy
 - Counselling and/or Mediation Schemes to build confidence and self-esteem and help pupils gain mechanisms to deal with any “difficult “situations

- Producing HOT SPOTS MAP – AHA annually assesses and analyses the academy site by both pupils and staff to identify possible “hot spots” - areas where pupils express that they feel less safe. SLT and Pupil voice discuss these results and use the data to assess/redirect Duty Teams and inform other strategies.

Responding - Reactive

There are clear strategies for responding to bullying incidents. Please see Appendix 1A: The Academy discipline system (Warnings/Concerns and use of the Ladder of Consequences) as detailed within the behaviour policy. 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 may have and taking into account the needs of vulnerable pupils. AHA 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.

Involving Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately. Parents have a responsibility to support the academy’s Anti Bullying policy and to actively encourage their child to be a positive member of the academy.

REPORTING AND RECORDING INCIDENTS OF POTENTIAL OR ACTUAL BULLYING PUPILS:

AHA has a variety of reporting systems so that pupils are reassured that they will be listened to and incidents acted on. These include Peer Support, Pastoral support, Class teacher (CT), Head of Key stage (HoKS), Senior leadership team (SLT).

PARENTS/CARERS:

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

STAFF:

All AHA 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 SIMS 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 the CT, HoKS, ELT and when appropriate these will be referred onto SLT. A central Bullying Log is kept on the school pupil management system (SIMS). Pastoral staff will be alerted to key pupils giving cause for concern through bullying and will ensure that these pupils are carefully monitored and to make sure that any pupil who has been bullied feels safe again-through a range of support mechanisms. AHA will seek advice from/involve the police if the bullying could be a criminal offence e.g. under the Malicious Communications Act 1988, “It is an offence to send an electronic communication to another person with the intent to cause distress or anxiety or which conveys a message which is indecent or grossly offensive, a threat or contains information which is false and known or believed to be false by the sender”. AHA 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. We will also work with other academies, agencies and the wider community to tackle bullying that is happening outside the academy. AHA records any incidents in electronic format (on PUPIL MANAGEMENT SYSTEM) 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 SYSTEMN – via SIMs.
- 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 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 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.
- AHA actively recognises and partakes in the UK annual Anti-Bullying Week and runs a range of activities, which constantly raise issues surrounding bullying and suggesting strategies and mechanisms on how to handle any incidents.

Reporting and Responding - Outside the Academy

When bullying outside the academy is reported to AHA 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. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Roles and Responsibilities

The role of Head Teacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies. The role of all staff EVERY member of staff is responsible for being vigilant and recording and reporting any incidences of bullying.

The role of Governors

- CLT Directors/Local Governors supports the Head Teacher in all attempts to eliminate bullying.
- The governing body monitors the incidence of bullying that occur, and reviews the effectiveness of the academy policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of academy anti-bullying strategies.
- The governing body responds to any request from a parent to investigate incident of bullying, notifies the Principal and asks him to conduct an investigation into the case and report back to a representative of the governing body.

The role of parents/carers

- Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the individual academy immediately.
- Parents/Carers have a responsibility to support the academy's anti-bullying policy and strategies issued and to actively encourage their child to be a positive member of the academy community.

Monitoring and Evaluation

This policy will be reviewed bi-annually with the Pupil Leadership Team (PLT) to assess its effectiveness.

- PUPIL MANAGEMENT SYSTEM reports will be run by HoKS in order to establish any patterns of bullies/victims.
- Pupil interviews and questionnaires (PASS) take place on a yearly basis and the results are discussed by the whole staff and PSHCE advisor for new strategies to be put into place if required.
- Regular reviews of the content of the bullying programme are in place.

DofE guidance, Preventing and tackling bullying (July 2011) notes:

“Staff should develop a consistent approach to monitoring bullying incidents in their academy and evaluating whether their approach is effective. For some academies, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want academies to exercise their own judgement as to what will work best for their pupils”

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

Staff Training

- Whole Academy involvement on developments/amendments to Policy.
- On-going training on using Circle Time to develop self-esteem and cover theme of bullying.
- Whole Academy training on ‘No Blame Approach’ to bullying.

Implementation and Review

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

Author and Date Author:

Steve Fox (Head Teacher) February 2021

Appendix 1 – No blame step-by-step

Appendix 2 – Incident sheet