

Anti-bullying Policy

Aim of the Academy

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

This Policy is linked to
The Langley Academy Positive Discipline Policy
Child Protection Policy

Principles

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at our academy.

This policy has been drawn up based on the principles and advice outlined in 'Bullying: don't suffer in silence', DCSF 0064/2000. Principals have a legal duty under the Academy Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. DFE Exclusion Academies in England; The School Discipline (pupil exclusion and reviews) 2012 (review 2018).

Challenging bullying effectively will reinforce our strong academy ethos in respect of all the academy community, improve the safety and well-being of students, demonstrate that the academy cares and also make clear to bullies that such behaviour is unacceptable and will not be tolerated.

Purpose

To outline the nature of bullying and how staff and students may identify it.

To identify simple ways in which bullying can be reported to responsible adults.

To provide a clear policy and guidelines to ensure bullying is tackled effectively.

Guidelines

The nature of bullying

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves. In accordance with 'Kidscape 2009', the academy outlines:

1. There are many definitions of bullying, but most consider it to be:

- actions that result in pain and distress
- deliberately hurtful (including aggression)
- repeated over a period of time (persistent)
- difficult for victims to defend themselves against (unequal power relationship)

2. Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending malicious e mails or text messages on mobile phones or social sites and media.

3. Name calling is the most common direct form. This may be because of individual characteristics, but students can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the academy. Students must be encouraged to report bullying.

Staff must be alert to signs of bullying and act promptly and firmly against it in accordance with academy policy.

Bullying incidents are recorded and trends monitored by Directorate feeding back to the local authority twice a year. The information is then used to plan the academy anti bully strategy for the following year.

Implementation

Academy

The following steps are taken when dealing with incidents:

- if bullying is suspected or reported, the incident is dealt with immediately by the member of staff who has been approached, whatever their role in the academy
- If a parent or student has a concern or wishes to report an incident or case of bullying we ask them to contact the relevant Raising Standards Leader immediately then they can support and investigate
- a clear account of the incident must be recorded using SIMS and sent electronically to the relevant Raising Standards Leader
- the Raising Standards Leader will interview all concerned or ask a Student Support Manger to carry out these interviews and will record the incident and where appropriate contact the parents of those involved to inform them
- House Tutors must be kept fully informed and involved and if the bullying behaviour persists the House Tutor must advise the appropriate subject teachers
- Parents /carers must be kept informed and up to date at all stages
- a decision on the relevant sanctions will be taken by the Raising Standards Leader once all the evidence has been examined. If it is felt that the sanction should include a placement in the ACE or IC, the Raising Standards Leader must present the case to a member of the Academy Directorate for consideration
- mediation/restorative conferencing will be used to support students being bullied and the bullies if appropriate
- counselling is also available to support both categories of student
- In extreme circumstances and severe cases the Academy works with the relevant external agencies to ensure the well-being of the students involved and work in conjunction with the Designated Safeguard Lead.

Students

Students who have been bullied are supported by:

- offering an immediate opportunity to discuss the experience with a House Tutor or member of staff of their choice

- reassuring the student
- offering continuous support
- restoring self-esteem and confidence
- restorative meetings
- peer support/ interventions from Bullying Intervention Group (BIG)
- follow-up monitoring by Raising Standards Leader and House Tutor until they are confident that the situation has been resolved and well-being restored

Students who have bullied are helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- opportunity to reflect on actions
- informing parents or guardians to help change the attitude of the student
- restorative meetings

Decisions on sanctions will be taken by the relevant Raising Standards Leader who will liaise with a member of Directorate where necessary. The following disciplinary steps may be taken depending on the seriousness of the incidents:

- official warnings to cease offending
- detention
- parental meetings
- exclusion from certain areas of academy premises
- a fixed term placement in the ACE
- a fixed term placement in the Inclusion Centre
- fixed term exclusion
- permanent exclusion

Following an incident and the subsequent investigation and sanctions where appropriate, a restorative conference will be held with the students involved, chaired by the relevant Raising Standards Leader or a member of the SSM team.

Within the curriculum the academy raises the awareness of the nature of bullying through inclusion in the PSHE Programme, the Year system, House and Year assemblies, focus weeks and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Racist bullying

In racist bullying, a child is targeted because they are a member of a particular racial group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other students from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as “any incident which is perceived to be racist by the victim or any other person”.

All incidents should be recorded in the racist incident section on the SIMS system. Incidents are reported termly to the local authority.

Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry

- physical threats or attacks
- wearing or carrying of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

Racial bullying should be dealt with as above. In addition:

- the incident log must contain the names of perpetrators
- staff should be aware that even young children can understand the consequences of their actions
- staff must listen carefully to students and provide opportunities for them to express views and opinions
- Raising Standards Leaders will decide whether the incidents are serious enough to involve multi-agency working with police, youth service, housing, and others
- peer mediation may be used to resolve conflict between students, and theatre-in-education groups to raise awareness and find solutions
- Assemblies and Year system to address any issues of concern with wider academy community, also educate and engage students in tackling prejudice
- Parental engagement via emails, newsletter and academy website, as well as representation within the BIG focus group
- Academy is pro-active in using relevant data to identify trends or prejudice directed at specific groups, to ensure any targeted members of the academy community are supported and negative behavior challenged in accordance with the 2010 Equality Act

Sexual bullying

Sexual bullying impacts on both genders; anyone can be a victim. A case of proven sexual assault is likely to lead to the mainstream withdrawal or exclusion of the perpetrator for an appropriate period of time.

In general, sexual bullying is characterised by:

- abusive name calling or inappropriate language
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- inappropriate use of sharing private/personal intimate images and messages, pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

Sexual bullying will be dealt with as outlined above. In addition:

- all incidents will be recorded in the sexual bullying incident log via the SIMS system
- student surveys will be carried out every academic year by Raising Standards Leaders to find out the extent and nature of the problem
- staff training programmes will be conducted to enable all staff to develop understanding of gender relations and suitable strategies for dealing with issues that arise
- HOFs will ensure that the curriculum will explore sexism, and sexual bullying
- staff are expected to recognise and challenge sexual content within verbal abuse
- consideration will be given to the use of single-sex groupings to explore sensitive issues

- The Directorate will ensure that the academy site is well supervised; paying particular attention to areas where students may be vulnerable and have an active staff duty rota to ensure the site is a safe and secure environment for all students in our care.
- ICT system is continually monitored, updated and reviewed to ensure the safety and security of the students within our care is paramount
- Assemblies, specific E-Safety Week and Year system to address any issues of concern with wider academy community, also educate and engage students in the importance of E-Safety
- In extreme circumstances and severe cases the Academy works with the relevant external agencies to ensure the well-being of the students involved and work in conjunction with the lead

Sexual bullying can also be related to **sexual orientation**. Students do not necessarily have to be lesbian, gay, bisexual, or transgender (LGBT) to experience such bullying. Sexual bullying related to sexual orientation will be dealt with as outlined above. In addition:

- the issue will be covered in INSET days on bullying in general
- lesbian, gay, bisexual, or transgender (LGBT) students will be given appropriate advice and support where needed
- homophobic language will be challenged
- students' understanding of their use of homophobic language will be explored - they may not understand the impact
- the academy curriculum will explore issues of diversity and difference - discussing what schools and society can do to end discrimination

Bullying of children who have special educational needs

Students with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Bullying of children who have special educational needs will be dealt with as outlined above. In addition:

- staff will be given the opportunity through INSET to reflect on how their behaviour might unintentionally trigger bullying
- staff must avoid giving undue attention to differences between SEND children and others
- teachers should make classroom activities sensitive to the needs of children with SEND
- students will be given guidance in assertiveness and other social skills
- victims will be taught through tutorial times to say 'no' or get help and involved in role-playing to help with dealing with taunts
- identified areas will be made available for these children at breaks and lunchtimes. E.g. SSU
- Assemblies, specific E-Safety Week and Year system to address any issues of concern with the wider academy community, and also adapted to educate and engage SEN students in the importance of E-Safety

Bullying outside the academy's premises

A great deal of the bullying that does take place happens outside school hours for instance on the journey to and from school. Whilst the Academy cannot be held legally responsible for bullying that takes place off site in students' own time, there are clear measures that can be taken. For instance students travelling to and from school whose behaviour causes offence can be disciplined for bringing the name of the academy into disrepute. This is also true for incidents of concern circulating humiliating personal images or text through the internet and this is challenged via our E-Safety drive, delivered through the Year system, Year and House assemblies and a targeted E-Safety Week to support and educate our students and families, thus reinforce our Anti-Bullying Policy

Where a student tells of bullying off the academy premises, the following steps should be taken:

- the matter must be recorded in SIMS and the relevant House Tutor and Raising Standards Leader informed
- the Raising Standards Leader will organize an investigation into the incident and or allegations and where possible arrange for statements to be collected
- if online OR mobile, the related evidence is saved and relevant providers contacted to ensure the offensive content is removed and recorded
- if so required the mobile or relevant device will be confiscated for evidence, in accordance with DfE advice and guidance and maybe passed to the Police.
- parents/carers of students affected must be informed
- where appropriate sanctions will be imposed if those carrying out the bullying were in academy uniform and could be deemed to be on the way to or from the academy

In addition the Raising Standards Leader may decide to:

- talk to the local police about problems on local streets or involve our community liaison officer. (if necessary seek a police presence at trouble spots)
- talk to the transport company about bullying on buses or trains
- talk to staff from another school whose students are bullying off the premises
- map safe routes to the academy, and tell students about them
- talk to students about how to avoid or handle bullying outside the academy premises

Monitoring, Evaluation and Review

The academy will review this policy annually and assess its implementation and effectiveness. The policy is promoted and implemented throughout the academy. Annual student surveys and parent surveys are conducted on separate parents evening and responses are considered and suggestions acted upon.

An opportunity to feedback or discuss views is offered via parent forum at six points throughout the academic year.

Review Date: January 2019

Ratified Date: January 2019

Author: Trevor O'Neill

Date of next review: January 2021