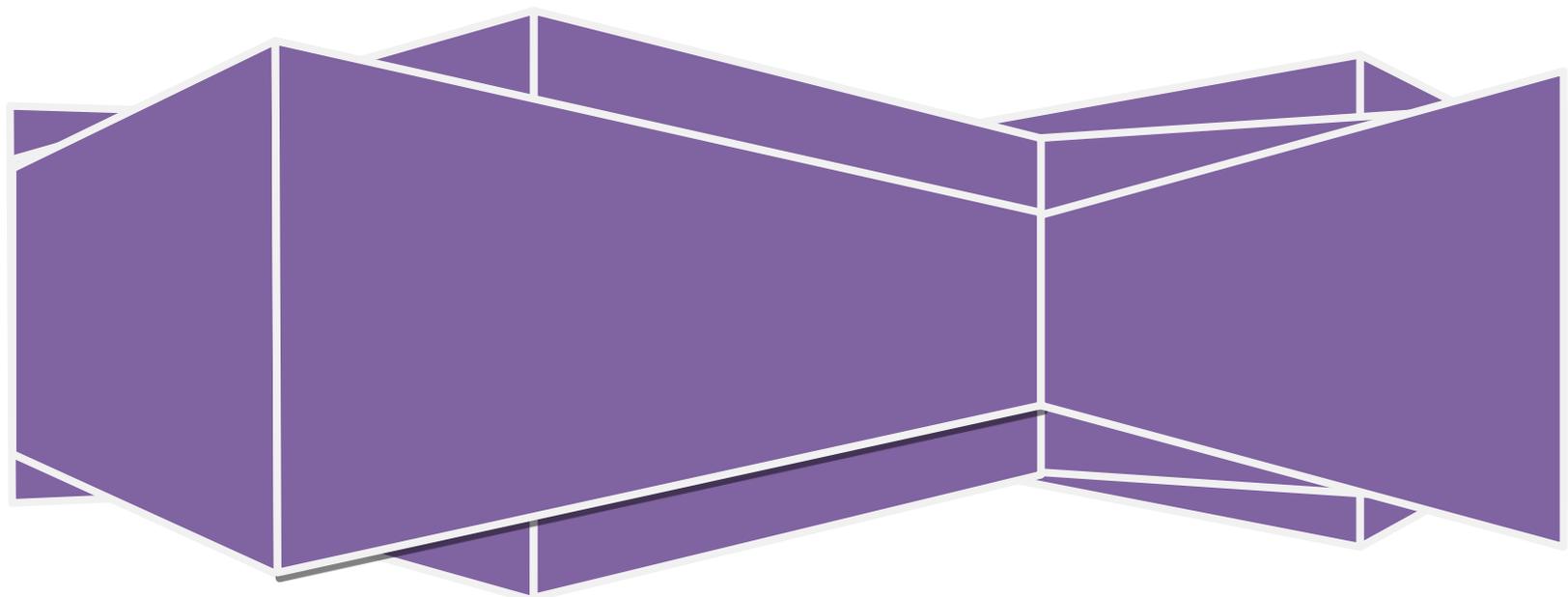




Sutton Community Academy

# Anti-Bullying Policy

2017-2018



## Sutton Community Academy

# ANTI BULLYING POLICY 2017-2018

### **A Definition of Bullying and Statement of Intent:**

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.

### **Definition of Bullying**

**Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice**

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- 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.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly – through other people, by communication methods such as the written word or pictures or using a range of cyberbullying methods. When bullying occurs outside of school time consideration is taken by the Principal/Vice Principal in liaison with external agencies and parents/carers. This policy provides an overall framework for the Academy in managing all types of bullying behaviour.

### **Methods of Bullying**

- I. Bullying may be physical, verbal or non-verbal or through any means of communication and may take the form of:
  - Verbal - threats, insults, nasty teasing
  - Physical - assault, hitting, damage to belongings
  - Relational - malicious gossip, social exclusion
  - Extortion of money or possessions
  - Mental cruelty
  - Harassment
  
- II. Cyber Bullying

- Definition: - Cyber bullying is the use of information communications technology (ICT), particularly mobile phones and the internet, deliberately to upset another person.

### Cyber Bullying

Information and Communication Technology (ICT) has enabled a variety of new forms of communication between all persons in the school community. This has provided benefits as well as risks.

Cyberbullying takes different forms: threats and intimidation; harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images); and manipulation.

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. These ‘bystanders’ are better termed ‘accessories’ and in this context it is important that students are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

The statement about Cyber Bullying in this policy should be read in conjunction with the Academy’s other policies about the use of computers, mobile phones and other electronic communication media e.g. Behaviour and E-Safety Policy.

### **Who is most likely to be bullied?**

Although all young people may become subject to bullying, some groups of students may be more predisposed to bullying than others; these groups may include:

- Special needs students
  - Specific learning disabilities
  - Autistic Spectrum ASD
  - Attention Deficit Hyperactivity Disorder ADHD
  - Young people with physical disabilities
- Students of minority racial origin (racist bullying)
- Students of minority cultural or religious belief origin
- Students of alternative sexual orientation (homophobic bullying) and transphobic bullying
- Students identifying as gender neutral
- Students that align to alternative youth culture (e.g. Goths)
- Young carers or looked-after children, or otherwise related to home
- Sexist and sexual bullying

### **Prejudice related bullying**

#### Special Needs Students

Studies show that children with SEN and disabilities are more likely to be bullied than their peers. Children with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perceptions of difference;
- Find it more difficult to resist bullies
- Be more isolated, not have many friends

- Not understand that what is happening is bullying
- Have difficulties telling people about bullying

### Racist Bullying

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, which makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. It must be clearly understood that racism involves not only prejudice based on colour and appearance but also prejudices connected with religion and culture, for example Islamophobia and anti-Semitism, and hostility to Travellers and Gypsies.

We recognise that there are other forms of abuse that may not fit into this definition of bullying and that the Academy has a responsibility to deal with them through its behaviour policy.

### Homophobic and Transphobic Bullying

Homophobic bullying can be hard to recognise because it may be conducted in secret. Sometimes, students may not want to tell anyone about it, in case teachers/staff assume they are gay. The fact that young people are particularly reluctant to reveal is a distinctive feature of homophobic bullying.

### **School Statement**

Sutton Community Academy has measures in place to encourage good behaviour and respect for others on the part of students, and to prevent all forms of bullying. The Academy recognises and celebrates diversity.

Bullying behaviour will not be tolerated, however, this policy is not about punishing: it is about changing attitudes and encouraging respect for each other. It is about acknowledging everyone's right to feel safe and happy, and equally it is about their responsibility to ensure the safety and happiness of others. It is only by all of us working together that we will achieve this aim.

The law requires the Academy to:

- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures.

The law requires head teachers to:

- Ensure that the policy includes measures to be taken with a view to "encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students".

The law requires teachers to:

- Promote the general progress and well-being of individual students and of any class or group of students assigned to them, which includes ensuring as far as possible that students are free from bullying and harassment.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though consultation with draft document.
- Governors - discussions at governors meetings and training.
- Parents/Carers- will be encouraged to contribute by taking part in written consultations and parent/carer focus groups producing a shorter guide.
- Children and young people - pupils contribute to the development of the policy through the school council as well as Student Voice.
- Consultation with the Local Education Authority

This policy is available

- Online at <http://www.suttonacademy.atrust.org.uk/academy/about-us/policies/>
- From the school office

## **Roles and responsibilities**

**The Principal** – Has overall responsibility for the policy and its implementation and liaising with the governing body, Parents/Carers/carers, LEA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: - Dave Jenkins (Vice Principal)

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, Parents/Carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents as to when this is necessary
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and Parents/Carers where appropriate
- Coordinating strategies for preventing bullying behaviour

## **Reporting Incidents of Bullying**

Students need to feel safe and confident that their story will be heard. They may report an incident of bullying by:

- ✓ Students can report incidents of bullying to their Learning Manager, their Leader of Learning and Achievement or any member of staff who they feel comfortable to talk to
- ✓ Parents/Carers or concerned adults can contact the School Office

## **Bystanders**

Other students, or any staff member, who know or suspect that another student is being bullied, have a responsibility to inform Learning Manager or relevant member of staff of their concerns. Parents/Carers also have a responsibility to inform the Academy if they have concerns over bullying of their children or other children attending Academy that they have contact with. Students who fail to respond to protect those who are being bullied will be interviewed by the Anti-Bullying Co-Ordinator. Subsequent interventions such as bespoke anti-bullying sessions can be implemented if the outcome of this interview is unsatisfactory.

## **Recording Incidents of Bullying**

Incidents of bullying are recorded through the School Behaviour Referral System and records will allow areas of strengths and weakness to be identified that can inform the policy during its review. The information stored will be used to ensure individual incidents are followed up. Incidents will go on to be recorded in CPOMS. It will also be used to identify trends and inform preventative work in school and development of the policy such as the new Ambassador scheme. This information will be discussed by staff in Student Support Team Meetings every half term. This information will be presented to the governors as part of the annual report.

## **Response to Incidents of Bullying**

The aims of school anti-bullying strategies and intervention systems are:

- ✓ To prevent, and/or stop any harmful behaviour towards others.
- ✓ To react to bullying incidents in a reasonable, proportionate and consistent way.
- ✓ To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- ✓ To apply disciplinary sanctions to the student causing the bullying and to ensure that they learn from the experience, possibly through multi-agency support.

## **Interventions**

It is important, in all considerations of bullying, to start with the perceptions of those at the receiving end of the incident.

The following guidelines should be followed:

- ✓ Accept the student's account of the incident.
- ✓ Do not make light of the incident.
- ✓ Confirm that it was right for the student to approach you and inform you.
- ✓ Ask what action the student would like to take place however the Behaviour Pathway as outlined in the School's Behaviour Policy will be consulted with a one day Internal Exclusion for Persistent Bullying.
- ✓ Discuss whether they would like other students to help solve the situation.
- ✓ Discuss whether they would like their Parents/Carers/carers to be informed and involved.
- ✓ Stress that they are not themselves the cause of the bullying. This is very important, for otherwise there is a danger that they will internalise the insults they have received.
- ✓ If there were witnesses to the incident, as is likely, ensure they know that your sympathies are with the student(s) at the receiving end of bullying, and in no way with those who are responsible for it.

The object of sanctions is to impress upon the perpetrator that their actions were wrong and should not be repeated as well as an example to the Academy Community that bullying is unacceptable. Sanctions will take the form of escalating severity (See Behaviour Policy) depending on the nature of the incident and could include:

- ✓ A verbal reprimand and/or warning
- ✓ Resolution through discussion, mediation and restorative work
- ✓ Break time, lunchtime or after school paybacks.
- ✓ Contact with home; letter or phone call.
- ✓ Individual supervision at breaks and/or lunchtime
- ✓ Isolation from lessons within a department or other designated area including Internal exclusion from one, some or all lessons for a period of time
- ✓ Parental/carer interview
- ✓ Attending anti-bullying behaviour programmes
- ✓ Involvement of the Police or other appropriate agencies
- ✓ Fixed term exclusion
- ✓ Permanent exclusion

Sanctions should include the opportunity for follow up to evaluate efficacy and if necessary provide a further course of action or support. Perpetrators must accept responsibility for the harm caused to the individual being bullied and for the harm caused to others (for example staff, friends or family). They also provide an opportunity for the student to put right the harm that they have caused.

Specific types of bullying behaviour may necessitate specific interventions outlined below:

*Incidents of homophobic /inappropriate sexual language and/or racist bullying*

All staff have a duty to demonstrate that this will not be tolerated and should result in duty being called for immediate removal from the classroom.

Inappropriate sexual language may be directed to the same sex or opposite sex and be as upsetting as homophobic language. It should be treated as seriously as homophobic/transphobic incidents. A student who makes a homophobic/transphobic/racist comment should be removed and internally excluded and have explained to them the effects that this type of bullying has on people and why their comments are unacceptable. (See Behaviour Policy)

### **Support for the targeted student**

Depending upon the nature of the incident targeted students may need the support following a bullying incident; this could involve:

- ✓ Support of the Learning group through activities such as Circle Time
- ✓ Ambassador support/Peer Mentor support
- ✓ Counselling
- ✓ Governor Meeting
- ✓ Break and Lunch time supervision and safe places for vulnerable groups
- ✓ Involvement of other agencies such as Sexions
- ✓ Consideration of a report as a Child Protection and/or Criminal Law issue
- ✓ Specific group work interventions around confidence and self-esteem to develop their social and emotional skills.

To ensure that the targeted student being bullied feels safe again there should be a follow-up interview with the student involved and the Student Support Team. This should take place within three weeks to make sure the matter has been resolved. The school then reviews, over two or three months, whether the action has prevented recurrence of the bullying. Parents/carers can express concerns with the Anti-Bullying Co-Ordinator, Dave Jenkins and also contact the school office to make a formal complaint when they feel the Academy has not acted appropriately to address bullying.

### **A Holistic Approach to Preventing Bullying**

The curriculum provides the most effective way of preventing bullying through effective learning environments in which:

- ✓ The contribution of all students is valued
- ✓ All students can feel secure and are able to contribute appropriately
- ✓ Stereotypical views are challenged and students learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability or other reason
- ✓ Students learn to take responsibility for their actions and behaviours both in school and in the wider community
- ✓ All forms of bullying and harassment are challenged
- ✓ Students are supported to develop their social and emotional skills.

Termly Student Voice will be used so that a representative sample of all years will be surveyed to include types of bullying taking place as well as location of bullying incidents so interventions may be put in place.

The curriculum includes all the planned learning activities, explicit and implicit, with the extended contribution to anti-bullying work in specific curriculum areas such as PSHE, the Learning Manager programme, ICT as well as whole school initiatives such as Involvement in Healthy Schools Programme:

- ✓ Activities through PSHCE such as:
  - ✓ RAID – Raising Awareness in Disability
  - ✓ Sexions

- ✓ Self Esteem
- ✓ Domestic Violence Forum
  
- ✓ Student Support Team:
  - ✓ SMSC
  - ✓ Anti-Bullying Resources
  - ✓ Student Voice and School Council
  - ✓ Restorative Justice
  - ✓ Counselling and/or Mediation Schemes
  - ✓ Support for Parents/Carers/carers
  - ✓ Support for all school staff through staff training and development.
  
- ✓ Raising Awareness:
  - ✓ National Antibullying week as well as an additional Academy Anti-Bullying Week.
  - ✓ Anti-Bullying year meetings
  - ✓ Consultation with Stonewall/Nottinghamshire LEA for staff training on homophobic/transphobic bullying to be implemented.
  - ✓ Safer Internet Day with parent/carer awareness session and the ICT department to ensure awareness of safety on the internet linked to E-Safety policy.
  - ✓ Sutton Community Academy involved in Achievement for All “Reducing the impact of bullying on the well-being and achievement of pupils with SEND” programme.

This policy should be read and implemented in conjunction with other school policies on managing behaviour and SEND. It is also to be informed by Equal Opportunities policies and Safeguarding procedures.

#### **Links with other policies and why**

<b><u>Policy</u></b>	<b><u>Why</u></b>
<b>Behaviour Policy</b>	<b>Rewards and sanctions</b>
<b>Safeguarding Policy</b>	<b>Child protection</b>
<b>Equalities policy</b>	<b>Hate crime(homophobia, race and disability)</b>
<b>Confidentiality Policy</b>	<b>Reporting and recording</b>
<b>PHSCE/Citizenship</b>	<b>Strategies to prevent bullying</b>
<b>E-Safety Policy</b>	<b>Cyber bullying</b>

#### **Reference documents and related policy documents**

##### **National**

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies,

Behaviour and Discipline in School- Guide for Head Teachers and School Staff - July 2011  
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies – 2014  
OFSTED Subsidiary Guidance (September 2013)  
Equalities Act 2010  
Keeping Children Safe in Education [www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)  
Education Act 2002  
Cyberbullying - supporting school staff – [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)  
Cyberbullying - A whole school community issue - [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)  
Bullying Involving Children with Special Educational Needs and Disabilities

## Local

Nottinghamshire County Council Anti-bullying Policy  
Anti-bullying Policy Development: Guidance for schools

Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk) Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, Parents/Carers and professionals affected by bullying.

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

