Anti-Bullying Policy

Document Control

This document is issued, controlled and impact assessed by the Leadership Team.
The latest version of the procedure will be maintained on the School Website.

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Revision History

Issue No	Date	Description

1. Introduction

Endeavour Academy / Apollo's School Trust is committed to providing students with a caring and safe environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

2. Aims

The aims of the policy are to:

- ensure a safe environment for all students within the Academy.
- emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the Academy, where staff and students are encouraged to Make Every Contact Count and Restorative approaches to repair harm.
- establish an atmosphere where kindness is promoted, and bullying is regarded as unacceptable.
- to raise general awareness so that the whole school can play its part in recognising bullying and to act when it occurs by preventing or responding appropriately to it.

3. Objectives

The objectives of the policy are to:

- ensure that all students, parents / carers, staff, and Governors / Trustees can recognise what bullying is, know what the policy is on bullying and what to do if it occurs.
- conduct staff training to maintain the high profile of the anti-bullying policy and to introduce new initiatives.
- build understanding and discussion of anti-bullying and related topics into the PHSE programme.
- confirm frequently that students will always be supported if bullying is reported.
- ensure that whenever someone knows that bullying is happening, someone is told about it, or something is done.
- work with other professional agencies when necessary to keep children safe.

4. Legislation

This policy has been written regarding the following legislation and statutory guidance:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988

- The Public Order Act 1986
- The Human Rights Act 1998
- Keeping Children Safe in Education
- Working Together to Safeguard Children

5. Links with other policies

This policy should be read alongside the following Trust and Academy policies:

- Acceptable Use Policy
- Behaviour Policy (Promoting Positive Behaviour)
- Complaints Procedure
- E-Safety Policy
- Health and Wellbeing Policy
- Safeguarding Policy

6. Responsibilities

6.1 Headteacher

The Headteacher will ensure that:

- SLT and all staff are involved in the determining of the strategies and procedures for dealing with incidents of bullying.
- the policy is communicated to all staff, students, and parents/carers.
- appropriate training is made available to all staff.
- when breaches of the policy are identified disciplinary measures are applied fairly, consistently, and.

6.2 Deputy Head of School

The Deputy Head of School (Pastoral) will:

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that the Headteacher is informed of all incidents.
- Ensure that there are positive strategies and procedures in place to support students that are bullied and those who have bullied.
- Determine the involvement of parents/carers in the solution of individual incidents.

6.3 Teaching and Support Staff

All staff will:

- Ensure that the Trust and Academy policies are implemented fairly and consistently across the school.
- Be aware of the procedures for dealing with reported incidents.
- Undertake training as directed by the Headteacher and/or Deputy Head of School.

6.4 Parents / Carers

Parents who are concerned that their child is being bullied at school should:

- Talk to their child about what is happening.
- Be calm and show sensitivity.
- Reassure your child that the school will act on the information.
- Agree the next step with your child.
- Speak to your child's Key Worker who will ensure that an investigation is undertaken.
- Maintain contact with the Key Worker until the matter is resolved.

6.5 Students

Students should:

- Talk to their Key Worker if they believe they are being subject to any form of bullying.
- Speak with parents/carers to let them know what is happening.
- Accept help and support that is offered by the school.
- Speak with a member of staff should they witness any form of bullying in school.

7. Definition of bullying

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

8. Types of bullying

Cyber bullying: a relatively recent phenomenon. Through e-mail, instant messaging, internet chat rooms and electronic gadgets such as camera mobile phones, cyber bullies forward and spread hurtful messages and/or images. Bullies can use this technology to harass victims at all hours.

Emotional bullying: this can be subtler and can involve isolating or excluding a child from activities. For example, shunning the victim at lunchtime or on a school outing. This type of bullying is especially common among girls.

Physical bullying: this form of bullying can accompany verbal bullying and involves such things as kicking, hitting, biting, pinching, hair pulling, or the threat of physical bullying.

Racist bullying: this form of bullying involves racial jokes, racial name-calling, offensive gestures, or inappropriate comments.

Sexual bullying: this involves unwanted physical contact or sexually abusive comments. This includes homophobic bullying. This is bullying behaviour that has a specific sexual dimension or a sexual dynamic, and it may be physical, verbal, or non-verbal/psychological. It is also underpinned by sexual attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Behaviours may involve sexual comments or innuendo, including offensive comments about sexual reputation; or using language that is designed to subordinate, humiliate, or intimidate.

Sexist bullying: this is bullying based on sexual attitudes that when expressed demean, intimidate, or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Transphobic bullying: this bullying stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Verbal bullying: this usually involves name-calling, incessant mocking, and laughing at someone else's expense.

9. Identifying signs of bullying

The behaviour of children, young people and adults is not easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why behaviour changes and there is a need to be alert to the possibility that this may be the case. Students who are being bullied may:

- Become withdrawn, clingy, moody, aggressive, and uncooperative.
- Behave in immature ways.
- Have sleep or appetite problems.
- Have difficulty concentrating.
- Show variation in academic performance.
- Have cuts, bruises, aches, and pains without adequate explanation.

- Request extra money or start stealing.
- Have clothes or possessions that are frequently lost or damaged.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern or behaviour e.g., sudden loss of interest in activities, changing times of coming and going from home, reluctance to leave home, a request to change school, a refusal to return to a place or activity, experimenting with drugs or alcohol.

10. Responding to incidents of bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of the pastoral team will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions and support for individuals will be implemented as appropriate. Students who have been the perpetrators of bullying will take part in a restorative approach in repairing harm and build upon relationships.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.
- A clear and precise account of the incident will be recorded using CPOMS safeguarding recording system. This will include recording appropriate details regarding decisions and action taken.

11. Cyberbullying

When responding to cyberbullying concerns, the Academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school systems.
- identifying and interviewing possible witnesses.
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need, a bespoke support programme on online safety.
  - Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.
  - providing advice on blocking or removing people from contact lists.
  - helping those involved to think carefully about what private information they may have in the public domain.

12. Supporting students

The Academy will support students who have been subject to bullying by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider School and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/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 cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider School and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

13. Preventing bullying

The Academy will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, whereby all promote MECC (making Every Contact Count).
- Staff and students will partake in immediate action to minimise issues using a restorative approach to repair harm and manage conflict.
- Recognise that bullying can be perpetrated or experienced by any member of the school, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

14. Education and training

The Academy will:

- Train all staff using face to face sessions and Educare online training, including teaching staff, support staff (e.g., administration staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school / student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.
- Students can also speak with a member of the police and a member of the pastoral team at Police drop-in sessions if they are being bullied outside of school.

15. Useful links and supporting organisations.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
- www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- ChildNet International: www.childnet.com
- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forhttp://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccischild-internet-safety-ukccis
- Race, religion, and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWhttp://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdfCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-abouthttps://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-relatedbullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying