Anti-Bullying Policy

Written by:	Elwyn Fry	**Date:**	01/09/2018
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This policy is informed by DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that staff from schools and academies read this guidance:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Objectives of this Policy

This policy outlines what AVESC will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole academy community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. AVESC has this policy in place to tackle bullying in a manner that is clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly.

Our academy community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupil's feel safe to learn; and that pupils and staff abide by the anti-bullying policy
- A report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the academy to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Taunting
- Mocking
- Making offensive comments
- Kicking

- Hitting
- Taking belongings
- Producing offensive graffiti
- Gossiping
- Excluding people from groups
- 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 is recognised by AVESC as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that, it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying).

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Types of Bullying

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- Bullying related to appearance or health, bullying of young carers or looked after children, bullying related to home circumstances, sexist or sexual bullying.

Homophobic and transphobic bullying and using homophobic and transphobic language.

Homophobic and transphobic language is terms of abuse used towards lesbian, gay, bisexual and transgender people or those thought to be LGBT. It is also used to refer to something or

someone as inferior. This may also be used to taunt young people who are different in some way or have gay or transgender friends, family members or their parents/carers are gay or transgender.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality or how they identify they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic or transphobic language in our academy even if it appears to be being used without any homophobic/transphobic intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

Racist bullying, religious intolerance and use of racist language.

Racist bullying, or bullying based on religious beliefs, can be the use of language or terms of abuse towards those of a different race or religion. It can be used to refer to something or someone as inferior. Racism or religious intolerance, of any form, is not tolerated at AVESC and will always be taken seriously when reported, whether an isolated incident or a more persistent issue. The use of racist or intolerant language is never acceptable, whatever the perceived context, and will be dealt with as with any other form of bullying.

Cyberbullying

The increasing use of digital technology and the internet has provided new and particularly intrusive ways for bullies to reach their target. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Online Safety is embedded in the curriculum. Whilst most incidents of cyberbullying occur outside the academy, we will offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

AVESC Ethos

AVESC community recognises that all forms of bullying, can have a devastating effect on individuals. It can create a barrier to learning and have serious consequences for mental health and wellbeing. By effectively preventing and tackling bullying, our academy can help to create a safe environment where students are able to learn and fulfil their potential.

Reporting Bullying Incidents:

Our academy has clear systems for reporting bullying for the whole community including staff, parents/carers and pupils. This includes those who are the targets of bullying or have witnessed bullying behaviour.

We ensure that pupils can express their concerns in the following ways:

- Through face-to-face contact, email or academy phone with SLT, Core Teachers, Tutors and SLTAs as well as through other support staff such as the FASST workers
- During daily wellbeing checks
- Through the Anti-Bullying Questionnaires

We ensure that parent/carers and community members can express their concerns in the following ways:

- Through face-to-face contact, email or school phone with SLT, Core Teachers, Tutors and SLTAs as well as through other support staff such as the FASST workers.
- Through Parent/Carer questionnaires

Identifying, preventing 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 pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, 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, peer support and Pupil Voice
- 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, support staff (including administration staff and site support staff) to identify all forms of bullying, follow the academy policy and procedures (including recording and reporting incidents)
- 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 academy community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive academy ethos.

Responding to Bullying Incidents

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

- AVESC will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in decision making as appropriate
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will investigate the incident
- The DSL will be informed of all bullying issues where there are safeguarding concerns
- The academy will speak with and inform other staff members where appropriate
- The academy will ensure parents/carers are kept informed about the concern and action taken as appropriate and in line with child protection and confidentiality policies

- Sanctions as identified within the academy's Behaviour Policy and support will be implemented in consultation with all parties concerned
- 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 of, or by pupils takes place outside of normal academy hours (including cyberbullying), the academy may be limited in its ability to investigate or intervene. We will support parents/carers as effectively as possible but also recommend that parents report these incidents to the Police
- A clear and precise account of bullying incidents will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- 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 pupil 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
- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with academy behaviour policy. This may include official warnings, sanctions, removal of privileges, and fixed-term exclusions
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a member of SLT or the Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- 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 and discipline policy
- Reassurance and the offer of appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a member of SLT and establishing the concern
- Clarifying the academy's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying using questionnaires
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in sites and embedded messages in the wider curriculum
- Use Pupil Voice session to create and update a Child Friendly Anti-Bullying Policy
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied as well as perpetrators.

Liaison with parents and carers

We will:

- Make sure that key information 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
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying
- Support parents to work with the academy to model positive behaviour for pupils.

Responsibilities, Monitoring and Review

The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that this policy is being consistently applied. Any issues identified will be incorporated into the academy's action planning. The Headteacher will be informed of bullying concerns as appropriate. The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

There is a named Governing Body member with lead responsibility for this policy.

The named members of staff with lead responsibility for this policy are:

Elwyn Fry – Assistant Headteacher

Tom England – Headteacher

This policy will be monitored and reviewed annually by the Headteacher.

It is the responsibility of:

- The Headteacher to take a lead role in monitoring and reviewing this policy
- Governing Body members, the Headteacher, Assistant Headteachers, teaching and non-teaching staff to be aware of this policy and implement it accordingly
- The Headteacher 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
- Pupils to abide by the policy.

Links with other policies and practices

This policy links with a number of other academy policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection policy
- Online Safety and ICT Acceptable Use Policies
- Curriculum Policy
- Transgender policy
- SMSC policy
- Mobile Phone policy

Reference Documents:

DfE guidance, Preventing and tackling bullying (last updated July 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DFE guidance, Cyberbullying: Advice for headteachers and school staff (last updated July 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

DFE guidance, Advice for parents and carers on cyberbullying (last updated July 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

DFE Case studies, Approaches to preventing and tackling bullying (published June 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf

DFE guidance, No place for Bullying (published June 2012)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf

Useful Organisations:

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. https://www.anti-bullyingalliance.org.uk/

BullyingUK (part of family lives): A bullying prevention charity with an emphasis on working directly with families. They provide support via a dedicated helpline and further bespoke programmes. https://www.bullying.co.uk/

Childline: A charity which gives advice and guidance and offer support for children and young adults. They offer a free, private and confidential service where you can talk about anything including any of the types of bullying mentioned in this policy. https://www.childline.org.uk/info-advice/bullying-abuse-safety/

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. https://www.childnet.com/

Digizen: provides online safety information for educators, parents, carers and young people. https://www.digizen.org/

Kidscape: A 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. https://www.kidscape.org.uk/

The Diana Award: This Anti-Bullying Ambassadors Programme empowers 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. https://diana-award.org.uk/

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
https://www.bullyinginterventiongroup.com/what-is-it/

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. https://www.thinkuknow.co.uk/

Restorative Justice Council: Includes best practice guidance for all forms of restorative practice including restorative justice. https://restorativejustice.org.uk/