

Anti-Bullying Policy & Procedure

Version control	
AAT Budmouth Academy Weymouth 01-09-2019	The policy was revised following consultation with the Principal and The Aspirations Academies Trust, the Academy Student Council and Budmouth staff.

Owner:	Principal VP i.c. of Behaviour	Date of next review:	September 2020
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Anti-Bullying Policy Statement

The aim of the Budmouth Academy anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied.

All members of the community, including students, teaching/support staff, and parents/carers should understand what bullying is and be familiar with the Academy policy on bullying: therefore, the aim of the policy is to help members of the Academy community to deal with bullying when it occurs and, even more importantly, to prevent it.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated. Everyone in the Academy community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy is available on the Academy website, and electronic shared staff area and by request from either the Principal or member of the Senior Leadership Team.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017)

Preventative measures:

It is central to our academy's aims that students are safe and happy in school so they can enjoy their learning. We aim to create a calm, caring and purposeful environment based upon supportive relationships and mutual respect. The following are aspects of our academy systems that we hope will prevent bullying from occurring or support students who feel they are victims of bullying:

- A School System where students are comfortable working with older members of the school.
- A Tutor who acts as a daily point of contact for all students and who, via the tutor group, builds an environment in which students feel welcome and secure.
- Head of School who leads a team of tutors in creating a positive School identity and ethos and encourages participation at all levels.
- Heads of School and Subject Co-ordinators who encourage and promote opportunities for students to participate in activities both within school and the wider community.
- A Pastoral Leader, who works with the Tutors, Subject Co-ordinators and Heads of School, and is available for support of students.
- PSCS
- Tutorial programme provides an environment and atmosphere in which members of tutor groups can share their concerns.

- Proactive work within the Rights Respecting Schools framework means that all students are aware of their personal rights and know where to turn should they feel they are being abused.
- A student voice system consisting of: Tutor Forum and School Council. Through this, all students have the chance to offer their views and suggestions on whole school issues.
- Through our PSCS curriculum and assemblies, the academy will educate our students on the harm of bullying and the action students can take to reduce its incidence and overcome its consequences.
- We will publicise across the academy and at regular opportunities guidance to students on who they can approach for support should they be bullied.
- All members of staff are responsible for the welfare of our students which includes looking out for behaviour or actions that could be construed as bullying.
- A student-friendly version of the Anti-Bullying Policy with guidance on what to do if they, or someone else, are being bullied is in student planners. This is reviewed regularly by students.

Four key characteristics of bullying:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

The five essential components of bullying:

1. Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends who tease each other in a 'good-natured' way does not constitute bullying, but a person teasing another with the intention to deliberately upset them does constitute bullying.
2. Harmful outcome: one or more persons are hurt physically or emotionally
3. Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
4. Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
5. Unequal power: bullying involves the abuse of power by one or several persons who are (or perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Homophobic	Focusing on issues of sexuality

Hate Crime	Is any offence committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation. Hate crimes can include: threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes, harassment. Hate crimes should be reported to the police.
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Anti-Bullying Procedure

What to look for:

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, clinging to adults or unexplained changes by displaying disruptive behaviour.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the Academy community must be alert to the signs of bullying; legal responsibilities are known, and community members should act promptly and firmly against it, in accordance with Academy policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong.

Sometimes people, either through lethargy, peer group pressure, or complacency for what is going on, fail to act.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise. Tackling bullying is everyone's responsibility including all school staff, students and parents.

If you are the person being bullied

Share your feelings with someone you can trust whether a friend, member of staff, parent or other family member.

Say what you feel and ask for help.

If possible, talk to a member of Staff, your Tutor or your Head of Year about the incident. Some students may have a particular teacher they feel most comfortable talking to.

If you would rather not go straight to a member of staff, talk to your friends; talk to a peer mentor, one of the Prefects or any trusted adult.

They may well be able to advise on an appropriate course of action or will be able to involve other people who can.

What to do if a student should see a bullying incident

Support the person by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to share how they are feeling with a member of staff.

Accompany the person to a trusted adult or suggest that you see their Tutor/Head of School/Pastoral Leader / Anti-Bullying Champion on their behalf.

Procedure for members of Staff should you witness an incident of bullying or it is reported to you reassure and support the students involved.

Advise the student that you are required to pass details on to Tutor/Head of School / Pastoral Leader by filling out the Record of Concern Bullying Reporting Form.

The following steps may be taken when dealing with incidents of bullying:

- If during a lesson apply the normal sanctions and follow up after the lesson as set out below
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This member of staff will report the incident to the appropriate Pastoral Leader (Head of School, Pastoral Support Leader).
- The Pastoral Leader will interview the alleged victim and record all on a witness statement. The extent of the bullying will be ascertained and the name of the alleged perpetrator(s) identified. This should be recorded in SIMS as a linked document to the student's file. The Pastoral Leader will arrange for any required support for the student (e.g. Academy Counsellor, outside agency support).
- The Pastoral Leader will interview the perpetrator(s). This student will be required to reflect on their behaviour and its consequences, give a reason for them and identify steps they will take to prevent a repetition. They will be issued an Academy Detention for the harm they have caused. The Pastoral Leader will communicate with the parents of both the victim and perpetrator to inform them of action the academy has taken.
- When there is "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm" (Children Act 1989) the Pastoral Leader will refer to the Designated Safeguarding Officer who may refer to Children's Services.

Reporting Process

1. Victim reports an incident
2. It is formally logged and investigated by your Tutor and / or Head of Year
3. Alleged perpetrator and victims are interviewed separately, and a written record taken.
4. Any witness information will be collected/written.
5. The incident will be investigated to ascertain if it constitutes bullying/friendship issue.
6. Friendship issues/one offs will be dealt with by Head of School & Pastoral Support Leader issuing appropriate sanction's in accordance with Academy Behaviour Policy
7. Actions can be taken to prevent further incidents taking place, these actions may include:
 - a. Imposition of sanctions
 - b. Obtaining an apology
 - c. Informing parents of both victim and bully

The Academy will keep a written/electronic record of the incident, investigation and outcomes.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves.

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Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging.

Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim.

There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed, they should seek assistance from the police.

There are also people outside the Academy who would be willing to help.

For example:

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.

Kidscape: 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.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: Provides online safety information for educators, parents, carers and young people.

Internet Matters: Provides help to keep children safe in the digital world. Think U Know Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS): Has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia) Provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Proud Trust: Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

SEND

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Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Cyberbullying & Children/Young People with SEN & Disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND Programme of Resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice & Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, Religion & Nationality

Educate Against Hate: Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual Harassment and Sexual Bullying

Ending Violence Against Women & Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

References:

- DCSF Safe to Learn, Embedding anti-bullying work in schools
- DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (2017)
- Equality Act 2010 Part 6 (Education) Chapters 1-4
- The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/advice/supportfrom-the-sector/>
- www.cyberbullying.org