DRAFT

ANTI-BULLYING POLICY
September 2023-24

Passmores Academy
Part of the Passmores Co-operative Learning Community

ANTI-BULLYING POLICY

Rationale

It is our duty as adults working in school to provide a safe and secure environment for all students. A safe school should be free from violence, should encourage a caring and respectful environment and should be physically and psychologically healthy. We must all strive to uphold this safe environment. Bullying amongst students does, regrettably, take place in all schools and ruins the atmosphere of the classroom and the ethos of the school as well as affecting the bullies and their victims.
This policy should be read in conjunction with the behaviour for learning policy, safeguarding policy, acceptable use of ICT policy and the i-Future curriculum.

Definition

Bullying in its truest form is comprised of a series of repeated intentionally cruel incidents, involving the same children in the same bully and victim roles. In a bullying situation there is usually a power difference between the bully and the victim. The bully may be physically stronger/bigger, be able to intimidate others or have the power to exclude others from the social group. The intention of bullying is to put the victim in distress in some way. Bullies seek power.

Anyone can be a target of bullying with any person as instigator, but vulnerable groups include those with SEN and disabilities. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances or for many other reasons which may be real or perceived or due to stereotyping. Adults working in the school are also in danger of being bullied by their colleagues, managers, parents / carers or even the students.

Bullying can take many forms. Much can be dealt with effectively by schools, using their permitted range of sanctions, but some will need the involvement of external agencies, to be resolved. This is particularly true of cyberbullying, where the extent of a school's jurisdiction is, at times, difficult to define.

Physical Bullying

This type of bullying is action orientated and includes hitting, fighting, kicking, extortion of money, or damaging property. This is the easiest form of bullying to identify.

Verbal Bullying

This is where words are used to hurt or humiliate another person. Name calling insulting, making racist/sexist comments and teasing are included in this form of bullying. This type of bullying is the easy way to inflict on other students and can be very damaging.

Relational Bullying

This is a form of bullying whereby the bully convinces their peers to exclude, isolate or reject the victims from their social connections. It is linked to verbal bullying. This includes indirect bullying behind the target's back and involves rumour spreading and making explicit plans to humiliate someone.

Cyberbullying

This is bullying using electronic media. This includes social media sites, messaging platforms, images, chat rooms, incitement of hatred, trolling, the procurement or distribution of youth-produced sexual imagery, and sites that encourage self-injury and suicide.

Policy Aims

- To educate about the nature of bullying, through the curriculum, and to encourage a safe and secure school environment.

- To prepare procedures for dealing with incidents of bullying.

- To identify specific responsibilities of students, staff, parents / carers and Governors.

- To establish preventative measures.

Policy Objectives

1. We will not tolerate any form of bullying and do not accept that it is an inherent part of school life.

2. We will maintain the teaching of non-bullying behaviours and encourage the practise of respect and tolerance. We will celebrate diversity and raise awareness of different people within our society.

3. Incidents of bullying will be dealt with consistently and appropriately.

4. Victims and bullies will both be supported.

Curriculum

Students are reminded of the policy through the tutor period, i-Future, Citizenship, assemblies as well as the wider school curriculum. Subject teachers are to be alert to classroom behaviour and social interaction between students and will promote acceptable standards of behaviour according to the school code of conduct.

Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place within lessons and in the wider school activities.

Dealing with Incidents of Bullying

There is no single answer to every problem and no single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A positive open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

How we react to an incident will depend on:

- The circumstances – we need to assess the nature of the incident before we apply a strategy. Group bullying for example is dealt with differently from problems created by one individual who persistently bullies another.

- Ensuring that school policies are used effectively, including the e-safety policy where appropriate.

- The location of the incident, be it a physical or online location. This will necessarily include a consideration of the scale of any audience and the intrusiveness of the actions.

In general, however, the following procedure should be followed:

(1) When a student informs an adult, they are being bullied the report has to be taken seriously.

(2) Reassurance needs to be given to the victim that the situation will be investigated.

(3) Report incidents of bullying to the Head of House/Deputy Head of House/ STEP team or tutor. This will then be brought to the attention of the Safeguarding Team and if necessary, the Senior Leadership Team.

(4) This member of staff will speak to victims, alleged bullies and where appropriate, witnesses, to decide the next action.

(5) All parties are to be listened to and talked to separately or together. Mediation at this point may resolve an issue and the bully needs to understand the victim's point of view. This will encourage empathy.

(6) Consider the involvement of parents / carers.

(7) Action will be taken as appropriate.

(8) Monitor the situation.

(9) Record the incident on MyConcern.

Students' Role

Students are advised that:

- Passmores stands against bullying and discrimination.

- Silence and secrecy allow bullies to operate so victims need to speak out.

- They should report an incident of bullying in the knowledge that the information they share will not cause them to lose status in their peer group.

- If they are engaged in any action that they feel may be bullying others, then they should seek help.

- Students have many options of how to report bullying. They can:

  1. Speak to a member of staff they are comfortable with.
  2. Email a member of staff.
  3. Use external organisations such as ChildLine.

- If a friend is being bullied, students are encouraged to use one of the methods above.

Teachers' Role

- Passmores stands against bullying and discrimination.
- Teachers need to be vigilant for noticing signs of bullying (e.g. signs of distress, deterioration in work, spurious illness, and desire to be with adults).
- Deal with incidents and not leave them unchallenged. Early intervention is the best course of action.
- Record incidents on MyConcern and/or our school information system, as appropriate, and refer to the appropriate Head of House.
- Be vigilant around school and perform duties and supervision effectively. Be alert to anti-social behaviour and highlight its unacceptability.
- Be available to listen to students who are worried about bullying. Discuss these problems with the Head of House / Tutor as soon as possible.
- Follow the protocol (flowchart for dealing with cyber safety incidents). Refer to the e-safety policy further advice is needed.

Role of Non-Teaching Staff

- Passmores stands against bullying and discrimination.
- All incidents to be reported to their line manager to be dealt with.
- All adults should challenge/report inappropriate behaviour. This should be reported directly to their line manager to then be picked up by On Call.
- Follow the protocol (flowchart for dealing with cyber safety incidents). Refer to the e-safety policy if you need further advice.

Role of Parents / Carers

- Passmores stands against bullying and discrimination.
- On entry, parents / carers sign the Passmores partnership agreement which states that parents / carers will support the school in its anti-bullying work.
- Parents / carers are advised to be alert for signs of stress, unwillingness to attend school, patterns of illness, requests for extra money, requests to be taken to or collected from school, unexplained minor injuries, withdrawing behaviour.
- Parents / carers are advised to contact school if they suspect there is a problem. This includes where incidents of cyber bullying are found. This can be done by contacting any member of staff in person, by email or on the telephone; the form tutor is the optimal start point for such communication.
- Parents /carers will be better able to detect the signs of bullying if they take an active interest in their child's schoolwork, homework, by talking about the school day and by monitoring their young person's use of social media and gaming.
- Parents / carers should encourage their children to join in various aspects of school life to make the most of educational and social opportunities.
- Parents /carers should ensure that correct uniform is worn and that their child is not made to feel different in any way.
- Parents / carers of pupils who bully will be contacted about the unacceptable behaviour.

The Role of the Heads of House / Deputy Heads of House

- Passmores stands against bullying and discrimination.
- Head of House/Deputy Head of House should take action over specific offenders in consultation with tutor.
- Head of House/Deputy Head of House may enlist the assistance of outside agencies.
- Head of House/Deputy Head of House will monitor incidents of bullying.
- Head of House/Deputy Head of House will ensure incidents are recorded on MyConcern.
- Head of House/Deputy Head of House will inform the Leadership Team who will inform Governors of persistent offenders who do not respond to positive behaviour management.
- Head of House/Deputy Head of House and Leadership Team encourage teachers to be aware in their lessons.
- Head of House/Deputy Head of House will analyse incidents and share proposals for improvement of prevention with the whole staff.

The Role of Local Governors

- Passmores stands against bullying and discrimination.
- To take part in behaviour management process via Governor Panels.
- To support staff and students to combat bullying.
- To monitor levels of bullying, the nature of incidents and the effectiveness of implementation of this policy
- To participate in the review of this document.

Monitoring

- Records of incidents to be kept via MyConcern.
- Parents/ carers to be asked to co-operate with agreed strategies where appropriate.
- Where possible, an annual anti-bullying survey will be completed and the results analysed. This information will be used to improve practice and inform staff of hot spots and areas of student concern.

Policy Review

This policy will be reviewed annually.

This policy interacts with the following:
Acceptable User Policy in ICT
Disability Equality Policy
Safeguarding Policy
Behaviour for Learning Policy

This policy was approved by the local governing body on **TBC** and will be reviewed annually.

PROTOCOL FOR DEALING WITH INCIDENTS OF CYBER-SAFETY

Incident
Gather initial information.
Do not ask to see /copy content that might be inappropriate to see.
Is a member of staff involved?

YES →

Refer to NCE if the incident involves a member of staff. NCE will deal with or advise on such incidents and, if required, initiate disciplinary procedure.

NO ↓

Log on MyConcern.
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Contact RKG/ACM and/or safeguarding team for advice.
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Consider making a social services referral or police referral.

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RKG/ACM
Safeguarding will designate a lead person, who will oversee or conduct investigations and contact, as required.

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Lead Person will:
- Consider whether this falls within the school's jurisdiction.
- Inform parents/carers of whether/how the school can support, including flagging up their right to legal redress or alternative external solutions, including how to monitor and control contact on a device.
- Collect evidence.
- ~~Consider confiscating devices.~~
- Inform the ISP to inform them of breaches, if required.
- Update MyConcern.