



# ANTI-BULLYING POLICY

July 2018

**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 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. Bullying can consist of a single interaction or repeated offences. 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.

### **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 targets back and involves rumour spreading and making explicit plans to humiliate someone.

### **Cyberbullying**

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

### **Policy Aims**

- To educate about the nature of bullying, through the curriculum, and to encourage a safe and secure environment in school and beyond the school gates as directed by legislation.
- 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 and records will be kept of these incidents.

4. Victims and bullies will both be supported.

## **Curriculum**

Students are reminded of the policy through the tutor period, i-Future, Citizenship, Aspire days and assemblies. 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 present school policies are used effectively, including the e-safety policy where appropriate.

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 relevant Head of House.
- (4) Head of House or tutor will speak to victims, bullies and where appropriate, witnesses to decide the next action.
- (5) Both 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 SIMs.
- (10) Provide the governing body with an annual report on bullying.

## **Students' Role**

Students are advised that:

- Passmores stands against bullying and discrimination.
- Silence and secrecy allows 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 you 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 SIMs 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 if you need further advice.

### **Role of Non-Teaching Staff**

- Passmores stands against bullying and discrimination.
- All incidents to be reported to their line manager to be dealt with.
- MDA's and all adults should challenge/report inappropriate behaviour. This should be reported directly to a Head of House, Leadership Team member or to their line manager to 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, signing planners/checking work and by monitoring their young person's use of social media, gaming and messaging services. We would firmly recommend this.
- 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. Persistent bullying is referred to the Leadership Team.

## **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 SIMs.
- 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 in the shape of 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 strategy document via the BIFG and policy ratification.

### **Monitoring**

- Records of incidents to be kept as part of SIMs.
- Parents/ carers to be asked to co-operate with agreed strategies where appropriate.

- Governors will receive the annual report and robustly explore its contents in line with their statutory requirement to hold the school to account for anti-bullying. Governors will play a key role in the arbitration of any disputes as applicable.
- An annual anti-bullying survey will be done 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. It will then be shared with parents/carers, governors, staff and students. All parties should be given the opportunity to contribute to the review of the policy via the website and within the school day.

The school has achieved the 'BIG' award annually since 2012. This award celebrates our success and analyses our practice.

This policy interacts with the following:

Acceptable User Policy in ICT

Disability Equality Policy

Safeguarding Policy

Behaviour and Relationships Charter

This policy was ratified by the local governing body on 10<sup>th</sup> July 2018 and will be reviewed annually.

## PROTOCOL FOR DEALING WITH INCIDENTS OF CYBER-SAFETY

