



#### ANTI-BULLYING POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Reviewed and adopted by the Governing Body	<b>Autumn 21</b>
Next Review Due	<b>Sep 23</b>
Agreed with Teacher Trade Unions and Professional Associations	n/a

## Introduction

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At Welland Park Academy we are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our academy.** If bullying does occur, all students should be able to report any incidents and feel confident in the knowledge that they will be dealt with promptly and effectively. Nobody deserves to be bullied and everyone has the right to be treated with respect. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and celebrating difference as part of the Academy's curriculum, promote an inclusive, tolerant and supportive ethos at Welland Park.

The Education and Inspections Act 2006 outlines several legal obligations regarding the academy's response to bullying. Under section 89, academies must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the academy's **Positive Behavioural Policy**, which is communicated to all students, academy staff and families.

All staff, families and students work together to prevent and reduce any instances of bullying at the Academy. There is a zero-tolerance policy for bullying at the Academy whether this be between students, between staff and or directed at staff working at the academy either by students, parents or other familial / personal connections.

## Legal framework

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This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following academy policies:

- **Positive Behavioural Policy**

- **Child Protection and Safeguarding Policy**

## What is Bullying?

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The ABA [Anti-bullying alliance] defines bullying as:-

‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power which can happen face to face or online.’

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm and or distress; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students with protected characteristics in accordance with the Equality Act 2010

We believe that bullying is a wilful, conscious intent to hurt, threaten or frighten an individual. We would not treat isolated instances of hurtful behaviour, teasing or arguments between individuals as bullying.

Types of Bullying:-

- Emotional or psychological - being unfriendly, social exclusion, deliberately isolating, tormenting, spreading or starting rumours
- Verbal - name calling, sarcasm, spreading rumours, teasing, threats and insults
- Physical - pushing, kicking, hitting, punching or any use of violence, physicality or damage to belongings
- Cyber:
  - all areas of internal misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms instant messaging or any Academy ICT equipment in-line with the Academy’s Acceptable Use Policy
  - Misuse of mobile phones both texts and calls. Misuse of cameras for modification and or dissemination of images with the intent to cause emotional / social distress
  - Use of social media to carry out or incite bullying of any kind

Reasons for Bullying:- Many kinds of behaviour can be considered bullying and can be related to almost anything. All forms of and motivations for bullying are treated seriously. Some forms of bullying such as bullying on the basis of protected characteristics under the Equalities Act 2010 are taken particularly seriously:

- Racist/religious/cultural – this is where the motivation for bullying is based on the target’s skin colour, heritage and culture, nationality or faith. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Sexist bullying - Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual - Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- Homophobic/Biphobic bullying– based on an individual’s sexual orientation or perceived sexual orientation.
- Transphobic – based on an individual’s gender identity, perceived gender identity or for not conforming to dominant gender roles, norms or on the basis of gender reassignment.
- Ageist bullying of any kind
- Bullying based on Marital or Civil Partnership status
- Discriminative - passing judgements and treating people differently due to home structure e.g. looked after or adopted children, socio-economic status, young carers.
- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition or ‘invisible’ disabilities or illness
- Pregnancy and maternity status
- Prejudicial bullying, e.g. directed towards an individual’s SEND or ‘invisible’ disabilities such as mental health issues

## Aims of the policy

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- To encourage students to develop positive attitudes towards self and others.
- To create a secure and caring environment for all students.
- To ensure all governors, all Academy staff, students and families have an understanding of what bullying is, what the Academy policy is on bullying and what they should do if bullying arises.
- To make it very clear that bullying will not be tolerated.

## Policy into practice – staff should...

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### Observe & Report

- Watch for early signs of distress in students e.g. Deterioration of work, erratic attendance, being isolated and withdrawn (while this behaviour may be symptomatic of other problems it may also be the early signs of bullying). This happens both in class and during unstructured times and as such should also be reported by people such as dinner time staff and staff on duty.
- Be alert to social dynamics in their class.
- Be alert to possible bullying situations and inform the Pastoral team of such observations.

## **Listen**

- Be available for students who wish to report bullying
- Listen carefully and record all incidents in a timely manner
- Provide a quiet area where the student can talk with someone they trust
- Remember you may have to pass on and act on any received information and therefore staff should not agree to keep a confidence
- Make every student feel valued, supported and that you care

## **Act**

- Do not ignore incidents of bullying
- Do something positive by intervening in the incident
- Take all incidents seriously
- Refrain from gender stereotyping when dealing with bullying.
- Provide follow-up support after bullying incidents
- Use your judgement about the appropriate handling of each situation
- Refer the incident to the appropriate Student Support Manager/Progress Leader
- Give positive support to the targets of bullying
- The Student Support Managers/Progress Leads will log the incident on the online monitoring system used at the Academy (CPOMs).
- The Bullying Log will be monitored by the Assistant Principal and Pastoral team to establish if there are any patterns that can be identified e.g. protagonists, targets/types/ location

## **Training**

All staff will be trained on the signs of bullying to be aware of, including the following:

- Being frightened to travel to or from the Academy
- Asking to be driven to the Academy
- Unwillingness to attend Academy
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

**If we know or hear of any incident of bullying, we have a responsibility to deal with it.**

## Action taken

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- Allow time to deal with the incident thoroughly, all students need to feel listened to
- Written statements from target, accused student and witnesses
- Warnings (verbal and written)
- Letters / contact with home, both target and culprit
- Families informed and invited in if appropriate
- Sanctions administered, i.e. Detentions, loss of breaks/lunchtime, isolation where necessary
- Pastoral mentoring support for both target and bully
- Incidents will be reconciled on SIMs and placed on CPOMs (The Academy's monitoring system)
- Where bullying outside the Academy or on social media is reported, it will be investigated and acted on. The Head teacher will consider whether it is appropriate to notify the police

Welland Park Academy Positive Behaviour Policy can be viewed via the Academy website.

**If bullying is serious and repeated, other sanctions such as exclusion from Academy may be used**

## Follow up

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It is important that the problem is monitored effectively. Often an issue may continue if not checked. Staff dealing with the incident should re-interview the student being bullied at regular intervals and any additional appropriate action taken, i.e. Support/Counselling.

The Pastoral Team will have a major responsibility for ensuring this monitoring is effective and appropriate, possibly through the Form Tutors.

## Students should:

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- Try to be assertive, shout '**NO**' loudly and walk confidently away, even if you don't feel that way inside
- Try not to show that you are upset, which is difficult
- Stay with groups of people; there is safety in numbers
- Tell a responsible adult as soon as you can
- Go to the Pastoral office and talk to them
- Not fight back as this often makes things worse
- Tell yourself that you do not deserve to be bullied
- Always inform somebody; never keep quiet about it and think it will go away, whatever the bullies say
- Report to any of the following: Form Tutor, Progress Leader, Academy Nurse, Pastoral Team and fill out an incident sheet
- If incidences of bullying occur online, tell your families and 'Stop, block and tell'. There are reporting functions on all social media platforms.

**Remember, silence is the bully's greatest weapon!**

- Take action when someone is being bullied or is in distress. Watching and doing nothing looks as if you are on the side of the young person displaying bullying behaviour and as such you are involved as a 'bystander'.
- If you cannot get involved yourself, tell an adult immediately or speak to one of the peer supporters or wellbeing mentors.
- You have a responsibility to report it. It is not telling tales, it is simply being fair. Nobody likes bullying behaviour.
- Do not condone bullying behaviour or be a bystander.

### **We can deal with it if we know about it!**

#### **Training**

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- As part of our provision we have regular training (bi-annually) for teams of students to be Well-being and Anti-bullying Ambassadors (Diana Award)

#### **Families are responsible for:**

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- Watching for signs of distress in your children, unwillingness to attend the Academy, bruising, requests for money or having missing equipment.
- Taking an active interest in your child's social life. Discuss friendships, how lunchtime is spent, etc.
- Informing the academy immediately if you feel your child may be a target of bullying behaviour. Initial point of contact should be the child's Form Tutor or the Pastoral Team.
- Not encouraging your child to hit back; it often makes matters worse.

#### **The Academy is responsible for:**

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- Using learning opportunities to talk about ways of behaving towards one another. Bullying and how to deal with it is covered through our Citizenship programme. Anti-bullying and celebrating diversity is an academy-wide concept.
- Ensuring that students and staff are aware of what bullying is.
- Dealing quickly and firmly with any complaints.
- Making sure the child knows this policy and 'what to do if'.
- Following incidents up.
- Challenging unpleasantness from one person towards another and ensure it is never ignored.
- Ensuring that all staff and students are aware of the Academy's Anti-bullying Policy and use it at every given opportunity, i.e. Assemblies /Citizenship/Form Tutor & Activities/Staff training.
- Following the anti- bullying policy for issues that occur on the way to the academy and when leaving the academy.
- Incidents involving social media which will be dealt with in line with the e-safety policy
- Informing the Police of incidents where appropriate
- Delivering how to stay safe online as part of Safer Internet Week in assemblies and through Citizenship.
- Providing training to staff to give advice and guidance on staying safe online.
- Providing a 'safe space' for students to go during free time if they feel threatened.
- If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the Designated Safeguarding Lead (or Deputy Safeguarding Lead) immediately

Bullying is not an inevitable part of Academy life, not a necessary part of growing up and does not usually sort itself out.

**By working together we can stamp it out.**

### **The Principal is responsible for:**

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Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

Arranging appropriate training for staff members.

### **Governors are responsible for:**

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The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the Academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the Academy is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these

### **Statutory implications:**

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The academy understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristics (age, disability, gender reassignment, Marriage and Civil Partnership status, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it.

The Academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the Academy to be breached by failing to take bullying seriously.

The Principal will ensure that this policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:



- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **Review Process**

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All reported or investigated instances of bullying will be investigated by a member of staff.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

All types of bullying will be discussed as part of the curriculum.

Diversity, difference and respect for others is promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Potential victims of bullying are placed in working groups with other students who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

All members of the academy are made aware of this policy and their responsibilities in relation to it.

All staff members receive training on identifying and dealing with the different types of bullying.

A safe place, supervised by a teacher, is available for students to go to during free time if they feel threatened or wish to be alone.

The teacher supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Form tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

The Academy will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.

The Academy will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **Preventing peer-on-peer sexual abuse**

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The Academy has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the academy will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The academy will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Citizenship lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls or boys being sexually touched or assaulted, and students being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

The Academy’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

## **Managing disclosures**

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Targets will always be taken seriously, reassured, supported and kept safe.

Targets will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a target makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the target has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL or Deputy DSL.

The DSL or Deputy DSLs will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

## **Confidentiality**

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The Academy will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the Academy not to tell anyone about the disclosure, the Academy will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Families will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

## **Sanctions**

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If the Academy is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The relevant pastoral staff will inform the student of the type of sanction to be used in this instance (detentions etc.) and future sanctions if the bullying continues.

If possible, the pastoral team will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking with the pastoral team, that some students do not appreciate the distress they are causing, and that they should change their behaviour.

Families are informed of bullying incidents and what action is being taken.

The pastoral team informally monitors the students involved over the next half-term.

## **Bullying outside of the academy**

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The Principal has a specific statutory power to discipline students for poor behaviour outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate students' conduct when they are not on the premises, and therefore, not under the lawful charge of an academy staff member.

Teachers have the power to discipline students for misbehaving outside of the Academy premises. This can relate to any bullying incidents occurring anywhere off the Academy premises, such as on Academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside the Academy is reported to staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the student on the premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on an academy trip.

The Principal is responsible for determining whether it is appropriate to notify the police, of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

## **Review Process**

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The Anti Bullying policy is reviewed every 2 years by the Principal and Designated Safeguarding Lead and goes out for consultation to families, staff and governors.

## **Special Organisations**

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The following organisations provide support for academies and families dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance 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 families about different types of bullying and how to tackle it. They also offer specialist training and support academy staff and assertiveness training for young people.

## **Cyber-bullying and online safety**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

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

Digizen: provides online safety information for educators, families, carers and young people.

## **LGBT**

Barnardos: through its LGBTQ Hub, offers guidance to young people, families 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 cyberhomophobia.

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**

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for academy staff and families on issues related to SEND and bullying.

Information, Advice and 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 families.

## **Mental Health**

MindEd: provides a free online training tool for adults that is also available to schools. It can be used to help academy 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 support children who are bullied.

## **Race, religion and nationality**

Educate against Hate: provides teachers, families and academy 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.

## **Sexual harassment and sexual bullying**

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.

**Issues relating to staff bullying are included in the Grievance Policy.**

Last revised: September 2021

Due to be revised: September 2023