



# The Boston Witham Academies Federation

## ANTI-BULLYING POLICY

### Introduction

It is the policy of the Academy that all learners are able to learn and develop their potential and all members of the academy community can work, learn and develop without intimidation, fear, prejudice or bullying.

This policy should be read in conjunction with the following:

- Behaviour for Learning Policy
- Code of Conduct Policy
- Child Protection Policy
- E-Safety Policy
- Community Cohesion Policy

### Definition of bullying

“Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally”. Bullying is therefore deliberately hurtful, repeated often over a period of time.

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, and taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e- mails or text messages on mobile phones
- Cyber-bullying, aggression using electronic forms of contact such as e-mail, text, chat rooms, social network, social messaging, on-line gaming
- Coercion - forcing somebody to do something they do not want to do

Some forms of bullying are attacks not only on the individual but also on the group, to which he or she may belong. Within the Academy we will pay particular attention and respond appropriately to:

- Racial harassment and racist bullying
- Bullying based on religion or culture
- Bullying based on gender (sexist or sexual bullying) or sexual orientation
- Bullying based upon home circumstance e.g. young carers
- Bullying of learners who have special educational needs or disabilities
- Bullying and intimidation of staff by learners, parents/carers and staff

### **Aims**

- To ensure all learners are included fully in the life of the Academy
- To provide a learning environment, free from any threat or fear
- To reduce and eradicate, wherever possible, instances in which learners are made to feel frightened, excluded or unhappy
- To reduce and eradicate, wherever possible, instances in which learners are subject to any form of bullying
- To establish a means to deal with bullying and of providing support to learners who have been bullied
- To ensure that all learners and staff are aware of the Anti-Bullying Policy and that they fulfil their obligations to it
- To provide all learners with the opportunities to understand and support the eradication of all types of bullying
- To provide all learners with an understanding of all prejudice based bullying and bullying based upon protected characteristics
- To promote positive relationships between all
- To extend its responsibility to protect its stakeholders from any form of bullying inside and outside of the Academy
- To eradicate bullying both in the Academy and support parents with bullying outside the Academy

### **Responsibilities**

- This policy applies to all staff and learners, whether temporarily or permanently on the Academy roll
- All staff, all learners and their parents/carers have an active part to play in the development and maintenance of the policy and its success
- The governing body support the Chief Executive Officer in all attempts to eliminate bullying from our academies. The governing body will not condone any bullying at all in our academies, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitor the policy regularly
- A parent who is dissatisfied with the way the academy has dealt with a bullying incident can ask the Chair of Governors to look into the matter, if the Chief Executive Officer has already been informed.
- All staff have a responsibility to accurately record, report and respond to all forms of bullying

## **The Prevention of Bullying**

It is the responsibility of the whole academy community to aim to eradicate all forms of bullying.

Creating a supportive ethos and positive climate for learning;

The Academy will work to prevent bullying and foster positive relationships for all members of the academy, its stakeholders and the wider community by ensuring that;

- education on diversity, SMSC and all aspects of bullying and respect are an integral part of form tutor registration, assemblies and pastoral workshops
- aspects of social, moral, spiritual and cultural development is an integral part of all areas of the academy
- celebrating diversity will run through all aspects of Academy life
- support and education on anti-bullying extends to parents/carers
- behaviour policies and structures are based upon respect for all
- all learners work towards awards and a greater understanding of bullying as an issue and anti-bullying procedures
- pastoral team are focused on driving forward strategies to eradicate all forms of bullying
- the Academy will focus on the celebration of success in all areas and at all levels to promote positive ethos

Staff will support by:

- Being aware of anti-bullying procedures
- Reinforcing the message that all forms of bullying are unacceptable
- Supporting learners to increase their knowledge of anti-bullying procedures and bullying as an issue
- Ensuring that respectful behaviour is modelled at all times
- Challenging and reporting any behaviour which can be construed as discriminatory or bullying
- Understanding what constitutes bullying as opposed to other events such as arguments or a fall out between friends
- Pastoral staff will organise restorative practice meetings to resolve bullying issues. These meetings will involve the academy linked PCSO where appropriate

Learners should support by:

- Showing respect at all times
- Ensuring that learners report all instances of bullying or discrimination in or outside of the Academy
- Offering to take part in the academy's anti-bullying peer mentoring scheme and leading anti-bullying education across the Academy
- Leading Peer Mentor led drop-ins for learners to gain further knowledge about bullying related issues

- Joining a group of learners (Learner Voice) to help eradicate bullying both inside and outside of the Academy
- Understanding what constitutes bullying as opposed to other events such as arguments or a fall out between friends
- Completing periodic surveys to feedback on anti-bullying procedures

Parents can help by ensuring that they:

- Use communication and literature to be aware of the academy's anti-bullying policy
- Promote good relations and an anti-bullying message in the home
- Support the Academy in its efforts to eradicate bullying and support victims of bullying
- Support the Academy by providing any information on bullying inside and outside of the Academy in particular cyber-bullying
- Help to establish an anti-bullying culture outside of the Academy
- Understand what constitutes bullying as opposed to other events such as arguments or a fall out between friends
- Complete periodic surveys to feedback on anti-bullying procedures

### **Recording and reporting occurrences of bullying**

Learners reporting bullying:

- should always report suspected cases of bullying whether a victim, witness or supportive friend
- should inform staff immediately
- can also report bullying using our "Report Bullying Post Box"
- can also report bullying using our online bullying reporting form through the Haven High Academy website <http://www.havenhighacademy.net> or through "Impero Confide"
- should report the facts as they know them and try to recall times and location and other learners involved or who may act as a witness
- should help the academy investigate thoroughly by saving any evidence that may be on an electronic device

Parents/carers reporting bullying:

- should always report suspected cases of bullying through telephone, or our online bullying reporting form through the Haven High Academy website <http://www.havenhighacademy.net> or face to face contact. The academy has an open door policy and staff will be always available to deal with concerns
- where electronic evidence is available parents/carers should always save this evidence in order to aid staff in dealing with issues of bullying
- prevent retaliation by their child

#### Staff reporting bullying:

- Should report bullying issues to the relevant head of year recording times, dates and names to aid investigation
- Should record the incident and log details on Progresso
- Where there exists “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm” the information would be passed directly to the Senior Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

#### Investigating and reporting bullying:

- The member of staff responsible for investigating the incident should collect all relevant evidence which will support the investigation.
- This evidence will include separate statements from the victim and alleged perpetrator and any witness statement
- The evidence may also include staff or parent/carer statement, CCTV footage, medical report, evidence from previous related incidents and electronic evidence
- Where no staff have been witness to the incident the investigating staff will enter the event onto the behaviour information system
- The investigating staff will ensure distinction between incidents of bullying and other types of incident for example a one off “fall-out” between friends
- All incidents once investigated are passed to the Lead Behaviour Professional for logging

#### **Strategies for dealing with incidents of bullying**

##### Sanctions and resolving the issues of those bullying

If necessary, the full range of sanctions detailed in the Academy’s Behaviour for Learning Policy can be invoked. In dealing with incidents of bullying special considerations should be made in sensitive cases regarding special needs or family difficulties.

Each incident will be treated on merit using all available evidence however sanctions will be consistently applied based upon the magnitude, type and frequency of bullying.

These may include:

- Parental/carer engagement
- Removal from the group
- Withdrawal of break and lunchtime privileges
- Detention
- Withholding participation in Academy events that are not an essential part of the curriculum
- Use of Restorative Justice
- Internal exclusion
- Resolution involving the PCSO
- Police involvement
- Exclusions, fixed term or permanent (this will depend on the severity or frequency of the bullying)

Where a bully or a case of bullying persists the level of the use of sanctions will increase.

### Educating those bullying others

These strategies may include:

- Attendance at anti-bullying workshops to complete a specific anti-bullying programme aimed at perpetrators
- For those bullying with a prejudice-driven motive, they will also attend compulsory resolution involving the police community support officer. In certain circumstances this may also include parents/carers
- A level of formal apology to the victims
- Resolution meetings which may involve PCSO meetings between all parties
- Perpetrator to complete retracking with Head of Year

### Work with learners who have been bullied will involve:

- Referrals to Head of Year, where learners will be offered a programme of support for the learner with regular contact with parents/carers. The aim will be to re-assure and support victims emotionally depending on need
- Affirmation that it is right for learners to let the Academy know when they are being bullied and learners involved are asked to help find solutions to the problem. This encourages learners to take responsibility for the emotional and social needs of others
- Reassurance that they do not deserve to be bullied and that it is not their fault
- Assurance that they were right to report the incident
- Encouragement to talk about how they feel
- Attempts to ascertain the extent of the problem
- Choices offered about how the matter may be resolved including the opportunity to meet the other learners involved
- Ensure they feel safe
- Ensuring strategies for being safe are discussed
- Affirming that bullying can be stopped and we will persist with intervention until it does
- Discussing strategies for dealing with any further incident
- Where the incident involves large groups it may be necessary to address the wider group on the need for vigilance and team work. This may be through assembly to a year group or to a particular group or class
- Encourage immediate reporting of further incidents

All reports of bullying are taken seriously and followed up. Every effort is made to resolve the problem as quickly as possible. Due to the distress caused the emphasis is also on communication and supporting parent/carers through the process.

### **Any or all of the strategies may be put into place by any of the following:**

- Head of Year
- Pastoral Team Leader
- Senior Leadership Team

### **Bullying away from the Academy site**

Learners, parents/carers and staff should be made aware that the Chief Executive Officer, Head of Academy and Senior Leadership team will act upon bullying conducted outside of Academy bounds. This bullying will be dealt with as per this policy though it may include:

- Increased education for learners in awareness and dealing with bullying issues outside of the Academy
- Liaison with other schools
- Liaison with the transport company about bullying on buses and taxis
- Liaison with the police and community support where actions could be criminal or threatening

### **Reporting concerns with procedure**

There may be times when parents/carers feel that an incident of bullying has not been dealt with effectively. If this should occur, the following should happen:

- Parents/carers should bring it to the attention of the Lead Behaviour Professional
- The Lead Behaviour Professional will try to resolve these concerns informally
- Parents/carers may raise concerns more formally through the Academy's Complaints Procedure

### **Reviewing and evaluating the anti-bullying policy**

The impact of the anti-bullying policy is evaluated by the following measures:

- The number of incidents that are reported are analysed on a termly and annual basis the data is then discussed by focus groups in formulating action points for the forthcoming term and year
- The data is used in conjunction with case studies, surveys and feedback to be discussed in the Personal Development, Behaviour & Welfare SLT Focus Group
- Daily and weekly data checks can monitor any change in prejudice driven incidents which can be responded to quickly through tutor provision and assembly
- Regular data should be used through parental and learner feedback which will also shape policy
- Learners' perception of bullying through periodic completion of the learner surveys and questionnaires
- The analysed data is reported to the Governors annually.
- Investigation of patterns of absence to ensure that learners are not taking unnecessary days off due to fear of being bullied
- The Academy will make available to parents/carers materials to support and understand the issue of bullying and the Academy's drive to eradicate all forms of bullying

Reviewed June 2017

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Signed off by: .....

Print name and role: .....

Date: .....