



Diverse Academies
Learning Partnership



Anti-bullying September 2018

Office use

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Associated documents:			
Links to:			

Contents

1. Introduction.....	3
2. Policy development.....	3
3. Roles and responsibilities.....	4
4. What is peer-on-peer abuse?.....	5
5. Types of peer-on-peer abuse.....	5
6. Cyber bullying.....	7
7. Reporting and responding to bullying.....	8
8. Guidance for student.....	8
9. Guidance for parents/carers.....	9
10. Guidance for adults experiencing bullying or harassment.....	10
11. Procedures.....	10
12. Recording bullying and evaluating the policy.....	10
13. Strategies for preventing bullying.....	11
14. Links with the other policies and why.....	11
15. Useful organisations.....	12

1. Introduction

At Tuxford Academy we aim to provide a safe, caring and friendly climate for learning for all our students. This allows them to improve their life chances and help them maximise their potential.

We would expect students to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and efficiently.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

2. Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff through meetings
- Parents and Carers through a parent focus group
- Children and young people through the School Council, feedback in Global Awareness lessons and through surveys. The School Council will develop a student-friendly version to be displayed around the school and in student planners
- Other partners including Local Authority services through meetings

This policy is available:

- Online through the Academy website
- From the school office
- Anti-bullying and support leaflets will be displayed around the Academy

3. Roles and responsibilities

The Principal has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents, carers, the Local Authority and outside agencies. The Principal will delegate the daily implementation of this policy to the Assistant Principal with responsibility for Care, Guidance and Support, who will act as our Anti-bullying co-ordinator.

The Anti-bullying Co-ordinator has the following responsibilities:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies
- Implementing the policy
- Monitoring and assessing the policy's effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents in conjunction with Heads of College
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour

There is a **Nominated Governor** with the responsibility for Anti-Bullying

In accordance with Keeping Children Safe In Education

2018 Definition of Bullying

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

This can take many forms and is often motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber bullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- continued name calling
- continued taunting
- continued mocking
- repeatedly making offensive comments
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- continually gossiping and spreading hurtful and untruthful rumours
- deliberately excluding people from groups
- peer on peer abuse

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Peer on peer abuse
- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

4. What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. As with many forms of abuse it rarely takes place in isolation. Children and young people may be abusive to each other in many different settings such as school corridors, on local transport, the local park and through social media.

5. Types of peer-on-peer abuse

- Domestic violence and abuse. The cross-government definition of domestic violence and abuse is: "Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional abuse."
- Child sexual exploitation. "Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".)
- Harmful sexual behaviour. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes but is not exclusive to abusive behaviours).
- Serious youth violence. The Metropolitan Police Service defines serious youth violence as "any offence of most serious violence or weapon-enabled crime, where the victim is aged 1-19" i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.)
- Gender-based violence (GBV). GBV cuts across all boundaries of age, ethnicity, disability, sexual orientation, religion and belief and socio-economic inequality. It is important to recognise that men

too can experience abuse from female perpetrators, and that abuse within same sex relationships has a similar prevalence to heterosexual relationships.) Specific categories of peer-on-peer abuse Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable.

Sexting - Sexting is the exchange of sexual messages or sexually explicit images or videos. Young people may think sending sexual messages and imagery is normal behaviour, but they may not understand that once sent, it is no longer private. Coercive control - Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten a victim. Bullying/cyber bullying – Cyber bullying may take place on phones, instant messaging, email, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Initiation, also known as hazing - An initiation ceremony is where a potential new member is expected to perform a task, and on completion they will be accepted into a gang, team or group. Initiation ceremonies may be experienced in sports teams, boarding schools and street gangs. Who does it affect? Peer-on-peer abuse can affect any young person, but there are groups of young people that are thought to be more susceptible. These groups are:

- young people who are living with domestic abuse or who have experienced domestic abuse
- young people over the age of 10 (those being abused are generally younger than those that are abusing)
- black and minority ethnic children
- young people in care
- those that have experienced a loss of a parent. Peer-on-peer abuse often involves an imbalance of power between the perpetrator and victim. This can present itself in a number of ways; it may be in a controlling relationship or 'friendship' group. Peer-on-peer abuse should be considered if:
 - there is a power difference between the children and young people concerned
 - the perpetrator has repeatedly tried to harm one or more children
 - there are concerns about the intention of the alleged perpetrator

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic

intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

6. Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

7. Reporting and responding to bullying

Tuxford Academy has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

8. Guidance for students

If you are being bullied or harassed:

- remember it is not your fault
- try to stay calm and look as confident as you can
- be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied or harassed:

- all bullying and harassment is wrong and you do not have to stay silent about it
- tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- if you are scared to tell a teacher or adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you experience bullying or harassment by mobile phone, text messages or e-mail:

- don't retaliate or reply
- save the evidence - do not delete anything
- make sure you tell an adult who you trust
- contact your service provider or look at their website to see where to report incidents
- be careful who you give your mobile phone number or e-mail address to
- make a note of exactly when a threatening message was sent.

9. Guidance for parents/carers

If your child has been bullied or harassed:

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- make an appointment to see your child's tutor or Head of College
- explain to the teacher the problems your child is experiencing.

When talking with members of staff about bullying or harassment:

- try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with a parent governor or other parents
- make an appointment to discuss the matter with the Assistant Principal (Care, Guidance and Support (Mrs Nichol) and keep a record of the meeting
- If this does not help make an appointment to discuss the matter with the Principal and keep a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening

If your child is displaying bullying behaviour towards others:

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's tutor or Head of College and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

- ensure your child is careful whom they give their mobile phone number and e-mail address to
- check exactly when a threatening message was sent and keep evidence of offending emails, text messages or online conversations. Do not delete messages.
- if the bullying involves a student from Tuxford Academy, contact the school to report this
- contact the service provider to report the incidents
- if the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the Police.

10. Guidance for adults experiencing bullying or harassment

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- share your concerns with a trusted colleague
- seek advice and information from your union or professional association
- make a record of all incidents and date them
- if you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the Governing Body. This initially involves speaking to the Academy Director, or if the incident involves the Academy Director, the Chair Governors

11. Procedures

All reported incidents will be taken seriously and investigated.

Outline of the steps the school will take in the event of a bullying incident occurring:

- interviewing all parties to ascertain all sides of the situation
- informing parents of the situation
- implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- implement appropriate actions and support - solution focused, restorative approach, circle of friends, individual work with victim or perpetrator
- if appropriate, external agencies may be used, for example police, school nurse or the Family Service/Early Help Unit
- liaising with the wider community if the bullying is taking place off the school premises ie in the case of cyber bullying or hate crime

- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the schools actions
- Using the EHAF process where appropriate to involve other agencies who may be able to support

12. Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on Pars and this will be accessed by the Anti-Bullying Co-ordinator.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by Heads of College in regular meetings.

This information will be presented to Governors through the Standards and Outcomes meetings.

The policy will be reviewed and updated on a three year cycle.

13. Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our students we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in the Investors in Students Programme
 - Annual Values Well-Being week/Anti-bullying day
 - PSHCE lessons
 - Specific curriculum input on areas of concern including cyber-bullying and internet safety/Assemblies
 - Student voice through School Council
 - Restorative Justice
 - Counselling and/or Mediation schemes
 - Multi Agency co operation
 - Anti-bullying ambassadors
1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Counselling and/or Mediation schemes
 2. Support for parents/carers
 - Parent groups/extended schools
 - Parent information events/information
 3. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

14. Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Acceptable use policy	Cyberbullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

15. Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying. **Childnet International** – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-

2007 Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008 Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this page)

Adoption by Governing Body:

Date:

Date of next Review:

Signature