

# Anti-Bullying Policy

Monitoring Responsibility	Chief Education Officer
Next Review Date	November 2021
Approval Body	Curriculum and Standards Committee
Date Ratified	28 <sup>th</sup> January 2021
Chair of Committee Signature	

## Rationale

The Boston Witham Academies Federation Trust (BAAF) is committed to providing a caring, friendly, and safe environment for all of our learners, so that they can learn in a secure environment.

Bullying of any kind is unacceptable in our academies. If bullying does occur, all learners should feel able to tell staff and should be confident that incidents will be dealt with promptly and effectively. The responsibility for the implementation of this policy and provision rests with the Headteacher.

It is important to note that all staff have a responsibility for ensuring that this policy is fully implemented and to take any suspicion or disclosure of bullying seriously, no matter what the details or provenance, and should respond immediately.

## Objectives of this Policy

- To provide a clear definition of what bullying is
- To establish the roles and responsibilities of staff relation to developing a holistic approach to preventing bullying
- To detail the expectations of those involved in incidents of suspected or reported bullying.
- To provide assurances to parents and carers regarding the approach all of our academies take to dealing with incidents of reported and suspected bullying.

By implementing this policy, each academy will be:

- Creating an environment where bullying is not tolerated, where every learner is welcomed, valued, and recognised for their individuality.
- Ensuring every learner is aware of their rights and responsibilities and how to seek help if those rights are infringed.
- Encouraging learners to work collaboratively together, developing positive relationships, and offering each other mutual support and respect.
- Encouraging learners to always act respectfully and considerately.
- Raising awareness and providing learners with the skills, knowledge, and confidence they need to deal effectively with all incidents of bullying through a coordinated programme involving PSHE, collective worship, assemblies, pastoral support and peer mentoring approaches.

## Legislation

[Preventing and Tackling Bullying – DFE 2017](#)

[The Education and Inspection Act – 2006- Sec 89](#)

[The Education Act 2011](#)

[The Education \(Independent School Standards\) Regulations 2014](#)

[The Equality Act- 2010](#)

[The Children Act- 1989](#)

[Keeping Children Safe in Education 2020](#)

[Working Together to Safeguard Children 2018](#)

Although bullying in itself is not a criminal offence in the UK, it is important to bear in mind that some types of harassment or threatening behaviours-or communications- could be a criminal offence, for example under:

[The Protection from Harassment Act- 1997](#)

[The Malicious Communications Act- 1988](#)

[The Communications Act- 2003](#)

[The Public Order Act 1986](#)

This policy should be read in conjunction with the following policies:

- Child Protection Policy
- Behaviour Policy
- ICT Policy
- Special Education Needs Policy
- Equality and Diversity Policy

### Definitions

Bullying is:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(DFE 'Preventing and Tackling Bullying: 2017:p8)

To further define these, the following descriptions are provided for each type of bullying:

**Emotional:** Being unfriendly, excluding from peer groups, and tormenting i.e., hiding possessions.

**Physical:** Pushing, kicking, hitting, making mean or rude hand gestures, other kinds of violence.

**Racist:** Racial; taunts, graffiti, gestures, name calling.

**Sexual:** Sexual harassment (unwanted physical contact), sexual abuse/demeaning comments.

**Homophobic:** Because of or focusing on the issue of sexuality.

**Verbal:** Name calling, sarcasm, spreading rumours, teasing, threatening, intimidating.

**Non-Verbal:** Laughing at someone as a group.

**Cyber:** All inappropriate use of the internet or other forms of communication technology i.e., phones to send threatening messages, spread rumours, name calling etc

It is widely accepted that bullying often involves an imbalance of power between the perpetrator and the victim. This could involve the perpetrator of the bullying have control of the relationship which makes it difficult for the victim to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

## **Cyber Bullying**

The development of and the widespread access to technology has led the way for a new platform of cyberbullying. This type of bullying can take place both in and out of school and is open to a wider audience as material can be forwarded with a click of a button.

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.

- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Actions NOT considered to be bullying.**

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying, in isolation, are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other children play games a certain way.
- a single act of telling a joke about someone.
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

### **The Effects of Bullying**

All forms of bullying cause psychological, emotional, and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- loss of interest in activities they used to enjoy.
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery.
- frequent headaches or stomach aches, feeling sick or faking illness.
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- difficulty sleeping or frequent nightmares.
- declining grades, loss of interest in schoolwork, or not wanting to go to school.
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

## **Roles and Responsibilities**

### **The Trust will:**

- Monitor the effective implementation of this policy within each of its academies by monitoring the numbers of reported incidents of bullying.
- Review the policy on an annual basis to ensure it reflects current legislation and the communities it serves.
- Investigate and manage complaints made against academies by other stakeholders who feel that the necessary legislation and/or policy has not been followed appropriately. In line with the Trust's complaints policy.

### **The Headteacher will:**

- Implement the academy's anti-bullying strategy, inline with this trust policy, to ensure that all stakeholders are aware of the policy, and that they know how to identify and deal with incidents of bullying.
- Report to the governing body/ Trust about the effectiveness of the anti-bullying policy on request.
- Take responsibility for the day-to-day implementation of the policy or appointing another appropriate member of staff to do so. Including, the formulation of the academies procedures for reporting and recording incidents of bullying and monitoring the implementation of the policy throughout the academy.
- Ensure that all learners know that bullying is wrong, and that it is unacceptable in school. They will take the opportunity at appropriate times to draw the attention of learners to this fact.
- Ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- Set the academy climate of mutual support and praise for success, so making bullying less likely.

### **Academy Staff will:**

- Do all they can to eradicate bullying and follow the Trust Anti-Bullying Policy
- Routinely attend training that equips them to identify bullying and to follow the policy and procedures with regard to behaviour management.
- Use a range of methods to prevent bullying and establish a climate of trust and respect for all.
- Keep a vigilant watch over all learners throughout the academy day.
- Handle any reported or suspected incidents seriously and in line with the academy's procedures.
- Do all they can to support a learner who is being bullied.

### **Parents/Carers will:**

- Report any concerns in relation to their child being bullied or being the bully, as soon as possible to the academy.
- Support the academy's Anti-Bullying Policy and the procedures in place to deal with incidents of bullying.

- Actively encourage their child to make a positive contribution to the life of the academy.

### **Learners will:**

- Engage in all academy activities in a positive way and in line with the behaviour policy.
- Report incidents of bullying as soon as possible to a member of staff and continue to report issues if they continue after the initial incident.
- Treat all members of the school community with respect.

### **Dealing with Bullying**

#### **Preventing Bullying**

All reported or suspected incidents of bullying are taken seriously and dealt with as quickly as possible.

The most important aspect of the anti-bullying policy is prevention. By taking the following steps our academies will be ensuring that the right ethos is created around bullying and to prepare learners to confidently deal with incidents of bullying, should they occur.

- All stakeholders must be made aware of the contents of this policy and the procedures each academy has for the prevention and management of incidents.
- All learners should be aware that bullying of any nature is totally unacceptable within the academy. They should know that, if they are bullied it is not their fault and they should know that they should report any incident of bullying, whether it involves them directly or not.

In order for learners to fully understand their responsibilities in relation to preventing bullying and managing incidents, the academy must develop explicit opportunities and strategies within the curriculum and the life of the school which address the above issues. This will include:

- A consistent promotion of the academy's behaviour policy, with a strong focus on respecting the rights of others.
- A PSHE programme which provides opportunities to discuss bullying, the bully and thoughts and feelings around such topics
- Adequate provision of the National Curriculum for Computing, which has specific age appropriate objectives which relate to the safe use of technology in all key stages
- Teacher awareness of how the arrangement of the classroom and general classroom management can address and prevent potential issues
- During unstructured time, those members of staff who have supervisory duties ensuring that all accessible areas of the school are monitored to ensure all spaces are adequately supervised.
- Provision for vulnerable learners throughout the school day of a 'safe space'
- Adequate induction of all staff which includes a focus anti-bullying strategies and the procedures for dealing with incidents of bullying.

- Opportunities within collective worship to focus on issues of bullying, equality and diversity.
- Participation in activities which promote the anti-bullying message, such as Anti-Bullying Week

### **Reporting and Sanctions**

All staff within our academies are encouraged to challenge all forms of bullying, including prejudice-based bullying if they come across it.

Although individual academies will have their own procedures for dealing with incidents of bullying, the following principles are as follows:

- Incidents should be reported as soon as possible to a member of staff.
- Those reporting incidents should provide as much detail as possible, including who, when and where the incident occurred.
- Those involved in the incident, whether as the victim or witness should not retaliate.
- A written record of the incident must be taken and retained by the person with responsibility for monitoring incidents of bullying. This report may include a statement from witnesses and victims.
- All parties involved (witnesses, victims, and perpetrator) must be questioned by the appropriate member of staff, to create a complete record of the incident.
- The parents/ carers of both parties must be informed of the incident and any subsequent action to be taken as a result.
- All relevant staff will be informed so that they can monitor the situation.
- A record of an incident of bullying will be logged on individual learner's records.

A range of sanctions will be used as deemed appropriate by the senior member of staff and in consultation with all parties concerned.

These could include: verbal or written warnings, restrictions on break and lunchtime activities and a restriction on privileges within the academy. For more severe or persistent cases of bullying the head of the academy may deem it appropriate to issue a period of fixed-term exclusion. Permanent exclusion would only be considered as a last resort in incidents of bullying.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Where deemed appropriate, the head of the academy may decide that the involvement of the police is necessary in incidents of bullying, such as:

- Violence or assault
- Theft
- Repeated harassment or intimidation
- Hate crimes

### **Monitoring, Evaluation and Review**

Governors, the Headteacher and relevant staff will audit of this policy's implementation at least biannually and assess its implementation and effectiveness.

At regular intervals, the school will conduct surveys of parents and children which will have a section pertaining to how the academy deals with issues of bullying. The results of such surveys will be considered during the policy review and reported to governors.

### **Complaints**

Any complaints regarding the implementation of this policy should be dealt with in line with the Complaints Procedure, which can be found on individual academy websites or requested from the academy office.