ABBOTS GREEN ACADEMY, part of the UNITY SCHOOLS PARTNERSHIP TRUST

Anti-Bullying Policy

Policy Date:	Spring 2016	Responsibility:	Full Governing Body
Date Approved by FGB:		Signed:	
Date of Review:	Autumn 2017		

Suffolk County Council is committed to tackling bullying:

We believe that all forms of bullying are unacceptable and should not be tolerated. We want children and young people to be and feel safe from bullying and discrimination. We also want everyone who works with children and young people to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child and young person is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

AIMS AND OBJECTIVES
The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support.

This Policy has been developed with reference to the following documents: *'Suffolk Anti-Bullying Policy and Practice Audit Tool'* and *'Safe to Learn: Embedding anti-bullying work in schools' (DCSF 2007).* It has

also been developed in accordance with the principles set out in the *'Bullying – A Charter for Action'* *(DCSF)* document. (*See Appendix 1.*)

The Anti-Bullying Charter principles mean:

For pupils who experience bullying that:
- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:
- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For the school:
- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Head teachers, Governors and other school staff:
- we develop whole-school policies which meet the law and school inspection requirements;
- we promote a school climate where bullying and violence are not tolerated and cannot flourish;
- we continually develop best practice based on knowledge of what works;
- there is a review of the school Anti-Bullying Policy every two years and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- we have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;

- we work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:
- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they are aware that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying are robust;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

The school's Anti-Bullying Policy operates in conjunction with the Behaviour and Safeguarding policies.

DEFINITION – What is Bullying?
Bullying is can be defined as: Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The main types of bullying are:
- **physical** *(hits, damage to belongings, etc)*
- **verbal** *(threats, insults, nasty teasing, etc)*
- **indirect** *(ignoring, excluding, etc)*
- **relational** *(rumours, social exclusion, etc)*
- **mobile/Computer** *(cyber-bullying)*

Anyone can be bullied and sometimes children may be a victim of bullying and a bully at the same time. There are no natural victims. Some children are bullied for no obvious reason, while others are bullied because they are different in some way.

There are some groups that research suggests are more vulnerable than others, for example:
- Children with SEN/Disabilities are twice as likely to be bullied and can also bully
- Gay and lesbian young people
- Children from minority ethnic communities
- Looked After Children

Pupils are bullied for a variety of reasons. Specific types of bullying include:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Signs of bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

ROLES AND RESPONSIBILITIES

Anti-bullying policies are most effective when the whole-school workforce:
- understand the principles and purpose of the school anti-bullying policy;
- understand their legal responsibilities regarding bullying;
- are clear about their responsibility to resolve problems at the nearest level to the pupil;
- know what sanctions and behaviour management strategies are in place and where to seek support;
- have the requisite knowledge and skills for preventing bullying and repairing harm;
- understand the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities;
- know the procedures for referral; and
- know the procedures in relation to safeguarding and liaison with multi-agency teams.

AWARENESS AND CONSULTATION

The school has signed the Anti-Bullying Charter (see *Appendix 1*) which is a statement of commitment to anti-bullying work and informs our school policy.

There will be further opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying:
- Anti-Bullying Week (ABW) events in November of each year;
- use of SEAL materials
- targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying;
- whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy; and
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and current news stories.

The school promotes positive behaviour and expectations through the whole school rules.

Statutory Duty of Schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils**.**

The school ensures it is up to date with the latest developments in anti-bullying work and is aware of the relevant legislation (*See Appendix 2*).

The school also ensures that its Governing Body monitor and evaluate the effectiveness of the anti-bullying policy and measures which have been set.

When developing and reviewing our anti-bullying policy, the school may consult members of our school community. We may do this in the form of surveys, questionnaires, discussions, staff and parent/carer meetings and engaging pupils.

If there is a need and deemed appropriate, the school will consult with outside agencies with regard to bullying and support. This could include agencies such as Behaviour Support Service.

MONITORING

The school will review this policy every 2 years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

EVALUATION AND REVIEW

To find out the extent of bullying we can establish a baseline against which we can measure the effectiveness of anti-bullying initiatives.

Methods to gather information include:

- questionnaires
- pupil perception sessions
- identifying high-risk locations – (*by asking pupils to identify 'hot spots' on a school map. A quick way of identifying problem areas and can help in deciding where lunchtime supervisors need to be deployed.*)
- staff perception sessions

The results will support any developments of the Anti-Bullying Policy.

STRATEGIES TO PREVENT BULLYING

To prevent bullying taking place the school does the following:

- As part of our whole school curriculum, PSHE and SEAL sessions we teach the pupils about bullying and what to do if they feel they are being bullied. This may take the form of discussion, music, dance, drama and poetry to develop understanding of feelings and enhance pupils' social and emotional skills.

- The school takes part in 'Anti-Bullying Week' in November.

- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- We teach the children about cyberbullying and what to do if it happens to them.
- Rewards and sanctions are in place.

To prevent bullying during unstructured school times, the school:
- Ensure that there is adequate supervision, which may include additional staffing as 'spotters'
- provides training for midday supervisors
- looks at its school grounds and makes improvements where necessary

REPORTING, RECORDING AND RESPONDING TO INCIDENTS OF BULLYING
The school will record all incidents of bullying or alleged and act upon them. Any investigation will be carried out by members of staff who may have witnessed an incident, a class teacher, member of the Key Stage Team, member of the SLT or Head teacher.

To enable pupils to report bullying incidents we ensure:
- varied routes to report bullying
- effective and fair investigation
- listening strategies
- follow up systems to ensure that agreements are sustained.

Safeguarding and Child Protection
Abbots Green Academy is committed to the safeguarding and protection of all our children. If when carrying out an investigation into alleged bullying or a disclosure is made about bullying and it is deemed a safeguarding issue, then this will be passed on to and dealt with by the Designated Safeguarding Lead (DSL - the Head teacher), who will follow the policy and procedures as stated in the Safeguarding Policy.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head teacher/SLT
- the Head teacher/SLT will interview all concerned and will record the incident
- class teachers will be kept informed
- parents will be kept informed
- punitive measures will be used as appropriate and in consultation will all parties concerned.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Use of sanctions and learning programmes

If a child or children have been found to be bullying, the school will ensure that sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs or disabilities (SEND) that pupils may have and taking into consideration the needs of vulnerable children.

Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, the school must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what he/she is doing.

Disciplinary penalties have three main purposes, namely to:
1) impress on the perpetrator that what he/she has done is unacceptable;
2) deter him/her from repeating that behaviour; and
3) signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. However, the school should not take emotional or psychological bullying less seriously than physical bullying; the unseen scars can be just as damaging. In reviewing sanctions, the school will ensure that they address bullying behaviours in a way which does not lead to escalation, but resolution and which gives the best chance that bullying will not be repeated. Through the curriculum work that is carried out within the school, children are taught how to implement conflict resolution and how to help themselves/take ownership of their own behaviour which could impact on a bullying or alleged bullying situation.

The following disciplinary steps may be taken:
- sanctions within the behaviour policy will be applied
- warnings to cease offending
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The Department's guidance for exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the DFE recommends that the head teacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, we advise that this be considered differently from an unprovoked attack.

Pupils who have bullied will be helped by:
- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents/carers to help change the attitude of the pupil.

By working with the child or group, we aim for them to:
- accept responsibility for the harm caused to the individual being bullied
- accept responsibility for the harm caused to others (for example staff, friends or family)
- recognise the need to take action to begin to repair the harm caused
- agree a range of actions in conjunction with all those involved, which will be monitored over an agreed period of time.

Engaging Parents/Carers

At all times we will work with the parents/carers to resolve the issue. By doing this it will help them to understand the stance of the school as regards bullying. We will engage parents/carers whether their child is the pupil being bullied or the one doing the bullying. Parents will be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved.

Parents of pupils who experience bullying will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.

Parents of those causing bullying will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

The school is legally required to have a complaints procedure and to make parents aware of this procedure.

Bullying – A Charter for Action

Name of School

Name of Local Authority

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

✔ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.

✔ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.

✔ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

✔ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

✔ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

Can I talk to you? I'm being bullied!

Ideas for schools to consider

To assist schools in drawing up their anti-bullying policy, the Department has issued revised guidance to schools entitled 'Safe to Learn: Embedding Anti-Bullying Work in Schools', as well as advice and materials on prejudice-driven bullying and cyberbullying. In addition, we recommend schools use the following prompts when determining and evaluating their policy.

✔ Discuss, monitor and review

- Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- What is our school doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
- Do we celebrate our successes and draw these to the attention of parents/carers?

✔ Support everyone in the school community to identify and respond

- Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
- Do we actively provide systematic opportunities for developing pupils' social and emotional skills to reduce bullying?
- Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through corridor displays; through the School Council; through peer support; and through teaching about online safety?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?

✔ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?

✔ Ensure that parents/carers expressing bullying concerns have them taken seriously

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

✔ Learn from effective anti-bullying work elsewhere

- Have we invited colleagues from a school with effective anti-bullying policies to talk to our staff?
- Have we involved local experts or the voluntary sector in any way?

Relevant legislation and guidance

The following legislation and guidance sets out what is expected from schools in terms of their response to bullying.

The Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an anti-bullying policy. Children and young people should be involved in both the drafting of an anti-bullying policy and it's monitoring, by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of UN Convention of Rights of Child Article 12).

The Race Relations Amendment Act (2000) requires schools to work towards stopping racial discrimination. This includes racist bullying.

Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children. Section 175 in the guidance shows how this duty applies specifically to bullying as an issue and the importance of keeping children safe (DfES, 2004a).

Children's Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. Stay Safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

Bullying and discrimination feature as high-level aims in two of the five Every Child Matters (ECM) outcomes – 'Stay Safe' and 'Making a Positive Contribution'. Joint local authority inspections (Joint Area Reviews - JAR) will seek to evaluate how well Children's Services are meeting these aims and outcomes. The effectiveness of school (and local authority) responses to the linked issues of bullying, discrimination and harassment will naturally form a key part of any overall judgment made in respect of these two outcomes. Under the JAR there is an additional focus – a sixth outcome on the experiences of 'Looked After Children'.

Staying Safe
The proportion of Looked After Children who report being affected by bullying at school or in the community.

Education & Inspections Act (2006) The Education & Inspections Act (2006) gives head teachers the power to take action on behaviour that occurs outside the school premises when a member of staff is not in charge of the student (S.89). The Act also states that the disciplinary powers should only be extended as far as is reasonable. This means that schools should consider extending the areas that their discipline covers and could include bullying on the way to or from school and relevant aspects of cyberbullying.

Safeguarding Children in Education (2004) DCSF states that safeguarding children covers not only child protection but also other areas including bullying.

Working Together to Safeguard Children (2006) has one section covering bullying.

The Human Rights Act (2000) There are two rights, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3 of the ECHR (European Convention of Human Rights) states: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'.

Article 6 of the ECHR states: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.

In order for a claim to be brought under the HRA, 1998, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

United Nations Convention on the Rights of the Child (1989) The following articles relate to bullying:

Article 2: Non-discrimination – all the rights must be available to children whatever their race, religion, language or ability.
Article 3: A child's best interests should always be the main consideration.
Article 12: Children's opinions should always be taken into account in matters that concern them.
Article 13: You have a right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.
Article 19: You have a right to be protected from being hurt or badly treated.

The Disability and Discrimination Act (DDA, (2002) states that it is unlawful for any school to discriminate against disabled pupils (current or prospective). An example relating to bullying is where a primary school reviews its policy on bullying to ensure that it addresses bullying linked to disability.

The Disability Equality Duty (2005) was introduced into the Disability Discrimination Act in 2005 and sets out a general duty to promote disability equality, and a specific requirement on public bodies, including schools, to produce a Disability Equality Scheme. The duty encourages a more pro-active approach to eliminating discrimination and has raised the profile of disability issues in schools.

The duty requires schools to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people

- Eliminate discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes towards disabled people
- Encourage participation in public life, and
- Take steps to take account of a disabled person's needs even if this requires more favourable treatment

Schools will have the opportunity, in their action plans, to address the issues most pertinent to their own situation, and make a real difference for disabled children. Eliminating bullying and harassment of disabled children and young people must be a priority for schools or they will be breaking the law.

Cyberbullying
Cyberbullying is a 'method' of bullying rather than a 'type' of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality disability etc.

Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to the bullying themselves.