Preventing and Tackling Bullying Policy

Principal	Shereka James
Designated Safeguarding Lead:	Ben Howe
Deputy Safeguarding Leads:	Clare de Jode, Catherine Carroll, Larmarr White, Faiza Asif
Designated Governor for Safeguarding:	Paul Merchant
Review Cycle:	Annual
Governing Body Ratification	June 2023
Review Date	June 2024
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012 The Equality Act 2010
Department of Education and Local Advice and Guidance	Mental health and Behaviour in Schools (November 2018) Keeping children safe in education (September 2023) Preventing and Tackling Bullying (July 2017) Working together to safeguard children (September 2018) Children who run away or go missing from home/care(Jan 2014) Cyber Bullying – Advice for headteachers and school staff (November 2014) Behaviour and discipline in schools: advice for headteachers and school staff, 2016 Behaviour in schools: advice for headteachers and school staff 2022
	Hackney CYPS Resource Guide (July 2016) City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework Sexting in school and colleges: responding to incidents and safeguarding young people (UKCCIS)
Linked policies	Safeguarding and Child Protection, Mental Health and Wellbeing Policy, Attendance including Children Missing in Education, SEND, Looked After Children, PSHCE, ESafety, Social Media, Acceptable Use, Teaching and Learning and Equality. Exclusion policy,

Contents   **Page**

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."

(DfE, 2007).

What is bullying?

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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully 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. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Preventing and tackling bullying - Department for Education July2017[i]

Skinners' Academy is an establishment in which young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the academy community.

1. Statement of Intent

Skinners' is committed to ensuring 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. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

2. Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberate
- Repeated, often over a period of time
- Unbalanced in interaction

Bullying behaviours under the above definition can include but are not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical or verbal abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Skinners' Academy has a zero tolerance approach to Bullying that is detailed above. Pupils have avenues available to report, in confidence, if they have concerns regarding behaviour directed towards them, or to others. This is part of 'The Skinners' Way'[ii]

- Pupils, parents and staff can report incidents of bullying to any member of staff (We encourage this to go via the Personal development teacher or wider Pastoral Team - Head of Year, Assistant Head of Year, Pastoral Support Assistant, Assistant Principal Year Team, who can investigate and liaise with our safeguarding team for allocated support)

- The Academy investigates any allegations of bullying thoroughly via statements, any relevant evidence, in some cases the use of CCTV, as well as liaising with all potential witnesses or affected parties

- Skinners' Academy records, analyses and monitors incidents of bullying via it's safeguarding software, CPOMS.

- We provide pastoral and mental health support for pupils who have been bullied and those vulnerable to bullying as well as teaching and anti-bullying approach within the Personal Development Curriculum that is studied by all pupils.

- There is a whole Academy drive to reduce instances of Bullying via our Academy values, our Personal Development program, our Assembly themes, as well as our promotion of The Skinners' Way. We also have designated staff to support pupils both within the Academy, and within wider networks, such as our Safer Schools police officer, our Wellbeing Adolescent Mental Health Service (WAMHS) worker, our Parent and Family Support Worker, our Mental Health Lead and our Academy Counsellor.

Skinners' Academy trains its staff to challenge behaviour that is not acceptable to our culture and values. This training forms part of our CPD programme.

Bullying may occur to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerns about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

3. Academy Objectives

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.

To take appropriate measures to sanction, support and re-educate all pupils causing bullying with an awareness that this can be a sign of mental health or other behavioural or emotional support needs.

4. Policy Aims

All pupils, parents, staff and governors should have an understanding of what bullying is.

Staff and governors should follow the school policy when bullying is reported or suspected.

All pupils and parents should know what bullying is and inform a member of staff if bullying arises.

The Academy will always take bullying seriously.

5. Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident with be recorded and passed to the Head of Year.

Heads of Year will investigate the incident by interviewing all concerned and record outcomes on the files of those involved. Personal Development teachers and subject staff will be kept informed and asked to monitor the behaviour of the pupils concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the Academy is given the opportunity to tailor a strategy to address the situation and to support the bullied pupil according to the particular incident/s.

Pupils who are victims of bullying will be offered the opportunity to discuss their experience with their Personal Development teacher or another member of staff, be offered support which could include engaging with the Mental Health Lead, Academy Counsellor, member of the Student Services Team or Pastoral Team or other external agencies, to restore self-esteem and build confidence and have the use of a supervised room during social times for as long as needed.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved and establishing a sense of wrong-doing, as well as identifying what emotional and behavioural support is needed. Parents/carers will be informed to help change the attitude and behaviour of the pupil.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Internal exclusion

- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Safer Schools Officer.
- Suspension or exclusion

6. Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;
- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular Personal Development classes and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to
- raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

7.0 Development, Monitoring and Review

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Vice Principal for Behaviour and Attitudes
- Support staff to identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from pupils via the Pupil Council and annual pupil questionnaires.
- To learn from anti-bullying good practice elsewhere and relevant statutory/voluntary organisations when appropriate.

Appendix 1: Table of substantive policy changes from September 2022

Where	What
Summary	
<u>Page 2</u>	Updated Key staff Update and add current DFE guidance Updated review cycle to annual
<u>Page 5</u>	Insert – 'not limited to' to extend definitions of bullying

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[i]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
[ii] The Skinners' Way are the Academy expectations of being a member of the Skinners' Academy community and are detailed below: