



Anti-Bullying Policy

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1. Introduction

The Archer Academy aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and achieve. Bullying of any kind prevents this from happening. Bullying makes people feel unsafe.

As a school, we take bullying seriously. If bullying does occur, all students, staff and parents should be able to tell and know that incidents will be dealt with promptly and effectively. It is the responsibility of all members of the school community to implement the Anti-bullying policy.

2. Purpose

The purpose of this policy is:

- To build an anti-bullying ethos in the school
- To ensure all staff, students and parents have a clear understanding of what bullying behaviour is
- To ensure that all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- To ensure that all students parents know the school policy on bullying and feel confident to activate the anti-bullying system
- To increase understanding for students who are bullied

Students in or on the way to and from the Archer Academy are entitled:

- To feel safe and not be made to feel unhappy by others
- Not to be frightened by others
- Not to be touched
- Not to be teased about race, religion, disability, social class, gender, sexuality, personal differences, performance at school or any other matter
- Not to be made unhappy by unpleasant comments, notes, letters, text messages, e-mails, phone calls, any form of gossip, or by any other means.

3. Related policies and relevant guidelines

This policy is reinforced by many other school policies and should be read in conjunction with our policies on Safeguarding and Child Protection, Equal Opportunities and Diversity, Special Educational Needs, Behaviour and Rewards and E.Safety.

This policy was written in line with the Department of Education guidance dated October 2014: Preventing and tackling bullying, Section 89 of the Education and Inspections Act 2006, the Education Act 2011 (notably wider search power section), the Equality Act 2010 and the Children Act 1989.



Some types of harassing or threatening behaviour – or communications – could be a criminal offence, and fall under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. The school will involve the police if in its judgment, an electronic communication was sent with the intent to cause distress or anxiety or conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

4. Roles and responsibilities

The headteacher will be responsible for the implementation of this policy. All staff will be made familiar with the policy as a key element of their induction. The Governing Body will be responsible for oversight and review of the policy.

5. Definitions and prevention

Definition of bullying

Bullying is behaviour which makes other people feel uncomfortable. Bullying is deliberately hurtful behaviour. It can be a one-off incident, but more commonly it is repeated over a period of time.

Bullying can take many forms, but has these three elements in common:

- hurtful behaviour which is deliberate
- hurtful behaviour which is repeated
- hurtful behaviour from which it is difficult to defend oneself

It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule, or other action such as spreading unpleasant stories and gossip, sending text messages, e-mailing and telephoning. Communications technology (texting, e-mails, messaging, social network sites, blue tooth) has also enabled a remote, potentially anonymous channel for bullying, popularly referred to as “Cyber-bullying”. All bullying is designed to make the victim feel threatened, humiliated and unsafe.

Not all negative interactions between students can be deemed as bullying and the school works hard to ensure that students understand the difference between bullying and ‘falling out’ or arguing.

Specific forms of bullying include:

Racial motivated bullying can exist in schools. “A racist incident is any incident which is perceived to be racist by the victim or any other person”, (McPhearson report, 1999). This can include mistreatment of people because of their colour, ethnic group, nationality, language. A child can be targeted for representing a group, and attacking the individual sends a powerful message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other students from the same or similar group, and their families.

Homophobic bullying is any incident which is perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual to experience such bullying. Just being different can be enough



Gender bullying is the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape. This can also be the bullying of students who identify as transgender, non-binary or pan. Under no circumstances should students receive negative behaviour towards their physical appearance or choice to identify as they choose.

Disabilities - People can also be bullied owing to disabilities (eg learning difficulties, physical disabilities or medical conditions).

Cyber-bullying is the use of e-mail, instant messaging, chat rooms, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyber-bullying can happen at any time of day, potentially has a bigger audience, and it is easy to involve multiple others as accessories since messages can be forwarded with a click.

Preventing bullying

Prevention is better than cure. At the Archer Academy everyone is vigilant for signs of bullying and always take reports of bullying seriously. We use the following methods for recognising and preventing bullying:

1. Staff will be on duty at break and lunch to ensure high level of supervision
2. Attractive physical environment, open, highly visible social areas
3. Strong achievement culture rewarding non-aggressive behaviour. Positive behaviour policy with clarity of behaviour expectations, sanctions and rewards including registration activities promoting skills of self-awareness / anger management / empathy
4. Assemblies about zero tolerance to bullying behaviour. Annual anti bullying week events and regular reminders about kindness and respectful relationships across the curriculum and Lifelong learning programme
5. Annual questionnaire to all students to gather information on extent of bullying and any locations in school where students may feel need more staff supervision
6. Peer mentoring across year groups
7. Development of Social, Emotional and Behavioural Skills through registration activities
8. Use of Behaviour Support Plans and reports to modify bullying behaviour by perpetrators
9. A student group focused on anti-bullying issues including organising events for anti-bullying week
10. An online disclosure box for students who have been bullied or have witnessed bullying behaviour around school or to and from school.
11. Student, staff and parent training and communication about how to keep safe online and how to report incidents of bullying online
12. The schools Diversity and Inclusion Society raising awareness across the school about respecting difference



6. Reporting bullying

We make sure that students understand that they must report any incidents of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report that to a member of staff.

Students who are bullied, who witness bullying in person or online or who have even participated in bullying should feel confident to report it to a member of school staff. Each incident will be dealt with on its merits, but all reported incidents of bullying will be taken seriously and investigated. Incidents will be recorded on the school's information system (CPOMs) along with the action taken as a result of further investigation.

7. Responding to bullying

The school's information system is used to record incidents of bullying and action taken. In the event of a disclosure we would seek to:

- establish a supportive and safe environment
- praise the student for disclosing
- appreciate victim's need to see justice is done
- inform parents, when appropriate
- feedback to victim
- recognise the need for using agencies as appropriate
- bring about a lasting change of behaviour in the bully
- all witnesses are aware of the outcome of the investigation to promote anti-bullying

8. Action to be taken

The action to be taken following a reported in incident of bullying involves

- The "accused" is interviewed by a member of staff
- Friends/colluders/witnesses are interviewed by member of staff
- If necessary, further investigations are carried out
- Findings are discussed separately with the "victim" and the "accused"
- If "accused" is found to be responsible for bullying, depending on the severity action will be taken accordingly. This action will include an appropriate sanction and contact with parents
- If appropriate a solution meeting will take place with all parties involved where the "guilty party/ parties" will be given the opportunity to apologise and make assurances regarding their future conduct, if this is not a first offence then a contract will be written and signed.

Students who have been bullied will receive appropriate support, including the involvement of external agencies where needed.

Students who have bullied will be helped to understand the pain their actions have caused and reminded of the possible consequences of bullying. The sanctions for repeat incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviours and their behaviour may be monitored. Support may include strategies such as setting up a Behaviour Management Plan or involvement of external agencies where needed.

Parents of students who bully and those who have been bullied will be informed of the incident and will be asked to support strategies proposed to tackle the problem and reduce the chance of repeat incidents.

The behaviour policy will be applied appropriately in cases of namecalling and bullying as necessary. All incidents of bullying will be recorded on CPOMs and kept in student files

9. Bullying outside school premises

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on.

The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

10. Monitoring

- Incidents recorded using Bullying coding on the school information system and CPOMs as necessary
- Coding of incidents identifies bullying and equal opportunities (incidents recorded as Equal opportunities will be reported as such and reported to the local authority every month and reported to Governors through the student council committee termly, see Equal Opportunities policy).
- Through recorded events on the school information system and whole school survey analysis we will respond to patterns of poor behaviour be it of particular students / age groups / locations / patterns of occurrence / location.
- Annual bullying survey reported to Senior Leadership Team, Governors, and all teaching and non-teaching staff
- Equal Opportunities referrals reported to SLT and Governors (please see Equal Opportunities policy)

11. Advice to students

The school will ensure that clear information is readily available to students on anti-bullying. :

If you are being bullied, remember that:

- It is not your fault. Nobody deserves to be bullied
- Try to stay in a friendly group.
- Try to be confident even if you do not feel it, but remember walking away is not cowardly.
- If you are worried or frightened you should tell your form tutor, but if necessary you can tell any adult – just tell someone
- It is not you getting them into trouble it is their behaviour, they may need help to see the hurt they are causing.

Who should I tell?

- Your Form Tutor
- Your Head of Year
- Any member of staff you feel happy to talk to, or feel you can trust
- Your parent or anyone at home
- Your friend if this helps
- In an emergency tell the nearest adult
- You can report concerns online to childline, Kooth, CEOPs or the NSPCC
- You can put a message in a worry box anonymously

When to tell?

- If you are afraid – report the bullying as soon as you can.
- If you witness someone else being bullied – they may not be as brave as you and will need help to get the support they need to make it stop.
- Otherwise – report the bullying when you are not in lessons – before school, at break, at lunchtime or after school. Staff will make time to listen to you.

Important!

- It does not help to keep a problem to yourself. You need support, and students who bully need help so that they can change their behaviour.
- The problems are unlikely to go away if you ignore them, and they could get worse if you don't tell anyone.
- Take a friend with you if you are worried about telling someone – your friend may help you do this.
- Staff will listen to you in confidence as far as they can, but you must be aware that they may have to pass on certain information to get you the help you need. They will always tell you what they are going to do.



13. Appendices

Guidance for teachers and parents on recognising signs of bullying

Children may show one or more of the following behaviours:

- Be frightened of walking to or from school
- Be unwilling to go to school and develop unidentifiable illnesses like a stomach ache
- Change their route to school deliberately avoiding certain places and times
- Begin doing poorly in their school work or drop out of activities and clubs
- Come home regularly with clothes or books damaged or destroyed
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares or even call out, 'leave me alone'
- Have unexplained bruises, scratches, cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to say what's wrong
- Body language becomes more closed
- Become more reclusive
- Give improbable excuses to explain any of the above
- Talk about killing themselves

Guidance on recognising if a child has been bullying others

It may be very difficult to tell, particularly if a child denies it or is part of a group denying involvement in bullying, but some of the following may be indicators:

- They may have access to more money than usual.
- There might be changes in their views.
- They may openly express negative comments and feelings about individual people or groups eg making racist or homophobic insults. This may be reflected in graffiti around the house, on books and on paper.
- There might be changes in behaviour. For example, becoming more verbally aggressive or displaying unusual mood changes.
- They may have new or different belongings that they didn't buy and they may use unlikely reasons for having new things.
- You may notice something about young peoples' behaviour around a child, eg they may be over-generous towards the child because they are frightened not to be their friend.
- They may become more **secretive** particularly involving communication technology, which could hold images or text of their behaviour; 'happy slapping' is an example of this.

Links to online support for students and families

- www.thinkuknow.co.uk: online advice and training for students and parents

Thinkuknow is the education programme from NCA-CEOP, a **UK** organisation which protects children both online and offline. Explore one of the six Thinkuknow websites for advice about staying safe when you're on a phone, tablet or computer.

- www.childline.org.uk

you feel That something's not right, get free, confidential support. You can talk to a **Childline** counsellor about anything That isn't right

- Online safety from the NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>