



Joseph Swan Academy

Anti-Bullying (Be Kind) Policy

2018 - 2019

To be reviewed September 2019

Statement of Principle

Joseph Swan Academy seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation.

Joseph Swan Academy seeks to protect these basic human rights by ensuring:

- We are proactive in setting up a range of preventative measures
- We actively listen to our students and where appropriate their parents/ carers
- We act appropriately on their behalf.

Our commitment is to:

- Ensure that students are aware of the anti bullying policy in the student planner, on the VLE/ school website and to enlist their support and raise their awareness in tutorials, in lessons and around the school. Our view is that it is essential that student voice activities inform our work
- Seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action. Encourage students to talk to staff and anti-bullying champions about their concerns and reassure them they will always be listened to and kept safe. This will include not only students who are being bullied or students who perceive other students are being bullied. We aim to ensure the whole school community works together towards shared goals on this issue
- Ensure that staff are alert to the possibility of bullying taking place, e.g. via pastoral team meeting discussions, sending urgent memos/e-mails to staff, making sure continuous professional development opportunities are available to all staff
- Aim to ensure that students are not left unattended in corridors or classrooms
- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff
- Whilst on duty ensure that staff are on time and visible, that students are in allocated areas/rooms and that a positive presence is maintained. If staff know they are going to be away they must ensure they arrange to swap duties with someone else.
- Ensure that all staff model non-bullying behaviour
- Ensure that there is an emphasis on positive expectations of student behaviour. See Behaviour for Learning Policy
- Ensure that staff are on time for lessons and are well prepared

- Ensure that if students or parents report bullying the report is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place
- Following investigations the outcome is made known to those involved and the situation monitored closely following the incident, e.g. this may include daily meetings if appropriate.

We aim to consult with all stakeholders to ensure they can say what they think and feel. These include:

- Students
- School staff – teaching and support staff
- Parents/ carers
- Governors

Definition of Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It may be repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

Bullying can stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups.*

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones/ the internet, including camera phones to harrass or transmit derogatory text messages and or photographs must also be viewed as bullying and defined as cyber bullying (please see Appendices A and B).

No case brought to our attention will be viewed as unimportant. We want everyone in our school community to view bullying as anti social behaviour which is unacceptable and which will not be tolerated.

Racist Bullying

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as “any incident which is perceived to be racist by the victim or any other person”

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school or organisation’s premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content
- Homophobia

Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Signs and symptoms of bullying

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth

- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm
- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Books or clothes destroyed
- Possessions or money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Monitoring incidences of bullying

There is effective monitoring of bullying via the use of incident logs located on the Academy's 's Behaviour Watch software package. A regular whole school survey is undertaken to identify key issues in this area and an action plan is implemented to address the issues. Feedback on action taken is provided to stakeholders e.g. in assemblies, school leadership meetings.

In addition, at Joseph Swan Academy we:

- Train students as anti-bullying champions and peer mentors.
- Regularly review and reinforce the school's approach to anti bullying.
- Provide an extended year team to help prevent and deal effectively with incidents of bullying.
- Employ trained staff in restorative justice to help students resolve conflicts.
- Offer a confidential counselling service and appropriate advice to lesbian, gay and bisexual students.
- Develop an understanding of gender relations and suitable strategies through tutorials.
- Explore students' understanding of the use of homophobic language, sexism, issues of difference/ diversity through PSHE lessons
- Ensure the environment is well supervised and teachers on duty are clearly visible to offer support and guidance.
- Ensure students are listened to and that there are opportunities for them to express their views and opinions – within the curriculum and e.g. in Year/ School Council groups
- Explore multi agency working to support the implementation of the policy.

- Use sixth form peer mentors/supporters to supervise at social times as a means to mediate and resolve conflict.
- Explore and celebrate differences and diversity through a wide range of events in/ out of the curriculum such as super learning days.
- Have an anti-bullying focus group who meet regularly and discuss ways in which we can raise awareness and tackle bullying.

Procedures

When a member of staff is made aware that a student is being bullied they must report it **IMMEDIATELY to the student's Year Leader**. The relevant subject leader must be informed if in a classroom. Year Leaders will provide a place of safety for students who have reported an incident of bullying/ or a member of staff has reported they may have been bullied.

- The incident will then be investigated. Appropriate paperwork will be completed by the alleged bully, the victim, and witnesses, staff and students. This incident(s) of bullying must then be recorded by the year team on 'Behaviour Watch'.
- Teaching and support staff will be informed to ensure support and close monitoring.
- Parents will be contacted in all cases and will be invited in where appropriate.
- Appropriate support will be provided for the victim, the alleged bully and witnesses if appropriate. The Year Leader will discuss the most appropriate strategy to be used for the particular case (see strategies section).
- Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident – daily in the first instance.
- A multi agency approach may be adopted if appropriate to the individual case e.g. with involvement of the behaviour support team, school counsellor, Education Welfare Officer.
- Sanctions will be appropriate to the individual case and may include
- Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
- Detentions at lunchtime, after school (by prior notification)
- Placing on daily report
- Removal from learning opportunity for a fixed period of time
- Group changes

- Time in the Inclusion Centre
- In serious cases students can be expected to be excluded for a fixed term, or even permanent exclusion, following repeated acts of bullying. All students will be dealt with as individuals. (Please refer to the school's 'Behaviour for Learning Policy').

Preventative Work

To ensure the anti bullying policy is successfully implemented we will:

- Consult young people and adults in the development of the strategy
- Review and reflect on the policy and its effectiveness regularly
- Raise awareness of the effects of bullying on the victim
- Encourage peer support and provide peer support training
- Provide support to those being bullied and to those alleged to be bullies
- Provide a means for concerns to be voiced anonymously
- Provide staff training on bullying
- Ensure that there is adequate supervision in identified high risk areas
- Use peer mentors and anti-bullying champions, which are in every year group
- Use *Circle of friends strategy* in which students are asked to befriend the victim
- Use restorative justice so that the perpetrator can identify with/ empathise with the victim
- Use other organisations to provide specific support

Dealing with Bullying Outside the School Premises

It must be noted that a Head Teacher's duty of care to prevent bullying is applied only within the precincts of the Academy and Academy trips.

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/ on school transport deemed to have a serious impact on the school community will be dealt with using this policy. We have trained bus monitors present on school buses.

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. We actively encourage all our students to tell and to share their concerns. A multi agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported. Where a student reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises
- Plan safe routes to school with the students
- Talk to students about how to avoid or handle bullying outside school premises
- Talk to the local police about specific problem groups and problem areas

Cyber Bullying

Cyber bullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. Those who take part in online bullying often use a group of friends to target their victims by asking them to add a comment to a photo on a blog, or asking them to forward it onto another group of friends. Sometimes, these people don't even realise they're actually bullying someone. Cyber bullying will be challenged in the same way as any other form of bullying outlined in this policy.