

# **Bede Academy**



# **Anti-Bullying Policy**

**Last review:** January 2024  
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**Next review:** January 2025

## **Anti-Bullying Policy**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

The aim of the anti-bullying policy is to ensure that the whole academy community is able to learn and work in a supportive, caring and safe environment without fear of harassment and where everyone has the right to be treated with respect. Bullying is a form of anti-social behaviour (which is defined below) that is not tolerated at Bede Academy. Bullying can take place within student groups, between students and staff and between staff. When bullying occurs we aim for it to be dealt with promptly and effectively. Bede Academy is a "Telling School" which means that anyone who suspects bullying has occurred is expected to share this concern.

### **Objectives of this policy:**

All members of the Bede Academy community should seek to ensure that all members feel valued, challenged and inspired within a provision where all feel safe and know that they are loved – this is at the heart of our trust ethos. Therefore, our policy objectives are:

- To ensure that all members of the academy community are involved in countering bullying in all its forms.
- To work towards the elimination of bullying within our academy community
- The identification of bullying
- The academy procedures for bullying
- Statutory duties and appeals about bullying.

### **Statutory duty of the academy**

The Principal has a legal duty under the School Standards and Framework Act 1998 and the Education and Inspections Act 2006 to identify and implement measures to promote good behaviour, respect, self-discipline and draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. In addition, by the European Declaration of Human Rights 1992 and in case law, an up to date policy must be available and procedures followed.

The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

This policy is key to ensuring an environment within the academy where these characteristics are protected, and students and staff are free from discrimination.

### **The identification of bullying**

Bullying is deliberately hurtful behaviour where it is difficult for those being bullied to defend themselves. An incident will be logged as bullying if it is perceived as containing one of the following

categories (see below) by either the victim, the person reporting the incident or the investigating member of staff. We categorise all bullying incidents using the following terms:

- |                                   |   |
|-----------------------------------|---|
| 1. Cyberbullying:                 | An incident involving the use of technology that upsets someone else. It may take the form of intimidation; harassment; defamation; exclusion; impersonation; or involve the unauthorised publication or manipulation of private information or images. |
| 2. Disability:                    | An incident with a dimension that is related to a victim's disability.  |
| 3. Physical:                      | Any form of physical assault or theft from another student.   |
| 4. Racial/intolerant:             | Any incident that has an element related to a victim's race or ethnicity.   |
| 5. Homophobic/biphobic:           | Any incident that has an element related to a victim's actual or perceived sexual orientation   |
| 6. Misogyny/misandry/transphobic: | Any incident that has an element related to a victim's gender   |
| 7. Religious Discrimination:      | Any incident that contains elements of prejudice or discrimination against a victim based on their religious heritage.  |
| 8. Sexual:                        | Any incident with a sexual dimension which is related to a victim's perceived or actual sexual orientation.   |
| 9. Verbal/emotional:              | An incident where a student is being deliberately unkind towards another student or by excluding them from a group.   |

Bede Academy reserves the right to classify an act of bullying with more than one category if deemed necessary by a Head of House or a senior member of the pastoral staff.

There are various signs and symptoms that could alert you to bullying and these include:

- Being frightened of walking to or from Bede Academy
- Not wishing to go on the school/public bus.
- Arriving at Bede Academy very early and/or a fear of leaving Academy on time
- A reluctance to leave the classroom at break or lunch time.
- An unwillingness to go to the Academy – School phobia or Truancy.
- Becoming withdrawn, anxious, or lacking in confidence
- Attempts or threatens suicide or runs away
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions or dinner monies that go 'missing'
- Has unexplained cuts or bruises
- Is bullying other children or siblings.

Any of these signs and behaviours could indicate a range of other sensitive issues and need to be considered in conjunction with the Safeguarding Policy as well as being mindful of possible incidents of child on child abuse. It is important to remember that an incident or concern should always be reported regardless how trivial it may appear.

### **Preventing bullying**

Some of the actions the academy takes to prevent bullying include:

- Using the curriculum to raise awareness of the nature of bullying – this is particularly done within the Personal Development curriculum (including the use of external organisations) but wider opportunities are taken across our curriculum to re-enforce this message, for example within Philosophy, Theology and Ethics, English, History etc

- Use of form tutor time and assemblies to promote an inclusive ethos that ensure all are valued, challenged and inspired as well as communicate our anti-bullying messages.
- Seating plans are carefully considered in lessons to ensure that a calm, safe and purposeful learning environment is maintained.
- Use of peer-mentoring schemes where older students support/buddy younger students.
- Any disclosures in a mentoring context will be passed to Primary Senior Leadership Team or the Secondary pastoral staff, as we practice the 'Telling School' approach.
- At the end of lessons staff will supervise the movement of students in the vicinity of their classroom, stairwells as well as the movement of students into and out of the classroom.
- During break and lunch times students will be supervised to ensure that they are safe.
- Students are not permitted to use mobile phones on the academy site, this is in part to prevent cyber-bullying.
- Visual messaging around the academy to re-enforce expectations and responsibilities toward others.

### **Tackling bullying**

Bede Academy aims to adopt an approach that is both prompt and effective. Where bullying is reported or suspected by a member of staff then:

- **In the case of a first minor incident** between students then this must be dealt with by the teacher and form tutor.
  - An academy incident report should be recorded on "Behaviour Event" slip on Bromcom.
  - When it is recorded, a clear account of the incident should be written down along with any actions taken.
  - this record on the "Behaviour Event" slip should be copied to the student's form tutor/class teacher and to a member of the Primary Senior Leadership Team or the Secondary House Team.
  - Once the bullying has been investigated the member of staff will record the outcome of bullying substantiated or bullying unsubstantiated.
- **In the case of persistent bullying**, an incident involving a member of staff or an individual incident of a serious nature.
  - must be handled directly by a member of the Primary Senior Leadership Team or in secondary the House Team (initially Pastoral Support Worker or in more serious cases the Assistant Head of House or Head of House).
  - the incident will be assessed and investigated by an appropriate member of the team.
  - all sanctions will be issued after investigation and the academy recognises that it is sometimes necessary to use a period of internal suspension while this investigation takes place.
  - parents will be informed of an incident that is classified as bullying within 24 hours of it being reported (and this will be recorded on the official bullying log)
- In all incidents if we feel it is appropriate then the academy may involve the police (such as, a malicious communication online or a physical assault) and suspend our investigation whilst they conduct their own procedures.
- The decision to involve the Police will be taken by a member of either the Pastoral or Senior Leadership Team having first discussed the incident with the Principal.
- The Primary Senior Leadership Team or the Secondary Pastoral Team will ensure that all appropriate incidents will be recorded and classified on the bullying register.

- Once an incident has been recorded the Primary Senior Leadership Team or the Pastoral Team may use a bullying report with the student to rebuild their confidence and they will check with a student after an incident at the end of the week, the end of the month and the end of 6 months to ensure there has been no repetition.
- The governing body will be informed of any cases of external exclusion.

#### **Expectations of students:**

- Everyone has the right to be treated with respect and therefore all students are expected to treat staff and other students with compassion, dignity and respect in line with our Core Virtues.
- Students are expected to only use kind words and actions that demonstrate that others are loved and valued.
- Students are expected to stand-up to bullying by ensuring that it is challenged by reporting any instances of it to their tutors as soon as possible or to any member of staff if their tutor is not available. Our online reporting tool found on our website can also be used.
- Students must refrain from any bullying behaviour towards others and be particularly mindful of the protected characteristics of other.
- Students are expected to engage constructively, respectfully and maturely with our Personal Development programme at all times and respond positively to anti-bullying messages that are shared through our curriculum, assemblies and tutor reflections.

#### **The role of the teaching staff (Primary) or House Teams (Secondary):**

##### **1- Class teachers (Primary) and Form Tutors (Secondary) will:**

- ensure that a positive relationship is established with all members of the tutor group
- maintain open and responsive lines of communication with all parents/carers of their tutees
- proactively promote themselves as the first 'port of call' for any concerns regarding bullying within their tutor group
- provide advice, support and compassionate assistance to any student who reports bullying.
- once they are aware of any incident to follow the processes for reporting, providing pastoral care and follow up as outlined in this policy.
- provide regular check-ins with the affected tutees (whether they be victims or perpetrators) and their parents to ensure ongoing monitoring of student well-being

##### **2- Pastoral Support Workers (Secondary) will:**

- monitor and accept referrals from members of academy staff on individual students who are causing concern (both recipients and perpetrators of bullying).
- ensure that immediate investigation of the allegations occurs.
- ensure that initial communication occurs with the parents of the victim before the end of the same academy day that to ensure that they are able to support their child at home (including arranging safe collection from the academy if needed)
- ensure clear communication with tutors and other House Teams to ensure pastoral support is in place and follow-up communication with parents takes place.
- run discussion groups and work with students who have been identified as perpetrators of bullying in order to reduce the number of bullying incidents on the academy site.

##### **3- Phase Leads (Primary) or Head of House / Assistant Head of House (Secondary) will:**

- oversight of all ongoing investigations into bullying incidents within their House
- lead on dealing with cases of repeated or serious instances of bullying within their house and co-ordinate across House Teams as needed.

- co-ordination of outcomes including support and sanctions as well as timely ongoing parental communication
- ensure that bullying is a standing item of pastoral meetings weekly meetings and that the bullying log is reviewed, acted on and updated each week by members of the House Team.
- in collaboration with the Pastoral Senior Leaders and other staff seek opportunities to promote the anti-bullying strategy via assemblies, displays and promotion of national awareness campaigns.
- where appropriate (if the student and victim are in agreement use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. Where used, this will be conducted in a safe and supported environment with trained members of staff. Agreements would then be reached which would allow a new relationship to be established.
- where appropriate assign fully trained anti-bullying ambassadors to support both the recipient and the perpetrator.
- refer vulnerable students to appropriate services, e.g. counselling.
- where wider family support is required, it will be delivered through the Early Help process or Pastoral Support Plan.

#### **4- Pastoral Senior Leaders will:**

- ensure that bullying is a standing item of Progress and Achievement leader's bi-weekly meetings.
- focus on the issues presented during the term to ensure appropriate tracking and intervention for all students.
- respond to student and parent voice to review and amend anti-bullying practices.
- monitor, review and update anti-bullying policy and incidents of bullying in order to ensure the safety of all members of the academy.
- ensure that all staff have a clear understanding of the anti-bullying policy.
- ensure that the policy is implemented through Head of House line management and House Meetings
- strive to enhance the quality of safeguarding work in relation to bullying.
- consult parents about their child's safety and well-being once a year, for example, through parents' surveys.

#### **5- Governors will:**

- ensure that an anti-bullying policy is in place and is reviewed annually.
- ensure that any serious incidents of bullying are communicated in the termly governors report
- ensure that bullying instances are monitored and are being acted on

#### **Role of parents and carers in supporting their child (either as victim or as perpetrator of bullying)**

- regularly speak to their child in order to promote a social conscience and awareness that reporting bullying is the right thing to do.
- be aware of and support the academy's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour.
- support the academy's actions in dealing with proven cases of bullying.
- work with the academy in order to support their child in developing positive responses to incidents of bullying consistent with the academy's anti-bullying procedures.
- engage in the Early Help process if wider support is required.
- be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report features on Facebook, red flag on Youtube or report to the local police.

## **Follow-up**

An important aspect of the follow-up of a bullying incident is for the bully to seek forgiveness from the victim and seek to restore their trust in them. In this process of restoration, it may be necessary to:

- Discuss what happened
- Establish the reasons why the person became involved
- Establish and explain the wrong doing and to see an expression of the need for change
- Involve the parents to help change the attitude of the person who has bullied

In the case of persistent bullying or an exclusion, a reintegration package will be put into place by the Primary Senior Leadership Team or the Secondary Pastoral Team. A contract of future behaviour may be drawn up, agreed, signed by student, parent and senior member of staff.

## Support and sanctions

Where incidents of bullying have been identified support will be offered to the victims by the House Team. This may range from ongoing support, monitoring and communication with home by form tutors through to mentoring provision and access to specialist provision being put in place.

For perpetrators pastoral support will be offered, along with seeking parental support, to challenge and change attitudes and behaviours that have led to the incident of bullying occurring. In line with the sanctions outlined in the behaviour policy it is likely this will also accrue a sanction which, depending on the severity of the incident, can range from initial detentions through to periods of both internal and external suspensions.

For either sustained, severe or repeated incidents of bullying, or for those where the bullying is targeting protected characteristics, sanctions such as final warnings and then permanent exclusion may also be considered.

## Record keeping and appeals about bullying.

All members of staff are responsible for maintaining an accurate record of any incidents that they investigate on the student records for both the victim and perpetrator. A copy of all the accounts must be logged centrally with the Primary Senior Leadership Team or the Secondary Pastoral Team. If the incident involves a member of staff then the incident should be immediately passed to the Senior Leadership Team.

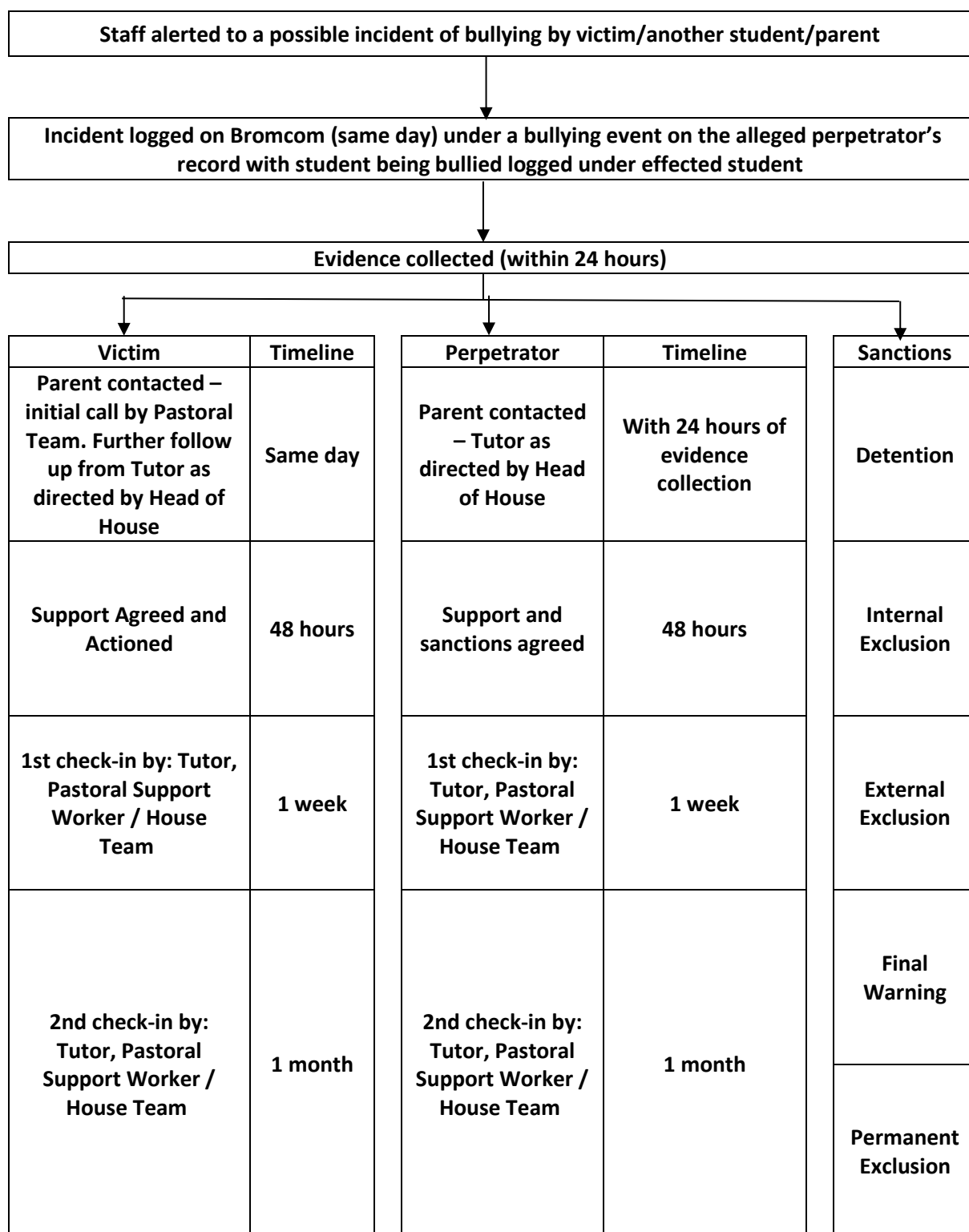
## *Complaints and Appeals Procedure*

At all times the academy will seek to work with parents and students to ensure that incidents of bullying are dealt with to the satisfaction of all concerned. All complaints concerning the management of any incident of bullying should be referred to the Vice Principal (Pastoral) in the first instance. Any complaint will be dealt with in line with the Complaints Policy available on the academy website.

## *Monitoring and Review of Policy*

This policy will be reviewed every two years or in response to any new information, circulars, guidance or legislation.

### Flowchart of bullying communication and sanctions



All instances of bullying will be recorded in the "Bullying Log"