

Anti-Bullying Policy

January 2019

Rationale

The Anti Bullying Policy is part of the Academy's Development Plan and relates to other policies including those for ICT Acceptable Use, E Safety, Behaviour, and for Child Protection.

Background

The policy was revised following consultation with the Principal and The Aspirational Academies Trust, the Academy School Council, Magna staff and members of the Anti- Bullying Steering Group.

The policy has regard through significant requirements to the relevant legislation and current DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (2017).

Anti-Bullying Policy Statement

The aim of the Magna Academy anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied.

All members of the community, including students, teaching and non- teaching staff, and parents should understand what bullying is and be familiar with the Academy policy on bullying: therefore, the aim of the policy is to help members of the Academy community to deal with bullying when it occurs and, even more importantly, to prevent it.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated. Everyone in the Academy community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy is available on the Academy website, and electronic shared staff area and by request from either the Principal or member of the Senior Leadership Team.

Definition of Bullying

Bullying is considered to be **'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'** (Anti-Bullying Alliance).

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017)

There are many variations on the precise definition of bullying, but the various literatures agree on its key features.

Four key characteristics of bullying:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

The five essential components of bullying:

Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends who tease each other in a 'good-natured' way does not constitute bullying, but a person teasing another with the intention to deliberately upset them does constitute bullying.

Harmful outcome: one or more persons are hurt physically or emotionally

Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.

Unequal power: bullying involves the abuse of power by one or several persons who are (or perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Methods and types of bullying:

Bullying can include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Sustained bullying can be:

n.b. this is not an exhaustive list

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| Physical | e.g. hitting, kicking, pushing, punching, or any use of violence, unwanted physical contact, taking or breaking someone's things. |
| Verbal | e.g. name calling, racist / sexist remarks, sarcasm, spreading rumours, teasing, threatening to cause harm. |
| Emotional | being unfriendly, excluding, tormenting. |
| Sexual | sexually abusive comments, unwanted physical contact, looks and comments about appearance, attractiveness, emerging puberty. |
| Homophobic | focusing on issues of sexuality. |
| Racist and religious bullying | racial taunts, damage to property including graffiti, gestures, wearing offensive or provocative badges or other insignia, bringing racist leaflets, comics or magazines into college. |
| Cyber | all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera, video and computer facilities. |
| Hate Crime | is any offence committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation. Hate crimes can include: threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes, harassment. Hate crimes should be reported to the police. |

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves.

Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging.

Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim.

All students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are educated through Tutor Time, assemblies, and Drama to raise awareness, also with staff ethos to address good practice, discussions of differences between people and the importance of avoiding prejudice.

There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed, they should seek assistance from the police.

Should you wish to contact the Academy in conjunction with any bullying issue/incident, do so by emailing bullying@magna-aspirations.org or your child's [Head of Year](#).

There are also people outside the Academy who would be willing to help.

For example:

The Anti-Bullying Alliance (ABA)

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape

Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

ChildNet International

Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen

Provides online safety information for educators, parents, carers and young people.

Internet Matters

Provides help to keep children safe in the digital world.

Think U Know

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS)

Has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos

Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia)

Provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Proud Trust:

Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

SEND

Mencap

Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Cyberbullying & Children/Young People with SEN & Disabilities

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND Programme of Resources

Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice & Support Service Network

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd

Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, Religion & Nationality

Educate Against Hate

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Tell MAMA

Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group

Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual Harassment and Sexual Bullying

Ending Violence Against Women & Girls (EVAW)

A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body

A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-Bullying Procedure

What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, clinging to adults or unexplained changes by displaying disruptive behaviour.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the Academy community must be alert to the signs of bullying; legal responsibilities are known, and community members should act promptly and firmly against it, in accordance with Academy policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong.

Sometimes people, either through lethargy, peer group pressure, or complacency for what is going on, fail to act.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise. Tackling bullying is everyone's responsibility including all school staff, students and parents.

If you are the person being bullied

Share your feelings with someone you can trust whether a friend, member of staff, parent or other family member.

Say what you feel and ask for help.

If possible, talk to a member of Staff, your Tutor or your Head of Year about the incident. Some students may have a particular teacher they feel most comfortable talking to.

If you would rather not go straight to a member of staff, talk to your friends; talk to a peer mentor, one of the Prefects or any trusted adult.

They may well be able to advise on an appropriate course of action or will be able to involve other people who can.

What to do if a student should see a bullying incident

Support the person by offering your friendship and make it clear that in your opinion what is happening to them is wrong.

Encourage them to share how they are feeling with a member of staff.

Accompany the person to a trusted adult or suggest that you see their Tutor/Head of Year/ Anti-Bullying Champion on their behalf.

If you are concerned, you can report anonymously via the Academy website.

Procedure for members of Staff should you witness an incident of bullying or it is reported to you

Reassure and support the students involved.

Advise the student that you are required to pass details on to Tutor/Head of Year by filling out the Record of Concern Bullying Reporting Form.

What will happen?

The person will be interviewed by their Tutor/Head of Year on their own, and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The person is also given the opportunity to discuss their side of the story and how they have handled the situation so far.

Where possible, the harmed person's views will be taken into account and the harmed person will be supported.

Once clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.

Details of the incident will be recorded on all the students' files. The Anti Bullying Champion is informed of all incidents of bullying, along with the Head of Year. A Senior Member of Staff (SLT) will decide on an appropriate sanction.

Sanctions will be applied in accordance with the Academy behaviour policy.

If a clear case of bullying has taken place, parents/carers will be notified. Incidents of bullying can lead to a fixed term exclusion at the Principal's discretion. In serious cases, it may be necessary to make a referral to the Police or Social Services.

However, it is the policy of the Academy to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

Reporting Flow Chart

1. Victim reports an incident
2. It is formally logged and investigated by your Tutor and / or Head of Year
3. Alleged perpetrator and victims are interviewed separately, and a written record taken.
4. Any witness information will be collected/written.
5. The incident will be investigated to ascertain if it constitutes bullying/friendship issue.
6. Friendship issues/one offs will be dealt with by Head of Year & Director of Behaviour Corrections, issuing appropriate sanction's in accordance with Academy Behaviour Policy
7. Incidents deemed to be bullying will be reported to the Academy Anti-Bullying Champion, where actions can be taken to prevent further incidents taking place, these actions may include:
 - a. Imposition of sanctions
 - b. Obtaining an apology
 - c. Informing parents of both victim and bully

The Academy will keep a written/electronic record of the incident, investigation and outcomes.

References

- DCSF Safe to Learn, Embedding anti-bullying work in schools
- DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (2017)
- Equality Act 2010 Part 6 (Education) Chapters 1-4
- The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
- www.cyberbullying.org