



# Appleton Academy Anti Bullying Policy



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Appleton LGB	January 2018	2019/20 – Term 2
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## Definition of Bullying

Bullying is “Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, October 2014)

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be **physical, verbal or psychological**. It can happen face-to-face or through cyberspace.”  
(Anti-Bullying Alliance)

DFE: Preventing and Tackling Bullying (July 17) further states that although there is no legal definition of bullying, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

## Legislation:

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Act also gives Headteachers the ability to ensure that pupils behave when not on school premises or under the lawful control of school staff. This can relate to bullying incidents occurring anywhere eg at local shops or cyber-bullying.

The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, 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
- Foster good relationships between people. The measures taken by schools with regard to behaviour and bullying prevention **MUST** be communicated to all staff, parents and pupils.

## 1.0 Aims

- To maintain an ethos that discourages bullying and unpleasant behaviour towards other students in this academy
- To ensure that all reported incidents of bullying will be taken seriously and will be investigated by the academy

- 1.1 Bullying of any kind is unacceptable at our academy/studio. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* academy. This means that *anyone* who knows that bullying is happening is expected to let someone know so that the bullying will stop.

## 2.0 What is Bullying?

### 2.1 Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.

Physical: pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focusing on the issue of sexuality

Verbal: Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual

Cyber: all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Cyber Bullying Information\_Appendix I

### 2.2 Other Forms of Bullying

There are many forms bullying. Examples of bullying against targeted groups include:

- Sexual orientation – offensive behaviour because of, or focusing on, the issue of sexuality including homophobic, biphobic and transphobic abuse.
- Sexist – offensive name calling, misogynistic behaviour.
- Disablist – offensive name calling, laughing, not supporting or excluding.
- Religion – derogatory remarks about a person's religious belief.

### 2.3 Peer on peer abuse

- Bullying will not be dismissed as 'banter' or 'part of growing up' and staff are aware that there is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying or sexual experimentation. This is a matter for professional judgement.
- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
  - There is a large difference in power (for example age, size, ability, development) between the young people concerned.
  - The perpetrator has repeatedly tried to harm one or more other children.
  - There are concerns about the intention of the alleged perpetrator.
  - The perpetrator has tried to harm a pupil who is judged to be 'vulnerable' at the time. This a matter of professional judgement.

- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Appendix 3 details each academy's approach to peer-on-peer abuse.

### If any of these things are happening to you then you are being bullied

You are not being bullied when you choose to take part in any of the above behaviours, or in squabbling and quarrels. You must not provoke other people into behaving badly towards you or anyone else.

#### 2.4 Wider Responsibility

- Bullying can take place inside or outside of academy life. For clarity, this policy extends to any bullying that happens off academy premises, as well as within the academy day.
- In addition to our procedures for dealing with bullying, the academy will seek police advice where they believe a hate crime has been, or could be committed.

### 3.0 Direct and indirect bullying

3.1. It is important to distinguish the difference, i.e. between those who are bullies and victims, and the larger group of pupils who are onlookers. Sometimes the bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then part of the bullying.

### 4.0 Signs of Bullying

Children who are being bullied may show changes in behaviour. These may manifest themselves in a student:

- becoming shy and nervous
- feigning illness
- taking unusual absences
- clinging to adults
- lacking concentration
- truanting from the academy/studio
- being frightened of walking to or from the academy/studio
- changing their usual routine
- beginning to do poorly in academy/studio work
- becoming aggressive, disruptive or unreasonable
- bullying other children or siblings

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Staff should not rely on pupils disclosing but should be observant of changes in behaviour.

### 5.0 Severity and frequency of bullying

**Frequency:** Bullying can take place several times a week or day. It can go on for months and even years. There is recognition that bullying occurs often beyond the realm of an academy, but has manifestations in an academy. We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

**Severity:** Bullying ranges from horseplay to vicious assault. It is recognised that bullying can be extremely subtle and therefore difficult to deal with.

## 6.0 When to tell

You should tell as soon as you can

- If you can wait for break or lunch time that is fine
- If it feels more urgent to you, tell someone straight away
- Give staff time to listen and make sure they do
- Check that they understand how you feel

## 7.0 Who to tell

- Your class teacher/ form tutor
- Your Head of Year or Assistant Head of Year
- An Anti Bullying Ambassador
- Report it via Toot Toot
- Any member of staff who you feel happy talking to or feel you can trust
- Your parent/carer or another responsible adult
- Your friend

**In an emergency tell the nearest appropriate adult**

## 8.0 Reporting

- 8.1 It is widely recognised that there is a vast range of types of bullying and varying degrees of severity. It is often difficult to detect more subtle types of bullying which may not be obvious or overt. In the first instance, a concern will be recorded as a 'potential bullying incident' and recorded on CPOMS.
- 8.2 A member of staff will be nominated to investigate the concern and do so by speaking to the pupil, the class teacher or form tutor, pastoral support staff and pupils who may have witnessed the issue. There will be ongoing communication with all parties to ensure they are kept up to date with finding. If the incident is identified as 'bullying', this will be recorded on CPOMS along with the evidence gathered.
- 8.3 The pupil concerned will be supported by the pastoral and mental health inclusion team.
- 8.4 The incident will be discussed at the weekly Inclusion Team Meeting and both support and sanctions agreed.

## 9.0 Sanctions for bullies

- 9.1 What will happen to bullies will depend on individual incidents and circumstances; therefore each case will be examined individually.
- 9.2 Bullying will not be tolerated and these are the possible sanctions:
  - **In the first instance:** A note will be made on CPOMS; bullies will be offered help and may be placed on a behaviour contract.
  - **If the bullying persists, one or a combination of the following actions will be taken:**
    - Further reports will be made and filed on CPOMS
    - Senior Leaders, Heads of Year, Assistant Heads of Year and Form Tutors/ class teachers or equivalent will be informed
    - The bully will serve a set period of detention as outlined in the Behaviour for Learning Policy
    - Parents/carers will be informed and brought into the academy

- The academy Anti Bullying Ambassadors will be informed and will arrange to support the victim
- The perpetrator will be support with an education programme to prevent further repetition

9.3 Exclusion from the academy is dependent on the circumstances of the bullying and will be done as a final resort. If necessary and appropriate, police will be consulted.

## 10 Curriculum, education and support

10.1. Appleton Academy's ethos promotes a caring, community ethos. The three rules in place within the academy; Be safe, Be respectful, Be your best foster an environment of respect for one another and is key to a community where bullying is unacceptable.

10.2 Prevention of bullying is address through;

- Education and support in issues regarding bullying, methods of dealing with bullying, prejudice and discrimination.
- Offensive language, stereo-typing and gender awareness are taught and discussed in the PSHE Curriculum.
- Class and form assemblies provide an opportunity for further raising of awareness and discussion.
- Primary assemblies, weekly secondary year group assemblies and themed assemblies provide additional opportunities to reinforce this anti bully approach with follow up work in classes and form groups.
- A calendar of focussed weeks, schemes of learning and assemblies focus on raising awareness through national campaigns such as anti-bullying week, black History month and E-Safety week.
- The assembly and teaching programmes are reviewed regularly and adapted should a particular issue or risk become apparent.
- Opportunities to extend social and interactive skills are offered and include student leadership, anti-bullying ambassadors, LGBTQ focus group and outdoor education including the Duke of Edinburgh Award Scheme.
- Where possible, children and young people are encouraged to play a lead role in the work to educate and support the anti- bullying agenda
- Anti-Bullying Ambassadors will promote and raise the profile of the work to support respectful and safe interactions

## 11. Support and Wellbeing

11.1. Pupils have access to a range of support to help them recognise, deal with and report bullying issues and these include:

- Class teachers, mentors, the pastoral team and Inclusion staff will be available for pupils to speak to if they have concerns relating to friendships, social groups and bullying concerns
- The Anti-Bullying Ambassadors are known to pupils and are available in the dinner hall during social times to support pupils when needed
- Specific focus groups such as those for LGBTQ pupils offer opportunities for discussion within a respectful forum
- All staff are trained in identifying pupils in crisis and the zones of regulation. Referrals will be made to the mental health support team for pupils experiencing challenges.

## 12.0 Contacting the Academy

- 12.1 Parents/carers can contact the academy to raise concerns regarding any bullying incidents or concerns regarding their child's relationship with other pupils
- 12.2 Pupils can report concerns via Toot Toot.

### 13.0 Other key points

- 13.1 You are not helping bullies by keeping the problem to yourself. Bullies need help too
- 13.2 The problem won't go away if you don't tell, and it may get worse.
- 13.3 Take a friend with you if you are worried about telling a teacher – your friend may help you to do this if you feel you cannot do it yourself.
- 13.4 Teachers will listen to you in confidence, but sometimes they might have to pass on certain amounts of information to get you the help you need.
- 13.5 Show people who bully that you don't approve of what they do.

### 14.0 Advice for Parents/Carers

14.1 If you think your child or young person is being bullied:

- Encourage your child or young person to talk about it, but be patient as he/she may be distressed.
- Stay calm but show that you are supportive and working with the academy to solve the problem.
- Avoid dwelling on sensitive issues and asking leading questions.
- Reassure your child or young person that you are sympathetic and will do something about it.
- Try to help him/her to see the difficulty as a problem that can be solved.
- Ask your child or young person if they can see ways of changing things.
- Talk to us about the bullying and work with us to improve the situation.
- Help him/her to develop coping strategies.
- Help everyone to keep a sense of proportion in the situation.

#### 14.2 Do Not:

- Leave the concern to grow – talk to us and we can work together to investigate your concerns and support your child
- Attempt to sort the problem out yourself by speaking to the child or young person whom you think may be the bully or by speaking to their parents/carers.
- Encourage your child to be 'a bully' back.

Further guidance is provided by :

Advice for parents and carers on cyber bullying (Ref: DFE-00655-2014)

### 15.0 Policy Review Date

Anti Bullying procedures will be reviewed regularly with a policy reviewed every two years.

## Appendix 2 – Cyber bullying

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying and gives the Executive Headteacher the power, 'to such an extent that is reasonable', to regulate the conduct of pupils when they are offsite. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Additionally, Preventing and tackling bullying: Advice for headteachers, staff and governing bodies July 2017 states:

*“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. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds 1 Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. 9 material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.”*

Although bullying is not a specific criminal offence in UK law, some cyber-bullying activities (for example, menacing and threatening communications) could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK. The Malicious Communications Act of 1988 makes it an offence for:

I. Any person who sends to another person:

1. (a) A letter, electronic communication or article of any description which conveys:
  1. (i) A message which is indecent or grossly offensive.
  2. (ii) A threat.
  3. (iii) Information which is false and known or believed to be false by the sender.
2. (b) Any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.

Appleton Academy works closely with pupils to identify possible incidents of cyber-bullying and works closely with the Safer Schools Officer to address issues when they arise. This includes confiscating phones or other technology where there is concern.

The Behaviour for Learning Policy states limits the use of phones within school and states that phones should not be in use or in site unless being used for educational purposes under the guidance of a member of staff.



## Appendix 2 – Peer on peer abuse

Keeping Children Safe in Education 2018 (KCSIE 2018) references the capability children and young people can have to abuse their peers. This can manifest itself in many ways and is taken seriously by all staff within the academy. This behaviour should not be treated as 'normal' between young people and should not develop high thresholds before taking action.

### Peer abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber, homophobic, biphobic and transphobic (HBT) bullying).
- Gender based violence.
- Sexual assaults and sexting.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm
- Children or young people who harm others may have additional or complex needs e.g.
  - Significant disruption in their own lives.
  - Exposure to domestic abuse or witnessing or suffering abuse.
  - Educational under-achievement.
  - Involved in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

### Recognising peer abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved.
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability.
- All alleged physical and verbal aspects of the behaviour and incident.
- Whether the behaviour involved inappropriate sexual knowledge or motivation.
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery.
- The effect on the victim.
- Any attempts to ensure the behaviour and incident is kept a secret.
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred.
- Whether this was a one-off incident, or longer in duration.

### Protection and action to be taken

Action to prevent peer on peer abuse is both proactive and reactive. The pastoral, social and academic curriculum provides opportunities for raising awareness and for supported the development of children and young people who are respectful and caring to one another. Although all incidents will be taken seriously, the aim is to ensure the environment within Appleton Academy is one where pupils are confident in challenging unacceptable attitudes and discourage abuse.

The staff Code of Conduct identifies the expectation that all adults will be role models for children and young people. All staff have a duty to raise any concerns where they consider a pupils has abused another child or young person.

Concerns relating to Peer on Peer abuse will be reported to the Designated Safeguarding Lead and recorded on CPOMS.