Academy @ Worden

Anti-Bullying Policy

PLC 290126

Anti Bullying Policy- including Cyber Bullying

Statement of Intent

At Academy@Worden we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Worden. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

Acdemy@Worden is insistent that:

- *Everyone has the right to feel safe in school;*
- *We should be polite to each other at all times;*
- *Everyone has to take responsibility for their own actions;*
- *Everyone should be given respect.*

Definition of Bullying.

Bullying is when a person or group of people **deliberately** and **persistently** target someone else to hurt. The actions might be verbal, physical or psychological. They may include written, as in letters and/or graffiti. Text messages or use of MSN are included as methods of bullying and intimidation (to be referred to as cyber bullying – see Appendix 4).

- A victim is considered to be a person discriminated against because of race, gender, beliefs, sexuality, ability or disability or physical appearance.
- A victim is considered to be the person who is the recipient of the above chosen at random.
- A victim is a person chosen because of jealousy or out of another's personal dislike.

It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.

Scope of this policy

Whether or not the bullying starts inside school or outside of school, online or offline, the impact will spill over into school and effect learning. As such the school WILL respond and support pupils by applying the principles outlined in the following policies:

- Anti-bullying policy
- Peer on Peer abuse policy- see separate policy
- Behaviour policy- see separate policy

The academy takes bullying very seriously and WILL NOT tolerate such behaviour.

"Peer-on-peer abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers peer-on-peer abuse both in and outside of school and both in person and online.

"Harmful sexual behaviour" is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.
At Worden we are committed to providing a caring, friendly, and safe environment for all our students so they may feel free to learn in a supportive, disciplined and secure environment. At Worden bullying of any kind is unacceptable. e.g., Students on Students: Students on Staff; Staff on Students.

Objectives.

This policy aims to provide an understanding and awareness of what constitutes bullying, strategies for dealing with bullying and procedures and guidelines to be followed in the event of bullying and suspected bullying.
It works on the premise that bullying is a serious matter and any incident once reported, will therefore be acted upon promptly and appropriately. However, it recognises that what is perceived as bullying can involve a complex chain of events and interpretations of those events so that each particular case needs to be dealt with on an individual basis.

The approach taken by the school with bullying incidents will be initially of a restorative nature and a final verbal warning will be issued. If a successful resolution is achieved sanctions will not necessarily be applied. If, however, the restorative approach does not work the sanctions as outlined will be applied. Parents will be involved in the latter case and in the former when appropriate. Occasionally, external agencies will be involved.

Procedures

1) School will take any reported incidents seriously and act quickly.
2) All allegations of bullying incidents should be reported to staff and recorded on Cpoms. Staff deployed as appropriate with the SLT taking the responsibility of overview.
3) Incidents will be investigated thoroughly. Details must be written down and obtained from both sides. In cases of suspected cyber bullying this may include viewing students use of the internet (both on pupil devices and school devices), including use of social networking sites; evidence provided by other students, e.g. screen shots
4) In all cases parents will be informed and in serious cases parents will be asked to come into a meeting to discuss the problem.
5) If necessary and appropriate, the Police or other agencies will be consulted, and their support enlisted. Where the law has been broken, the Police will always be involved.
6) The bullying behaviour or threats of bullying WILL be investigated, and strategies WILL be put in place and recorded to enable the bullying behaviour to be stopped quickly.
7) In the first instance a final verbal warning will be issued in order to help the bully (or bullies) change their behavior, subsequent occurrences will result in a C5, fixed term exclusion or permanent exclusion.

Procedures for Reporting and Recording Incidents of Bullying

1) The bully (or bullies) will be expected to remedy the situation and to give assurance that it will not reoccur. Sanctions will reflect the seriousness of the incidents and WILL take the form of a C5, fixed term exclusion or permanent exclusion
2) Where parental contact has already been made or, the incident/concern has been initiated by parents then we will feedback outcomes.
3) In serious cases permanent exclusion will be considered.
4) If possible, the students will be reconciled through restorative approaches.

5) After the incident / incidents have been investigated and dealt with, each case will be monitored on the bullying log to ensure repeated bullying does not take place.
6) Cases of homophobic/ racist bullying will be reported to County in line with policy.

Staff should be always vigilant with the awareness that bullying can take many forms and often occurs covertly in unstructured situations. When in doubt, staff should consult the Pastoral Team or a member of the SLT.

Professional judgement must be applied at all levels when assessing the severity of any incident. Where an incident involves students from another school, staff will liaise with colleagues from the relevant school.

Restorative Approaches.

This approach is a voluntary process and will only work if all involved want to make things better. All students involved in the incident/s can be brought together with a mediator (staff or student) in a safe, confidential environment to talk about:

- What happened.
- Who was affected by it.
- How did everyone feel.
- What is going to happen to make things better.

This allows the person causing the harm to take responsibility for their actions and allows them the opportunity to change their behaviour. This procedure does not involve sanctions. Where a student does not wish to participate or where the process has failed, the case is referred to the Pastoral Team or SLT. In the case of the first bullying incident, a final verbal warning will be given to bully (bullies) and subsequent infringements will result in C5s, fixed term exclusions or a permanent exclusion being issued.

Repeated or Extreme Bullying Incidents.

If a situation persists or is extremely serious, the involvement of SLT, Governors and parents/carers WILL be required. Other agencies may be involved/required. In cases where a person has been physically assaulted, the police WILL be involved. In such cases, or where bullying is persistent, the instigator WILL face the full range of school sanctions and should expect a C5 isolation, fixed term or permanent exclusion.

Prevention

We will use a range of methods for helping students to prevent bullying. As and when appropriate, these may include:

a) Creating an open environment for sharing issues related to bullying
b) Peer mentors available at breaks and lunchtimes to talk to.
c) Raising the understanding of bullying related issues in Assemblies, PSHE (and other lessons as appropriate). Use of drama / role play to create opportunities for students to experience the issues with bullying.
d) Creating and exploring easy methods for students to report incidents of bullying.
e) Dealing with bullying issues quickly, efficiently, and sensitively.
f) Imposing quickly appropriate sanctions for perpetrators as necessary.
g) Use of counsellor to work with victim and perpetrator separately where appropriate.
h) Display of anti-bullying materials around our environment.

APPENDIX 1

GUIDANCE FOR STUDENTS

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon. Do not become resigned to being a target.

1. Tell a friend what is happening. Ask them to help you. It will be harder for the bully to pick on you if you have a friend/friends with you for support.

2. Try to ignore the bully or say "NO" really firmly, then turn and walk away. Do not worry if people think you are running away. Remember, it is very hard for the bully to go on bullying someone who won't stand still to listen.

3. Try not to show you are upset or angry. Bullies love to get a reaction – it is FUN. If you can keep calm and hide your emotions, they may get bored and leave you alone. They can't bully you if you don't care. A bully thrives on someone's fear.

4. Don't fight back if you can help it. Most bullies are bigger and stronger than you. If you fight back you could make the situation worse, get hurt or be blamed for causing the trouble.

5. It's not worth getting hurt to keep your possessions or money. If you feel you might get badly hurt, give the bullies what they want. Property can be replaced, you can't.

6. Try to avoid being alone in the places where you know the bully is likely to pick on you. This might mean changing your route to school, avoiding parts of the school yard, or even only using the toilet when someone else is there. It's not fair you have to do this, but it might put the bully at a disadvantage.

7. Always keep a diary of what is happening. Write down details of the incidents and your feelings. When you decide to tell someone, a written record of the bullying makes it easier to prove what has been going down. This is best kept at home.

HELP Organisations:

Children's Legal Centre KIDSCAPE 0845 345 4345
Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
Parent line Plus 0808 800 2222
Youth Access Bullying Online 020 8772 9900
www.bullying.co.uk
Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

APPENDIX 2

GUIDANCE FOR PARENTS

Look for Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating / excessive eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is nervous & jumpy when a cyber message is received
- increasingly secretive regarding internet and mobile phone use

Be interested and involved

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.

Speak to the school

If you think your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will be taken.

Do not fight back

It is important that you advise your child not to fight back. It can make matters worse.

Support them

Support your son/daughter and explain that there is nothing wrong with them and that it is not their fault.

APPENDIX 3

GUIDANCE FOR STAFF NB – Staff should be aware of the Child Protection Procedures.

Quick reference guide for immediate response to a student after an incident or disclosure of bullying.

1. **Stage One**

    a. Reassure the student.
    b. Ensure safety of the student – check for injury and take appropriate, necessary action.
    c. Assess level of distress.
    d. Do not promise confidentiality.
    e. Give praise and reassurance.

2. **Stage Two**

    a. Reassure the student that it was ok to tell.
    b. If the student is very upset, e.g. cannot speak, wait to talk to the student, if possible (be patient and give the student time to tell their story in their own words).
    c. Explain that you will note down the incident.
    d. Listen carefully to the student's account.
    e. Try not to criticize the behaviour of the other student/students involved.
    f. Accept what is being said – keep an open mind.
    g. Ask open questions e.g. "anything else to tell me?"
    h. Try not to ask leading questions e.g. "what did she/he do next?"
    i. Use prompts such as "yes", "and".
    j. Body language is important.
    k. Recount the story back to the student, clarify you have the correct account.
    l. Ask the student what they would like to happen next.
    m. Depending on their response, agree with the student what you are going to do next.
    n. Be aware that after a disclosure the student may be anxious about the reactions of adults and also the actions of the bully.
    o. Offer immediate support and plan together what will happen for the rest of the day to ensure safety in school and on the way home.
    p. Inform the students Form tutor and relevant Behaviour Manager.

3. **Stage Three**

    a. Make sure you have the student fully supervised if there is an issue of safety.
    b. Consider allowing him/her to stay in a "safe" area of the school (Library, M1 if supervision available) at break and lunchtime if necessary either supervised or with a trusted friend.
    c. Before the end of the day explain what school will do to make sure the bullying behaviours does not reoccur either on the way home or on the following day. This will help to ease any anxiety the student may have overnight.
    d. If appropriate, contact parents.

4. **Stage Four**

    a. Follow up the next day and monitor regularly in the weeks ahead.

APPENDIX 4

Types of Bullying

1. Bullying may take various forms, including:

    a. Physical:

        Kicking.
        Hitting.
        Pushing.
        Intimidating behaviour or interference with personal property.

    b. Verbal/Psychological:

        Threats.
        Taunts.
        Shunning/ostracism.
        Name calling.
        Verbal abuse.
        Spreading of rumours.

    c. Racist Bullying - Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

    d. Faith based Bullying – Negative stereotyping, name calling or ridiculing based on religion.

    e. Sexual Bullying – Unwanted/inappropriate physical contact or sexual innuendo.

    f. Homophobic Bullying – Name calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language.

    g. SEN/Disability Bullying – Name calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.

    h. Gifted and Talented Bullying – Name calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.

Cyber Bulling – abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phone.

Cyber bullying takes different forms: threats and intimidation; harassment or “cyber-stalking” (e.g., repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images and videos and the manipulation of.

The procedures for dealing with, the outcomes and preventing Cyber bullying are similar to those we use for Anti-bullying. Tackling cyber bullying can sometimes be more challenging as it can take place outside of school (although not always) and the evidence can be difficult to gather. To this end we rely on parents monitoring their children’s use of technologies, e.g., the internet and mobile phones with particular regard to social networking sites.

We are committed to preventing all forms of bullying and have worked with other high schools in South Ribble to develop an E-Safety Charter.

In School:

Access to social networking sites is not available in school due to the Lancashire Firewall.
At Worden when students log on to a PC they are asked to agree to Acceptable Use Policy as well as the Acceptable Use Agreement that all students and parents must sign before they are allowed access to the ICT network at Worden.

We use an additional security facility that monitors words which are typed in or images viewed on a student's PC. Where inappropriate words or images are found the software screen shots the student's PC screen, and this is forwarded to the Network Manager and Headteacher. These pictures may be sent home to parents as necessary.

Students may as a result have their right to ICT access restricted, withdrawn or monitored indefinitely. This is at the discretion of the Headteacher

Parents/Students:

Should a parent or child become aware of bullying or inappropriate use of the internet or mobile devices then they must try and record any instance, through the use of the screen shot / print screen. i.e. taking a digital image of the screen they can view and saving it or printing it. This could be used by the school in line with our anti-bullying policy, or the police/other agencies should it be deemed necessary.

Mobile Phones:

Mobile phones are one of our biggest concerns at present. The development of internet-ready mobile phones can allow students access to the internet outside school's safe network through mobile providers. This technology allows students complete access to social networking sites, texting, calls and image/data storage and sharing. Therefore we have **No Mobile Phone** for students' policy at Worden at present.
We accept that parents may wish their child to use a mobile phone for safety to and from Worden. If there is a need to communicate with a child during school time then parents should contact the main school office 01772 421021 where a member of staff can locate and recount the message as appropriate. Students who are found with their mobile on or in use of it will have it confiscated and a C4 issued. Parents can collect the phone no sooner than 24 hours after the offence has occurred. Parents will usually be contacted by text to inform it has been confiscated. If a student refuses to hand over a mobile phone they will be placed in isolation the next day.
Should there be concerns over a student's use of their mobile phone then it maybe be appropriate to not only confiscate it but also to search the phone by the Headteacher or another member of the SLT. Where concerns are further raised, or the school cannot gain access to the phone the police maybe called to assist.

"Statutory guidance for dealing with electronic devices • Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. 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 it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property" Searching, screening and confiscation Advice for headteachers, school staff and governing bodies. January 2018