



Anti-Bullying Policy



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Introduction



1.1 The Equality Act 2010

A key provision in 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.

1.2 Maintained schools and academies are required to comply with the PSED. In addition to the duties in relation to students with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

1.3 Caistor Academy is committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable, whether it is in the academy or on off-site activities. We recognise that bullying can occur, and if bullying does occur, all students should report it and know that incidents will be dealt with promptly and effectively.

1.4 When bullying happens, it can be harmful, both physically and emotionally for the victim. It can also be a sign that the student carrying out the bullying has



underlying issues that need to be addressed. The purpose of this policy is to produce a consistent academy response to any bullying incidents that may occur.

1.5 All members of the academy, staff, students and parents should have an understanding of what bullying is and what the academy's procedures are for responding to bullying.

1.6 The use of the term 'parent' for the purposes of the education acts and this policy is broadly drawn. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

2. What Is Bullying?

2.1. Bullying is deliberately hurtful behaviour. Bullying results in pain and distress to the affected person. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves.

2.2. There are a number of types of bullying:

- Emotional: excluding from a group, tormenting, ridiculing, humiliating.
- Physical: hitting, punching, pinching, kicking or taking someone's belongings.
- Verbal: name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone's size, shape, appearance.
- Racist: racial taunts, gestures, making fun of someone's religion.
- Sexual: unwanted physical contact, sexually abusive or sexist comments.
- Ability based: because of learning ability or physical ability.
- Cyber bullying: using social media in an inappropriate manner relating to offensive



messages or images (individually or within group settings).

- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

2.3 Bullying also includes prejudice-based bullying including:

- Asylum seekers and refugees.
- Body image.
- Homophobia.
- Transgender.
- Looked After children.
- Race and ethnicity.
- Religion and belief.
- Sectarianism.
- Sex and gender.
- Disabilities.
- Young carers.
- Social and economic prejudice.
- Equality and diversity prejudice.

2.4 Bullying is not:

It is important to understand that bullying is not an odd occasional falling out with friends, occasional name-calling, arguments, or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to



deal with these situations and develop social skills to repair relationships. However, the academy takes all incidents which undermine the safety and well-being of students seriously.

3. Why is it important to respond to bullying?

3.1. Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Whenever the opportunity arises, it must be made profoundly clear that bullying will not be tolerated at Caistor Yarborough Academy. We are committed to providing a caring, friendly and safe environment for all students so that they can grow and learn in a relaxed and safe setting. Tackling bullying is the responsibility of all members of the academy community.

3.2 We tackle bullying as an issue because we are an effective, caring academy and we believe that:

- Bullying makes people unhappy and leads to low self-esteem.
- Students who are being bullied are unlikely to concentrate fully on their schoolwork.
- Some students avoid being bullied by not attending school.
- Students who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- We wish to build the self-esteem of all students, especially bullies and victims.

4. Signs and Symptoms

4.1. A student may indicate by signs, words or behaviour that he or she is being bullied. To those who know the student, this may simply be a feeling that 'things



aren't quite right'.

4.2. Adults should be aware of these possible signs (this list is not exhaustive) and that they should investigate if a student:

- Is frightened of walking to or from the academy.
- Doesn't want to go on the academy / public bus.
- Insists on being driven to school, changes their usual routine.
- Is unwilling to attend the academy after previously enjoying being part of the academy community.
- Begins to truant.
- Becomes withdrawn.
- Becomes 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 unexpectedly 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.



- Is frightened to say what's wrong, gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone, is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Responsibilities

5.2. The headteacher will

- Ensure that all staff have an opportunity of discussing strategies and reviewing them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the senior leadership team.
- Ensure appropriate training is available for all staff .
- Ensure that the procedures are brought to the attention of all staff, parents
- and students.

5.3. The Deputy Headteacher in charge of Care and Conduct (and DSL) will:

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies.
- Keep the headteacher informed of serious incidents.
- Arrange relevant staff training.
- Determine how best to involve parents in the solution of individual problems.
- Report annually to the Academy Trustees.

5.4. Tutors/Teachers will:

- Be responsible for liaising with Progress Leads over all incidents involving students in



their tutor group/class.

- Be involved in any agreed strategy to achieve a solution.
- Record incidents on CPOMS and communications on Bromcom.

5.5. All Staff will:

- Know the policy and procedures.
- Be observant with students and log any reported incidents on CPOMS.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
- Participate in the PHSE discussion in tutor group time or in class.

5.6. Parents and students perform an important role in managing all incidents of bullying and in preventing incidents from occurring (see section 7 for further detail).

6. Anti-Bullying Education in the Curriculum

6.1. The academy will raise the awareness of the anti-social nature of bullying through the academy assemblies and wellbeing sessions, ethos statements, ICT lessons, PHSE curriculum and use of bite-size sessions throughout the year.

7. Anti-bullying Procedures

7.1. Parents:

7.1.1. Parents have an important part to play in managing any incidents of bullying policy. We ask parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.



- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc.
- Inform the academy if they feel their child may be a victim of bullying behaviour. their complaint will be taken seriously and appropriate action will follow.
- If they feel a child has bullied their child, to not approach that child in the school grounds or on their way home, but inform the academy immediately.
- Refrain from advising their child to fight back or to repeat the bully's behaviour. This will only make the situation worse.
- Tell their child it is not their fault they are being bullied.
- Reinforce the academy policy on bullying and ensure their child is not afraid to ask for help.
- If they know their child is involved in bullying, discuss the issues with them and inform the academy. The matter will be dealt with appropriately.

If parents suspect their child is being bullied they should contact their child's Head of Year, or tutor. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

7.1.2. Parents must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse.

7.1.3. Parents should encourage their child to talk to their Head of Year, teacher or other member of staff in the first instance.



7.2. Students:

7.2.1. If a student thinks they are being bullied they must:

Follow the anti-bullying code which is:

We have talked about what bullying is and have decided that we definitely do not want bullying in the academy. We, the students, discussed ways that we can respond to bullying. This is what we decided:

If you are being bullied:

1. Keep calm, get out of the situation and **MAKE YOURSELF SAFE**.
2. **ALWAYS** go and tell someone – **NEVER** keep it a secret.
3. Tell an adult in school, a friend, or student 'Buddy'.
4. If someone tells you they are being bullied, always tell an adult in the academy.
5. If you know about someone being bullied, always tell someone – remember, if you don't tell someone and you know it is happening, you are part of the bullying.
6. Remember – if you tell an adult, you will definitely get help.
7. Send an email to buddy@cyac.org.uk if you don't wish to talk about it.
8. If you don't get help, go to another adult until something is done about it. Try to avoid the bully as much as possible.
9. Be with other people.

Do not get your own back or do anything to retaliate. Remember:

- Bullying happens until it is stopped.
- Bullying can happen to anyone.
- Bullying can be by one person or many people.
- Bullying can happen anywhere.

7.2.2. Students who witness bullying must follow the same procedure as above.



7.3. Staff

7.3.1. Allegations and incidents of bullying at Caistor Yarborough Academy will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved. Incidents of reported bullying need to be reported, and written evidence provided on CPOMS. The BROMCOM system should be used to record the incident if sanctions are required.

7.3.2. Following a reported incident, staff will investigate using the following strategies with the support of other members of staff, as appropriate:

- The Assistant Headteacher or Progress Lead will speak to all students involved about the incident separately or if appropriate as a group.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem-solving approach through circle times and/or restorative activities which will move students on from simply having them justify their behaviour.
- Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied i.e. loss of privileges, spending break time and lunchtimes with an adult, be withdrawn from class, be withdrawn from participation in a school visit, club or event not essential to the curriculum.
- If possible, the students will be reconciled.
- An attempt will be made and support given to help the bully (bullies) understand and



change their behaviour.

- If the bullying continues or in more serious cases of bullying, parents will be informed and invited into the academy for a meeting to discuss the problem.
- Mediation meetings, with both parents and students present may be used to resolve the issues. In all cases, a written record will be maintained on CPOMS.
- In repeated or serious cases, the academy may use suspension or exclusion.

Victims of bullying should have:

- A named key contact.
- An understanding of the anti-bullying code.
- Personalised strategies to respond.

7.3.3. Parents should be informed and will be asked to attend the academy to discuss the problem. All conversations will be recorded. This should include any actions.

7.3.4. If necessary and appropriate, police will be consulted.

8. Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their Progress Lead/ tutor/ DSL or allocated key worker.
- Reassuring the student.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to in school support if appropriate.
- Offering continuous support and advice to parents.



- Being informed about the outcome of the investigation into their concerns.

9. Students who are perpetrators will be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing wrong-doing and the need for change.
- Informing parents to help change the attitude of the student.
- Attend a mediation (restorative justice) meeting with the affected student to resolve issues and prevent recurrence if appropriate and agreed by all parties.

9.1. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the academy. However, the academy recognises that sanctions will also have to be used against bullies.

10. Sanctions

10.1. Incidents of bullying will be dealt with through an escalation process similar to that outlined in the Behaviour Policy.

Staff dealing with incidents of bullying will consider an appropriate sanction based on a number of factors, including the number of incidents a student has been involved with, the actions taken and the seriousness of the incident. For persistent offenders, or incidents considered as gross acts of aggression, a student may be suspended or permanently excluded.



First Incident	Meeting with parents and student. Explain that the behaviour is not acceptable and must stop. Letter to confirm. Possible sanctions including suspension or fixed term internal suspension.
Second Incident	Further meeting with parents and student. Outline that the behaviour has still not changed and further incidents could lead to suspension/exclusion. Letter to confirm. Sanction including possible suspension or fixed term internal suspension.
Third Incident	Further sanctions, including suspension or fixed term internal suspension. Fourth Incident Possible permanent exclusion

11. Strategies for the prevention and reduction of bullying/cyber-bullying

Whole academy initiatives and proactive teaching strategies will be used to develop a positive learning environment with the overall aim of reducing opportunities for bullying to occur. These include:

- Regular PSHE teaching
- Taking part in national anti-bullying week
- Taking part in Safer Internet Day
- Awareness through anti-bullying assemblies
- Drama/role play activities
- Following the Behaviour Policy, which includes using praise to reinforce good

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behaviour.

- Encouraging the whole academy community to model appropriate behaviour towards one another in person and when online.