



LITTLEPORT AND EAST CAMBS ACADEMY
An Active Learning Trust School

"We are INSPIRED"

Anti-Bullying Policy



Approved by: Local Governing Body

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Anti-Bullying Policy

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1. Statement of Intent

In line with our commitment to maintaining a positive and safe culture where high expectations and a nurturing environment encourage all members to be active learners in our community, feel valued and be themselves. Our 'we are INSPIRED' values underpin the behaviours and attitudes expected from our students, staff and parents.

We believe in tackling incidents of bullying by encouraging an environment where diversity is celebrated and individuals can develop without fear. This involves establishing a clear definition of what bullying is and having and clear systems to report where expectations are not met.

2. Aims and Objectives

Our aims are:

- To take a zero-tolerance approach to bullying.
- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement.
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary.
- To support young people who are bullying in recognising the seriousness of their behaviour and to offer support and guidance to help them to correct their behaviour and decrease the likelihood of repeated incidents of bullying.
- To safeguard and offer support and comfort to young people who have been bullied and provide longer-term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem.
- To identify vulnerable young people and those critical moments and transitions when young people may become more vulnerable to bullying and provide additional support/safeguarding when needed.
- To ensure all staff are trained and supported to enable them to model positive relationships.
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors.
- To provide a curriculum framework for Personal Social and Health Education that includes learning about bullying, diversity, discrimination and personal safety.

3. Definition of Terms

What is bullying?

Littleport and East Cambs Academy adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: Preventing and Tackling Bullying, DfE.

Bullying can be:

- **Emotional** - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.
- **Physical** - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- **Verbal** - e.g. name-calling, sarcasm, teasing.
- **Indirect** – e.g. spreading rumours, Bullying through a 3rd party.
- **Cyber-bullying** – for example via text message; via instant messenger services and social network sites; via email; via social gaming and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying - The school recognises that although anyone can be bullied for almost any reason or difference, some young people may be more vulnerable to bullying than others. Research (*Ofsted's No Place For Bullying Report*) has identified various different types of bullying experienced by particular vulnerable groups of young people. These include:

- Bullying related to race, religion or culture – e.g. travelling communities
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being talented or taking on responsibility
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation including homophobic or biphobic language
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Bullying related to being adopted or in care
- Bullying related to socio-economic status
- Sexist, sexual or transphobic bullying.
- Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

4. Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including young people who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Designated Person for safeguarding and child-protection team
- Online reporting systems for staff, MyConcern.
- Central email address reporting@lecacademy.org
- The regular school's student council where systems can be discussed

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in young people are recorded and communicated to the whole school community via:

- The school's anti-bullying information on our website for our young people
- The school's anti-bullying information on our website for our parents
- The school's prospectus/booklet
- The school's PSHE and IT curriculum
- School assemblies and form time

5. Responding to Incidents of Bullying

At our school, all young people are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action. When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures.

The procedure and stages in responding effectively to bullying at our school are:

- Monitoring and recording behaviour and relationship issues
- The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Management Policy. It supports the detection of bullying and allows for intervention at an early stage. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Making sure the person being bullied is safe and feels safe:

- When a young person reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.
- Establishing and recording what happened by listening to the targeted child:

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately using our GO4Schools online behaviour platform and if appropriate, our safeguarding MyConcern procedure. This may include:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 48 hours of the incident occurring. Written records are factual and where opinions are offered, these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response. After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

6. A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures young people causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused and agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

The school believes that all bullying is unacceptable but that many young people who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

7. Use of Sanctions and Consequences

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. The Bullying incident will be logged using our Safeguarding Online system (MyConcern). This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that young people may have and taking into consideration the needs of vulnerable young people. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the young person's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other young people that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold young people to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the young people to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour for Learning Policy and follow the system for sanctions, which includes (this list is not exhaustive):

- Removing/ separating young people from other individuals or groups of young people
- Removing/excluding young people from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others e.g. mobile phone
- Use of daily lunch restorative intervention meetings, isolations and internal fixed-term exclusions.

- Behaviour Contract Meetings and Pastoral Support Plans.
- Exclusion Warning Letter and exclusions.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies or sanctions, the school may consider excluding the perpetrator from the school.

Some young people who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

8. Responding to incidents of Cyberbullying

The school will follow the above procedures and will seek guidance on responding to different form of cyberbullying via organisations that provide information on the safe and responsible use of technology.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which young people socialise in school and wider communities. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying has been reported and has occurred off the school site and out of school hours e.g. not wearing school uniform. The school encourages our young people to seek help and to tell us so school can:

- Raise awareness among the whole school community of possible risks within the community. E.g. Trouble spots or gang related
- Alert colleagues in other schools whose pupils are bullying or being bullied off the school premises
- Make contact with local police officers and representatives in the community.
- Offer young people and their parents/carers strategies to manage bullying off the school premises such as how to keep safe on the internet and when using mobile phones.
- Work with our own internal support networks as well as outside agencies to support young people and their mental health and wellbeing that may have been affected.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments and discussions are often made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in young people and how to approach the school to register concerns/incidents and seek support is available via the school's anti-bullying information on the website.

9. Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos and recognises **bullying is a safeguarding issue.**
- Creating a clear positive environment where respect towards each other is embedded in the culture and is maintained through revisiting student expectations and driving 'Professional Warmth' throughout the teaching body.
- Implementing a whole school approach to the teaching of PSHE, SMSC and British Values
- Providing opportunities to celebrate effective anti-bullying work including participating in national Anti-Bullying Week.
- Providing training on behaviour management and anti-bullying for all relevant staff
- Providing a school council and enabling young people to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Reviewing the development and supervision of the school inside and outside including the outdoor areas to ensure provision is safe, inclusive and supports young people's emotional wellbeing.
- Using yearly PASS (Pupils Attitude to Self and School) data to reflect on whole cohorts of student opinion on the school and an individual analysis to allow further intervention work.
- Providing social skills groups for vulnerable individuals and groups
- Providing 'safe areas' within the school where vulnerable students can feel comfortable
- Providing a transition programme to support young people moving across year groups and key stages.
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for helplines and addresses for supportive websites
- Liaising with members of the community e.g. Leisure Centre, Youth Groups and Police and engaging in community initiatives.
- Working in partnership with other schools/local authority services on anti-bullying initiatives.