

ANTI-BULLYING POLICY

Date of this version of Policy: 9 May 2024

Author	Sadie Hampton
Legislation	Education Act 2002, Education Inspections Act 2006, Education Act 2011, Equality Act 2010 and Keeping Children Safe In Education and subsequent updates.

Date Reviewed by IEB	23 May 2022
Dated Adopted by IEB	23 May 2022
Next Review Date by AC	May 2024
Date Reviewed by AC	9 May 2024
Date Adopted by AC	9 May 2024
Next Review Date by AC	May 2026
Date Reviewed by AC	
Date Adopted by AC	
Next Review Date by AC	

Philosophy

St Andrew's Academy provides a caring and supportive learning environment that encourages positive behaviour and where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

The philosophy of PROACT-SCIPr-UK is central to our ethos and emphasises that all behaviour is communication. Our whole community promotes appropriate behaviours through the implementation of personalised, proactive and positive behaviour support strategies. The involvement of parents/carers and students in this process is encouraged and valued. This approach also aims to increase students' self-esteem, self-control and motivation to learn.

At St Andrew's Academy we are an Attachment and Trauma School Informed and support our learning with a Person Centred approach. The bespoke curriculums we have developed through research at St Andrews recognise the prevalence of trauma and the affect it can have on our young people and families. Our trauma informed response fully integrates our knowledge about trauma, aiming to help our young people to build resilience and seeks to avoid re-traumatisation. The key principles of safety, trust, choice, collaboration, equity and empowerment are embedded throughout our practices and weaved into every day of the classroom environment.

We believe:

- That behaviour can change and that every student can be successful.
- That praising and rewarding are more likely to change behaviour than blaming or sanctions.
- That the academy is a community and that all members should care for, support and respect each other.

We aim to:

- Ensure the safety and well-being of all students, protecting them from harm of any kind, including self-injury.
- Ensure the safety and well-being of all staff members, affording them protection against allegations of abuse or assault, so long as their actions fall within their code of conduct.
- Give all students the best opportunity of being accepted into the community and into society by teaching them what are and what are not acceptable forms of behaviour.
- Provide the best opportunity for learning by reducing barriers created by difficult or undesirable behaviour.
- Encourage care of the physical environment and respect for their own belongings and the belongings of other students.
- Encourage resilience building through a growth mind-set to enable students to cope with making mistakes and correcting them.
- Encourage students to take responsibility of their own behaviour through co-regulation and eventually self-regulation with appropriate strategies.

Bullying

We don't accept any form of bullying - If you see or experience bullying - Report it!

Bullying can be defined as **'TIIP'**

T = **Targeted** negative behaviours towards an individual or group

I = These behaviours are **Intentional** behaviour used to harm an individual or group

I = Creates an **Imbalance of power** where the victim(s) feels unhappy and vulnerable because of the behaviour towards them

P = The negative behaviour towards them is **Persistent** and continuous



Bullying is defined as 'TIIP' which stands for Targeted, Intentional, Imbalance of power and Persistent. This can happen in school, out of school and online. Bullying can be Physical, Verbal, Emotional, Sexual, Online/Cyber, or Indirect.

It is important to note that at St Andrews, an individual's behaviour towards another student may be rooted in their disability rather than an intention to bully them. This can be described as relational conflict, where offence may be accidental not intentional and usually involves individuals and groups who are relatively similar in power and status. There is also generally a willingness to make things right after the incident. However, for the individual on the receiving end of unwanted behaviour the result may be the same, which we take seriously.

Procedures

Bullying is not tolerated at St Andrew's Academy. As a school community we do all we can to prevent bullying through effective teaching and learning and through our school ethos. We create a culture where students are easily able to confide in staff if they are being bullied and staff are vigilant. Incidents which could be classed as bullying rarely occur but if bullying is suspected it is dealt with immediately.

St Andrews' Academy will:

- Support students with managing relationship conflict.
- Promote a positive, supportive, behaviour approach and behaviour strategies.
- Discuss responses to bullying with staff and students, including how they can respond to verbal, physical and online attacks.

- Ensure that the expectations on students, staff and parents/carers, if they witness bullying behaviour, are clear and that the school protocols are followed.
- Support will be given to help the student(s) displaying bullying behaviour to stop and change in the long term.
- Support will be given to those experiencing bullying with attention to the mental health impact of bullying.
- Staff support and training will be given as necessary to ensure that all understand what bullying is and what this can look like.
- PSHE sessions will be used to raise awareness of what constitutes bullying and the impact it can have on those involved. Reasons for bullying and the impact of this will be explored. Through PSHE lessons, discussions relating to the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference, will be explored.
- Students will be taught that using any prejudice based language is unacceptable.
- Success will be celebrated and praise given to develop a positive and supportive ethos. Staff and students will experience and be part of this culture.

Response to Bullying

Students must be empowered to be able to tell an adult or a peer that they are being bullied. It is very important that this disclosure is acted upon and dealt with quickly and in an appropriate manner.

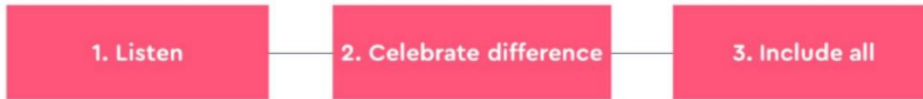
- The incident must be recorded using the school's MyConcern system – this must happen the same day as the incident being reported/discovered.
- SLT must be informed of the incident on the same day as the incident is discovered/reported.
- The victim of the bullying, as well as the student reporting the incident if this is different, will always be listened to, their concerns acted upon and support put in place.
- This support may take the form of a key person to talk to, restorative justice, or a discussion with the Behaviour Team.
- Witness statements may need to be taken and/or be interviewed by a member of SLT.
- Have appropriate and proportionate action taken in a way that is suitable to their needs, understanding and personal circumstances.
- Parents/carers of all parties will be contacted and discussions will take place related to the incident.
- There should be a follow-up session with the student who has experienced bullying after a short period of time and then the half term following the incident to see if the bullying has restarted.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the Police, for example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence.

School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate

students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, in a town centre, or online. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the Police or Anti-Social Behaviour Co-Ordinator in their Local Authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police should always be informed.

When tackling bullying we must ...



When bullying does happen we ...

