

ANTI-BULLYING POLICY

Date of this version of Policy: 23 May 2022

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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
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Policy Statement

At St Andrews' Academy we believe that all students have the right to the best possible education to enable them to reach their potential. We aim to create an environment where all students and staff feel safe, valued and are free from any form of harm. We believe that bullying is wrong. As a school community we will do all we can to prevent bullying through effective teaching and learning and through the development of a school ethos in which bullying is regarded as unacceptable.

Bullying is regarded as “the **repetitive, intentional hurting** of one person or a group by another person or a group, where the relationship involves an **imbalance of power**. It can happen face to face or online” (Anti-Bullying Alliance 2020).

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - Can include the exploitation of individuals.

It is commonly believed that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

It is important to note that an individual's behaviour at school towards another student may be rooted in their disability rather than in a need to bully them. This can be described as relational conflict, where offence may be accidental and 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. For the individual who is on the receiving end of unwanted behaviour the result may be the same.

Procedures

Staff vigilance is the most potent deterrent against bullying. Children and young people who bully will then know that it will be dealt with, and the victims of bullying will have confidence for the same reason.

It is therefore important that at St Andrews Academy we create a culture and communication network where children and young people are easily able to confide to staff if they are being bullied.

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

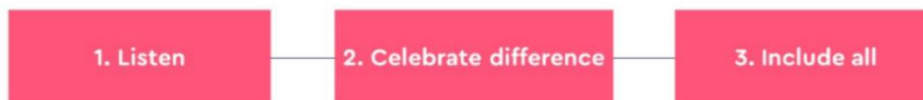
Students must be empowered to be able to tell an adult or a peer that they are being bullied. It is very important that this disclosure is acted upon and dealt with quickly and in an appropriate manner.

- The incident must be recorded using the school CPOMS 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, or in a town or village centre. 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 ...

