



Robert Bloomfield Academy

Anti-Bullying Policy

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Significant changes made	N/A
Ratified	
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Anti-bullying Policy (2021)

To be reviewed Autumn Term 2023

Robert Bloomfield Academy (RBA) works tirelessly to support an environment where pupils and staff treat each other with respect because we all know this is the right way to behave. SEE IT, SAY IT, STOP IT!

1. Rationale and Aim

“It is a basic entitlement of all children and young people in the U.K. that they receive their education free from humiliation, oppression and abuse”. Tatum & Herbert 1990.

Every member of the academy community has a number of basic rights which will enable them to achieve their full potential and which the whole academy is responsible for supporting and defending. Each class is encouraged to discuss and understand these rights and responsibilities. The following statements are typical of how a class contract might express these rights.

We each have a right to be treated with respect and kindness. This means that nobody will laugh at me, ignore me, or hurt my feelings.

We each have a right to be an individual in this academy. This means that nobody will treat me unfairly because I am a boy or a girl, fat or thin, fast or slow or because of my interests or beliefs.

We each have a right to be safe in this academy. This means I can expect that no one will hit me, kick me, push me, taunt me with words or hurt me in any way.

We each have a right to be valued and respected for our individual strengths.

Values

“Bullying is an antisocial behaviour resorted to by inadequate people, and we must respond in a way which will be helpful to their learning of improved behaviour. Increasing their anxiety and alienation from us is not likely to work”. Maines, B. and Robinson, G. – ‘No Blame Approach’ 1992.

2. Policy

This policy has been developed in response to “The Equality Act 2010, The Children’s Act 1989, the Protection of Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Education and Inspections Act 2006 and Advice for Academy Leaders, staff and Governing Bodies on Preventing and Tackling Bullying” DfE (July 2011), New OFSTED Framework 2021, Keeping Children Safe in Education 2021 and the most recent anti-bullying guidance.

The Anti-Bullying Policy should be read in conjunction with:

Behaviour, Equal Opportunities, Safeguarding, Curriculum, SEND, Complaints, ICT- E-Safety & Staff Harassment and bullying.

As a school, we have a zero tolerance to **Peer on Peer** (Child on Child) abuse. Whilst not limited to, bullying (including cyberbullying, prejudice-based and discriminatory bullying) is one aspect of Peer on Peer abuse that schools must be vigilant and attentive to. Our stance on Peer on Peer is clear in our Safeguarding Policy which is produced in conjunction with ‘Keeping Children Safe in Education (2021).’

Definition of Bullying

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

“Advice for Academy Leaders, staff and Governing Bodies on Preventing and Tackling Bullying” - DfE (July 2011).

A bully may be described as:

A person or group behaving in a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

Bullying behaviour includes:

- Peer on Peer.
- Physical violence.
- Threat of physical harm.
- Name calling or teasing.
- Extortion – demand for money or favours.
- Exclusion – leaving someone out of group activities.

A victim may be described as:

A person that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

Bullying differs from teasing/falling out with friends or other types of aggressive behaviour because:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Bullying may occur due to:

- Actual differences or perceived differences: Special Educational Needs or disabilities e.g. dyslexia; gender e.g. sexist comments; transgender e.g. when an individual has or is undergoing gender reassignment; homophobic e.g. towards gay individuals who may be gay, lesbian or bisexual; situation e.g. young carers or children in care or otherwise related to home circumstances; appearance e.g. particularly in girls who mature at different times; work ethic/behaviour e.g. "Geeks".
- Race e.g. differences in race, religion or culture.
- Cyber-Bullying – Definition - In recent years there has been a rapid rise of a new type of bullying, one that harnesses the modern technologies all teenagers use - mobile phones, email and web-based chat-rooms. Collectively known as 'cyber-bullying', this type of aggression is defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. 2
- DfE definition: 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself'.

What is Cyber-Bullying?

The Anti-Bullying Association has identified seven types of cyber-bullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. Text messages - unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clips via mobile phone cameras — images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls - silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. E-mails - threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying - menacing or upsetting responses to children or young people when they are in web-based chat-room
6. Instant messaging (IM) - unpleasant messages sent while children conduct real-time conversations online
7. Bullying via websites - use of defamatory blogs (web logs), personal websites and online personal polling sites

Criminal Law:

Making repeated offensive remarks on websites or any social media can be a criminal offence. Perpetrators may also be breaking the Harassment Act 1997 or the Telecommunications Act 1984.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become “bystanders” or “accessories”. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Pupils/Students
- Pupils/Students and staff
- Between staff (see Harassment and Bullying Policy)
- Individuals or groups

Aims:

- To address and change bullying behaviour.
- To protect pupils/students from being bullied.
- To raise staff and pupil/student awareness of what constitutes the various forms of bullying.
- To raise staff and pupil/student awareness of procedures and support available for both the bully and the victim.
- To deal with incidents of bullying by using the “No blame approach” where appropriate.

Guidelines:

RBA endeavours to provide a safe, secure, happy learning environment for all pupils. The following measures are implemented in order to tackle the occurrence of bullying within the academy:

- Effective supervision of the academy environment.
- Visible reminders around the academy to promote anti bullying measures.
- Pupils are made aware that the academy cares about bullying and will take reports of bullying seriously by responding to reported incidents as soon as possible.
- The pupils are encouraged to talk to staff and break down the code of secrecy.
- Children are provided with decision making and assertiveness skills.
- Pupils are given positive strategies to deal with bullying, particularly in PSHCE lessons.
- Parents are made aware that the academy acts to prevent bullying and deals with bullying incidents.
- If bullying is reported to a member of staff, they should assess the seriousness of the incident and, for the majority of cases, inform the victim’s form tutor, who will follow the due process, linked with the Academy’s Behaviour Policy. In some cases where bullying has occurred across year groups it may be necessary to involve more than one form tutor or a more senior member of the staff.
- No one approach will be successful for every incident, but in the first case “The Common Concern Approach/No Blame Approach” should be undertaken.
- By telling the group how the victim feels, the aim is to elicit from the group an empathetic response. The focus should be upon the feelings and status of the bully. He/she should be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered and to feel that his/her ability to change his/her behaviour is recognised.

3. Procedure

Process -Responding - Proactively

- All RBA staff are aware of the high importance to prevent bullying and proactively gather intelligence about issues between pupils which might provoke conflict to develop strategies to prevent bullying happening in the first place.
- We ensure that pupils understand the school's approach to anti-bullying and that they are clear about the part they can play to prevent bullying including when they find themselves as bystanders.
- As part of our on-going commitment to the safety and welfare of our pupils we at RBA engage in a range of preventative work to promote positive behaviour and discourage bullying behaviour. This preventative work includes:
 - Proactively seeking to celebrate success to create a positive academy culture
 - Effective training and development for all staff to support a culture of mutual respect and support
 - Staff Training – Princess Diana Trust have trained key pastoral staff in developing strategies to promote anti-bullying work both in the classroom and in the wider community (October 2013). Raising staff awareness for lesson planning promoting an anti-bullying culture across the taught curriculum and include differences such as religion, ethnicity, disability, gender or sexuality. Issuing "bullying Alerts" via confidential e-mails to alert staff to pupils in difficulty
- Serious bullying incidents are also recorded centrally. All pupils are made aware of these procedures. In the event of repeated bullying offences pupils will enter the behaviour policy at Level 3, Step 2 – further sanctions such as loss of trustee status, target book, internal exclusion and Fixed Term Exclusion (FTE) or Permanent Exclusion (PE) may follow.
- Constantly logging conduct and achievement on SIMS, which is confidential to staff, highlights key important information rewarding named pupils across the academy, including reminders or: identification of vulnerable pupils, adverse changes in pupils' background, home/academy situation, and pupils giving cause for concern for whatever reason. This acts as an early warning system and all staff are expected to read this bulletin and act on if and when appropriate.
- Supporting our vulnerable pupils. Training takes place regularly, delivered by the Pastoral staff. Promoting respect, inclusion and healthy relationships through the delivery of PSHE/Citizenship/tutor time activities/assemblies as well as the protective behaviours course. Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our Academy.
- Promoting E-Safety throughout the Academy. Childnet deliver a training session to all stakeholders bi-annually. This session includes safe practice involving the use of: online chat rooms/social networking sites/mobile phones. Parents receive information on E-Safety through the bulletins, parentmail and websites. Promoting Peer Mentoring Schemes, such as ABA (such as the House Peer Mentor scheme) Displaying prominent anti-bullying messages and expectations across the whole academy in ALL classrooms, Dining Halls, Pupil Reception and Reception
- Making sure that the RBA follows all Equal Opportunities guidance by being committed to equal opportunities and seeking to support all pupils regardless of age, gender, disability, race, religion or belief, sexual orientation or background. Regular assemblies are delivered, explaining how the UK Equality Act 2012 translates into academy life, what we expect from pupils and how we as an academy will respond to breaches of the Academy Equality Policy
- Counselling and/or Mediation Schemes to build confidence and self-esteem and help pupils gain mechanisms to deal with any "difficult" situations
- Producing HOT SPOTS MAP – RBA annually assesses and analyses the academy site by both pupils and staff to identify possible "hot spots"- areas where pupils express that they feel less safe. SLT and Student Council discuss these results and use the data to assess/redirect Duty Teams and inform other strategies.

Responding - Reactive

There are clear strategies for responding to bullying incidents. Please see Appendix 1A:

The Academy discipline system (Warnings/Concerns and use of the Ladder of Consequences) as detailed within the behaviour policy. The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

RBA is aware of supporting both the victim and the perpetrator. This may be through solution focused short term therapy, 1:1 work or mediation, referral to outside agencies if required etc. Specific groups or organisations may be drawn on for expertise/help with certain forms of bullying.

REPORTING AND RECORDING INCIDENTS OF POTENTIAL OR ACTUAL BULLYING

PUPILS:

RBA has a variety of reporting systems so that pupils are reassured that they will be listened to and incidents acted on. These include Peer Support, Pastoral support, Form Tutor(FT), Head of House (HOH) , Head of Year (HOY).

PARENTS/CARERS:

RBA ensures that parents/carers are clear that we do not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. RBA staff will report incidents of bullying to parents/carers. RBA will deal promptly with any complaints in line with the academy complaints policy.

STAFF:

All RBA staff understand the principles and purposes of the Anti-Bullying Policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. All Staff will ensure that they make full use of SIMS/Google Docs to make them aware of any individual cases giving cause for concern. Clear strategies and actions are listed for staff to follow. Staff need to be acutely aware of the importance of recording and reporting alleged incidences of bullying – in the first instance to the FT, HOH, HOY, ELT and when appropriate these will be referred onto SLT . A central Bullying Log is kept on the school pupil management system (SIMS).

Pastoral staff will be alerted to key pupils giving cause for concern through bullying and will ensure that these pupils are carefully monitored and to make sure that any pupil who has been bullied feels safe again- through a range of support mechanisms.

RBA will seek advice from/involve the police if the bullying could be a criminal offence e.g. under the Malicious Communications Act 1988, “It is an offence to send an electronic communication to another person with the intent to cause distress or anxiety or which conveys a message which is indecent or grossly offensive, a threat or contains information which is false and known or believed to be false by the sender”.

RBA will work with the wider community, such as the police and children’s services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will also work with other academies, agencies and the wider community to tackle bullying that is happening outside the academy.

RBA records any incidents in electronic format (on PUPIL MANAGEMENT SYSTEM) and takes the following into account:

- Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on PUPIL MANAGEMENT SYSTEMN – via SIMs.
- The information stored will be used to ensure consistency and to evaluate whether the academy approach is effective. It will also identify trends and inform preventative work in academy and evaluation of impact of the policy.
- This information will be presented to the Governors as part of the annual report.
- All staff and pupils receive a specific anti-bullying information sheet annually to give them advice on how to deal with any incidences of bullying and offering strategies on how to avoid it.
- RBA actively recognises and partakes in the UK annual Anti-Bullying Week and runs a range of activities, which constantly raise issues surrounding bullying and suggesting strategies and mechanisms on how to handle any incidents.

Reporting and Responding - Outside the Academy

When bullying outside the academy is reported to RBA staff, it should be investigated and acted on. These will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Roles and Responsibilities

The role of Principal

The Principal has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies.

The role of all staff

EVERY member of staff is responsible for being vigilant and recording and reporting any incidences of bullying.

The role of Governors

- BEST Directors/Local Governors supports the Principal in all attempts to eliminate bullying.
- The governing body monitors the incidence of bullying that occur, and reviews the effectiveness of the academy policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of academy anti-bullying strategies.
- The governing body responds to any request from a parent to investigate incident of bullying, notifies the Principal and asks him to conduct an investigation into the case and report back to a representative of the governing body.

The role of parents/carers

- Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the individual academy immediately.
- Parents/Carers have a responsibility to support the academy's anti-bullying policy and strategies issued and to actively encourage their child to be a positive member of the academy community.

4. Monitoring and Evaluation

This policy will be reviewed bi-annually with the Pupil Leadership Team (PLT) to assess its effectiveness.

- PUPIL MANAGEMENT SYSTEM reports will be run by HOY in order to establish any patterns of bullies/victims.
- Pupil interviews and questionnaires (PASS) take place on a yearly basis and the results are discussed by the whole staff and PSHCE advisor for new strategies to be put into place if required.
- Regular reviews of the content of the bullying programme are in place.

DofE guidance, Preventing and tackling bullying (July 2011) notes:

“Staff should develop a consistent approach to monitoring bullying incidents in their academy and evaluating whether their approach is effective. For some academies, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils/students. Others do not want to keep written records. We want academies to exercise their own judgement as to what will work best for their pupils”

RBA will seek to monitor and evaluate both of its proactive and reactive work in partnership with the Governing Body.

Staff Training

- Whole academy involvement on developments/amendments to Policy.
- On-going training on using Circle Time to develop self-esteem and cover theme of bullying.
- Whole academy training on 'No Blame Approach' to bullying.

5. Implementation and Review

This policy will be made known to all staff, parents/carers and governors and published on the academies websites. Copies are also available upon request from the academy office. This policy will be reviewed every two years or as required.

6. Author and Date

Author: Colin Marshall & Flora Burt (Senior Assistant Principal's)

October 2021

Appendices

- Overview of process – staff reference. (1A).
- Incident sheet to establish facts of the problem (1B).

Appendix 1A

The Victim/Victims - no contact with bully/ies at this stage

Talk to victim to establish how they feel, how long they have felt this way and who has caused these negative feelings.

1. Do not try to establish facts about the incident.

If you deem the pupil able to confront the bully to discuss their feelings, look at number 2. If not, move to number 3.

2. Encourage pupil to (a) ask a bully to stop; (b) explain to bully how they are feeling; (c) walk away, do not fight or verbally retaliate with abuse; (d) ask to meet with pupil one week later to assess situation.

One-to-one discussion. Use number 1 to introduce

3. Explain to the victim that you would like to meet with the bully/ies to repair the situation through a non-blame approach. Arrange a meeting with the victim a week later.

4. If no satisfactory conclusion can be reached or the incident is sufficiently severe, the following processes should be undertaken:

- a) Referral to SLT. Revisit 'No Blame' approach (points 2 & 3).
- b) Involvement of Vice Principal/Principal* and possibly parents.
 - talk about how the bully has to change to make his/her behaviour acceptable.
 - if behaviour continues, the bully must be made aware of academy sanctions.

5. It is essential that all incidents of bullying are recorded by form tutor/subject leader. Where deemed necessary by the Tutor this may entail the use of a conduct record on SIMS

The bully/ies meeting

Meet with the bully/ies plus a couple of bystanders or 'non-involved' pupils/students.

- a) Non-blameful opening.
- b) Explain how the victim feels.
- c) Agree that it has happened.
- d) "We will move on. Let's solve the problem".
- e) What do you suggest?
- f) I trust you to go ahead now.
- g) Agree to meet in a week to assess.

Key points

- Criticise action and not the person.
- Leave open opportunity for pupil to apologise or redeem relationship.
- Establish clear targets.

It is imperative that a quick (24hr) response is given to the parents of any victim of bullying, informing them of action taken. It is also important that it is made clear to all parties that follow up meetings will be held to monitor the situation.

Appendix 1B

Incident Sheet

Name & Surname: _____ Class: _____

Where did the incident take place?

Who was involved in the incident? (Please include their class/es if known)

Who else witnessed the incident? (Please include their class/es if known)

What happened?

Why do you think the incident happened?

This form should be handed in at the Pastoral Support Room