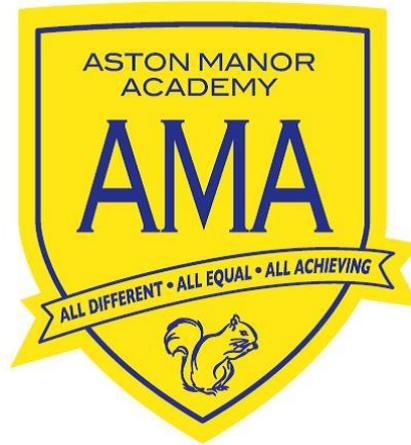


## EQUITAS ACADEMIES TRUST



**Chilwell Croft**  
Academy

## ANTI-BULLYING POLICY

**Review Date:** December 2018  
**To be Reviewed:** December 2019  
**Agreed:** F & GP Board  
**Policy Lead:** Jill Sweeney & Stacey Lander

**ANTI-BULLYING POLICY**

**1. AIMS**

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Students will be able to fully benefit from the opportunities available at the Trust if issues of bullying are dealt with effectively.

**2. DEFINITION OF BULLYING (see Appendix 1)**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can take place in many forms:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. spreading rumours, excluding someone from social groups)

There are many types of bullying:

Racist and faith based bullying

- bullying someone because of their skin colour or background/culture
- bullying someone because of their beliefs or for not having a belief
- bullying someone because of their religion or their appearance – the way they have to dress or what they can or cannot eat

Homophobic bullying

- using words like “gay”, “poof”, “lesbian”, “batty boy” as insults against a person
- physically assaulting someone or leaving them out because of their actual or assumed sexuality or that of their parents/carers
- Calling things and inanimate objects “gay” or “queer” and that of parents, carers and family members.

Sexual bullying

- using sexual words to put someone down
- spreading rumours about someone’s sex life or perceived sex life
- inappropriate touching
- sexual graffiti
- Comments about someone’s perceived gender (transgender)
- forcing someone to act in a sexual manner
- making sexual innuendo and propositions
- making jokes about rape
- Passing on sexual imagery of another young person

Disability bullying

- singling someone out because they have a disability or learning difficulty
- bullying someone for having a disabled brother or sister, parent or friend

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Cyber, which includes;

- Text message bullying e.g. involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying e.g. mobile phone cameras can be used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying e.g. mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying e.g. uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying e.g. involves sending menacing or upsetting responses to others when they are in a web-based chat room.
- Bullying through instant messaging (IM) this is an Internet-based form of bullying where people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites this includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying. The use of cyber bullying can cause an offence against the Malicious Communications Act 1988 and potentially be seen as a threat of violence and/or abuse

Peer on Peer abuse:

- Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals.

If any act of bullying committed out of the Trust can be seen to affect the quality of life for student(s) within the Trust, the Academy has a right to act and put sanctions in place.

### **3. SIGNS AND SYMPTOMS OF BULLYING**

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or sticking close to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from each Academy within the Trust. Students are encouraged to report bullying in the Academy to their Form Tutor, Head of Year, Classroom Teacher or an adult they feel comfortable with.

The Trust's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

#### **4. STATUTORY DUTY OF SCHOOLS**

The Executive Headteacher of the Trust and the Local Headteacher of each Academy within the Trust has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

##### **Implementation – Academies**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Assistant Head teacher with responsibility for the year group in question or the Phase Leader responsible for the class if Primary.
- The Assistant Headteacher/Head of Year/Phase Leader will ensure all concerned are interviewed and the incident is recorded.
- Form Tutors/Classroom Teachers will be kept informed and if it persists the appropriate subject teachers will also be informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

##### **Implementation – Students**

Students who have been bullied are encouraged to report this incident through the SHARP system (Aston Manor Academy) or through to their Classroom Teachers (Chilwell Croft Academy).

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence

Students who have bullied will be dealt with by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Implementing restorative justice
- Informing parents or guardians to help change the attitude of the student

The following steps may be taken when dealing with incidents:

- Official warnings to cease offending
- Detention
- Restorative justice
- Exclusion from certain areas of the Academy premises
- Minor fixed-term exclusion / major fixed-term exclusion
- Behaviour contract or PSP
- Managed move /sharing panel
- Placement at alternative provision

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- Meeting with Trustees
- Permanent exclusion *in extreme situations*

Within the curriculum Aston Manor Academy will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, displays, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Chilwell Croft Academy will also use appropriate means of communication to try to eradicate such behaviour.

### **5. MONITORING, EVALUATION AND REVIEW**

- Incidents of bullying will be logged on students' files.
- Incidents of bullying will be logged as a bullying incident and monitored by the appropriate person within each Academy who is responsible for Inclusion.
- Incidents of racist comments or behaviour will be logged as a racist incident and monitored by the appropriate person within each Academy responsible for Inclusion.

**Date of next review: December 2019**

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### **Appendix 1**

#### **Examples of Bullying include:**

Blocking the corridors  
Ignoring the presence of others  
Imitating another's voice  
Writing about someone in books  
Interrupting others when they talk in front of a class  
Whispering about others  
Using someone's name but not speaking to them  
Pushing in front of others in a queue  
Swearing when talking to others  
Talking about parents or lifestyle  
Using sexist language e.g. 'bitch', 'whore', 'tart', 'slag'  
Using racist language – even within the same ethnic grouping  
Using homophobic language e.g. 'gay', in a derogatory way, 'battie boy'  
Writing derogatory statements about others on desks  
Texting derogatory statements about others  
Taking others' belongings to play with  
Taking others' work  
Writing on others' work  
Messing up someone's hair or clothes  
Repeat offences of swearing, racist/sexist/homophobic language  
Extreme sexual language  
Hitting  
Kicking  
Tripping – can be more dangerous than kicking  
Taunting in a group  
Writing on the fabric of the buildings  
Planned bullying  
Chasing others in an attempt to scare them  
Damaging others' possessions

**N.B. This is not an exhaustive list of definitions but examples of the type of behaviour that are classed as bullying at Equitas Academies Trust**