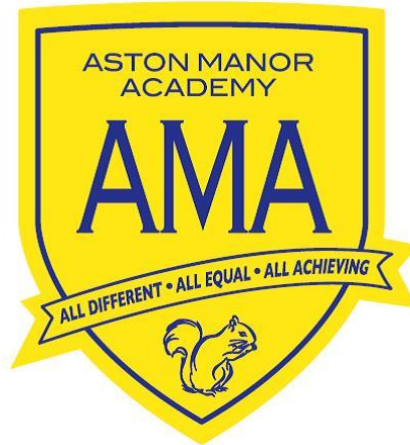


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

ANTI-BULLYING POLICY

Review Date: March 2020
To be Reviewed: March 2021
Agreed: F & GP Board
Policy Lead: Headteachers

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 an 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. There is often an imbalance of power.

Bullying can take place in many forms:

- Physical (e.g. hitting, kicking, theft, Intimidation)
- Emotional – (Isolating, ignoring, rejecting, exploiting.)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. spreading rumours, excluding someone from social groups)

Bullying can take place on school premises, or in the local community. The school will investigate any incident reported, including those taking place off the school premises.

Bullying can take many forms including:-

- 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 sexuality
 - 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

Equitas Academies Trust

Disability bullying

- singling someone out because they have a disability or learning difficulty
- bullying someone for having a disabled relative or friend
- isolating someone due to their disability
- manipulating someone or controlling them

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 legislation gov/.uk 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.

Abusive comments and interactions may not be passed off as “banter”. Abusive comments referring to race, religion, culture, special educational needs etc. are not acceptable and will be treated as bullying.

Bullying can also include incidents where students are indirectly linked to an incident but are a contributory factor in the bullying incident.

If any act of bullying, that is committed outside the facilities of the Trust, can be seen to affect the quality of life for student(s) within the Trust, the individual 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. Students are encouraged to report bullying in the Academy to their Form Tutor, Head of Year, Classroom Teacher or an adult they feel comfortable discussing the incidents with. At AMA students can use the SHARP system (Student help advice reporting page system)

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

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.

Equitas Academies Trust take the following measures to prevent and deal with bullying. This is through:

A shared ethos of "all different, all equal, all achieving."

Robust behaviour policy and practice

Assemblies and curriculum provision to address bullying

Teaching social skills and conflict management

Regular safeguarding training with all staff, including bullying training

Regular pastoral meetings, monitoring our most vulnerable students

Staff briefings to communicate issues of concern to staff

Regular student questionnaires on pupil safety

Open communication with parents

High level of vigilance around the school and at social times

CCTV

Providing all members of the school with details for external sources of support, e.g.

Childline, Anti-bullying Alliance etc.

Clear systems to communicate concerns to staff and parents

Support for vulnerable children through pastoral staff and educational psychologist

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 (AMA) or the Assistant Head Teacher / Behaviour Manager (CCA)
- The Assistant Headteacher/Head of Year will ensure all concerned are interviewed and the incident is recorded on Progresso (AMA) or Epraise (CCA)
- 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

Equitas Academies Trust

Implementation – Students

Students are encouraged to report bullying immediately to any member of staff, who have a duty of care to inform the relevant person: DSL or Behaviour Manager.

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
- Establishing appropriate sanctions for the nature of the behaviour

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
- Managed move /sharing panel
- Placement at alternative provision
- Referral to behaviour support or external agency for support
- Meeting with Trustees
- Permanent exclusion *in extreme situations*

Within the curriculum both Aston Manor Academy and Chilwell Croft Academy will educate the pupils about the nature of bullying through inclusion in PSHE, form tutorial time (AMA), displays, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Chilwell Croft Academy also provide behavioural intervention in a proactive way through their Behaviour Manager to educate children around the negative impact of bullying on others.

5. MONITORING, EVALUATION AND REVIEW

- Incidents of bullying will be logged on their students files with details of the type of bullying and outcome.
- The victim will have the incident logged on the student file.

Date of next review: March 2021

Signed by Wadim Wesolek

Member of Trust Board: F&GP Committee Date: 23rd March 2020

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
Writing/ speaking about others in a negative way on social media
Using derogatory / inflammatory language whilst on gaming sites
Targeting an individual online

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

Reference to:

DFE guidance: Preventing bullying including cyberbullying (DFE advice)

Keeping children safe in education (2019)