



ERASMUS DARWIN ACADEMY

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Change Record

Version	Date	Description
1.1		
1.2		
1.3		
1.4		

Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the Safeguarding Policy.

Anti-Bullying Policy

1.1 Rationale

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. Only when all issues of bullying are addressed will students be able to benefit fully from the opportunities available at the Academy. (This policy links to the Equalities Policy and the Behaviour for Learning Policy).

1.2 Statutory duty

The laws states that every school must have measures in place to prevent all forms of bullying.

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the Governing Body of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

Maintained schools and Academies are required to comply with the Equality Duty. The Governing Body has a duty to protect students from harassment, victimisation or any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the Academy should report their concerns to the local authority children's social care services.

Criminal law

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.

2.1 Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

(DfE - Preventing and tackling bullying Advice for headteachers, staff and governing bodies November 2014)

2.2 Bullying can take the following forms:

Verbal Bullying

- Teasing, including offensive references relating to physical traits
- Name calling
- Abusive, and/or prejudicial language directed at another person
- Inappropriate comments relating to homophobia/sexual orientation
- Inappropriate comments relating to culture or religious beliefs
- Inappropriate comments relating to race or ethnicity

Physical Bullying

- Being pushed/pulled, hit, kicked or physically hurt in any way

Indirect Bullying

- Spreading rumours
- Excluding someone from social groups
- Cyber bullying
- Personal (for example, having money and other possessions taken or interfered with/damaged)
- Emotional (for example, being threatened or intimidated)

Cyber-bullying

- Sending threatening communications
- Posting of inappropriate images, or content, designed to humiliate
- Accessing another person's account and sending falsified messages
- Persuading another student to act in an inappropriate way online
- Sending anonymous messages

3. Identifying Bullying

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from Academy.

4. Academy Responsibility

We will respond to bullying by:

- Dealing sensitively but with incidents which are observed or reported
- Creating an environment of consideration, respect and openness
- Educating students about bullying, its unacceptability, and how to respond to it whether victim or onlooker

4.1 Staff Responsibility

Bullying can occur at any time of day and at any place around the school. It is the duty of all staff at the Academy to be vigilant for any potential bullying and this must be reported at the earliest opportunity by staff members to the relevant House Principal or Student Support Manager. This information will then be acted upon in accordance with Academy policy.

4.2 Student Responsibility

Students should be encouraged to report bullying incidences at the Academy. With a significant number of students in each year group being part of the Anti-Bullying Ambassadors scheme, these students in particular are meant to be observant and report concerns appropriately at the earliest opportunity. However, the intervention in response to any concerns raised will be undertaken by Academy staff.

4.3 Parental Responsibility

The Academy strongly encourages parents to communicate any concerns relating to their child if it is felt that bullying is taking place. Wherever possible, this communication should go directly to the relevant House Principal.

5. Procedures for dealing with incidents of bullying

Allegations of bullying will always be taken seriously.

5.1 The following steps will be taken when dealing with incidents:

- If bullying is suspected the incident will be reported immediately by the member of staff who is aware of it.
- The Student Support Manager or House Principal will establish that it is a bullying incident according to the Academy's definition of bullying. (i.e. it was a hurtful, deliberate and is a repeated incident)
- The Student Support Manager/House Principal will interview the student(s) as appropriate and will decide on the next steps.
- Parents will be informed of incidences of bullying and the next steps.
- Appropriate sanctions will be applied with the intention of deterring the aggressor from bullying. The victim will be supported and reassured.
- The incident will be recorded on the Academy's central records.
- Ongoing support will be offered to the victim and perpetrators.
- The Tutor and subject teachers will be informed about the nature of the problem (s) as appropriate.

5.2 Procedures for dealing with Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at any time. The Academy will support students who are victims of Cyber-bullying and take appropriate action. This will involve consultation with parents.

'The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.' (DfE - Preventing and tackling bullying Advice for headteachers, staff and governing bodies November 2014)

5.3 Procedures for dealing with bullying outside school premises

Where bullying outside school is reported to the Academy, it will be investigated and appropriate action taken. The Academy will also consider whether it is appropriate to notify the police or other agencies 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 will be informed.

'Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any 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.' - (DfE - Preventing and tackling bullying Advice for headteachers, staff and governing bodies November 2014)

6. Support for Students

Students who have **been bullied** will be supported by:

- Offering an immediate opportunity to discuss the experience with a Student Support Manager or tutor.
- Encouraging them to develop effective responses/strategies.
- Establishing appropriate dialogue between parents and the Academy until the resolution of the situation.
- Restoring self-esteem and confidence, for example by providing restorative justice session with the Student Support Managers.

Students who **have bullied** will be helped by:

- Gaining their acknowledgement of events and their role in it.
- Helping them to understand the implications of their behaviour.
- Explaining what they should do to change their behaviour.
- Informing parents or carers and discussing how they can support a change in the behaviour of their child.
- Offering restorative justice session with the Student Support Managers.
- Contacting external agencies, if appropriate, under the direction of the House Principal and SENCO.

Students who have bullied others will be issued with sanctions as appropriate in line with the Academy Behaviour for Learning Policy.

7. Strategies to Prevent Bullying

- The Academy will raise awareness of the definition and nature of bullying through Personal, Social, Health Education provision and in tutor time, assemblies and other subject areas as appropriate.
- The Academy will ensure that the problems raised by bullying and the effectiveness of our response to bullying are discussed regularly in student forums, including House Councils and Academy Council.
- The Academy will actively promote its Behaviour for Learning Policy and our Academy Values.
- The Academy will recruit Student Leaders who will be active amongst their peers in order to provide anti-bullying messages and report any bullying eg Anti-Bullying Ambassadors and Prefects.

8. Monitoring, evaluation and review

8.1 Staff within the Academy will monitor incidents of bullying and record these on a central system.

8.2 House Principals will evaluate trends in bullying incidents and the effectiveness of the Academy procedures and this policy.

8.3 The Academy will review this policy through the Governing Body, taking into account any data gathered through the evaluation of the impact of school systems, feedback from student, parental and staff surveys or other relevant sources.