

1.0 – Anti-Bullying (Student) Policy

Long Field Academy is committed to providing a caring, friendly, safe and secure environment for all of our students to enable them to learn in a secure atmosphere without anxiety. We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our Academy. If bullying does occur, all students should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our Academy community should be vigilant in recognising that bullying is taking place and deal with it thoroughly and with sensitivity.

It is therefore the policy of Long Field Academy to treat any complaint of bullying or harassment seriously and sensitively, ensuring that a full investigation is made and appropriate action taken.

1. Aims and Objectives

The FIVE main aims of the Policy on Bullying are:

- To promote a positive atmosphere for learning where all members of the Academy community feel safe from harassment
- To develop a whole Academy approach and effective implementation of a policy on bullying
- To use the curriculum as a vehicle to raise awareness of the issues surrounding bullying and of the expectations of the Academy
- To provide a supportive framework for victims and for the bullies to change their behaviour
- To create a safe environment where students, staff and parents/carers feel they can talk openly about what is happening.

2. Definition of Bullying

Bullying can be described as the wilful desire to harm, threaten or frighten someone.

Bullying is behaviour which is likely to cause anxiety or distress. Bullying includes both physical and psychological intimidation.

Bullying is different from other types of unacceptable behaviour. Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- **Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly.
- **Social rejection or dislike:** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

- **Single-episode acts:** of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored as these are unacceptable behaviours.

3. Context

A bully may not recognise their actions as intimidation. Acts of bullying can take place anywhere and indeed some bullying may have a root cause outside of Academy. Bullying that happens out of the Academy or on the way to and from the Academy which has an impact on an individual comes under the jurisdiction of the Principal.

The Principal has a specific statutory power to discipline students for poor behaviour outside of the Academy premises (Section 89(5) of the Education and Inspections Act 2006). This can relate to any bullying incidents occurring anywhere off the Academy premises, such as on Academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside Academy is reported to Academy staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

A whole staff approach to good learning as detailed in the Behaviour for Learning Policy, will act positively in the work against bullying. Staff should use the Academy's behaviour system on SIMS to review any behaviours logged as bullying as shown on the weekly review sheets. Any staff logging a bullying incident should make the Head of Phase aware if they feel it is a serious incident; more minor incidents need to be monitored by Form Tutors.

Co-ordination and analysing patterns and systems

Responsibility lies with pastoral teams, inclusion teams and SLT.

Upon disclosure to staff, colleagues will use this information to address current trends, amending and developing schemes of work accordingly and monitoring responses to ensure proactive involvement in combatting any bullying tendencies.

Should situations dictate, the Academy community, via the pastoral and inclusion teams will be consulted during monthly meetings as to the effectiveness of the current policy.

Self Esteem training for all inclusion staff is scheduled for March 2013. This will enable staff to deliver strategies for students to encourage confidence and self-worth.

4. Recognising the Signs

The **VICTIM** may show signs of the following:

- Fear of the Academy
- Fear of particular lessons
- Fear of travelling to/from the Academy
- Fear of another person
- Poor attendance
- Truancy

- Under-achievement
- Low self esteem
- Emotional/behavioural problems (being withdrawn etc)
- Strategies to avoid situations or people
- Having their possessions go missing
- Refusal to say what is wrong
- Eating patterns may become disrupted
- Giving improbable excuses to explain the above

Staff, parents, carers and peers should watch out for early signs of the above. The characteristics may be warnings of other problems but may also be signs of bullying.

5. Types of Bullying

There are four broad types of bullying:

- **Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.
- **Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.
- **Indirect bullying:** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation or social acceptance
- **Cyber bullying:** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. The implementation of specific cyber safety initiatives in the Academy supports the safety and wellbeing of students and contributes to the prevention of cyber bullying or unacceptable behaviour via technology. A holistic approach to the respectful and safe use of Information and Communication Technologies include:
 - policies and procedures within the Academy's internet safety policy encourage safe and appropriate cyber safe behaviour across the Academy including Acceptable Use Agreements (students 'agree' to this whenever they log on)
 - access to professional learning opportunities for teachers (CEOP inset training for all staff September 2012)
 - specific teaching of the safe use of technologies for students via ICT lessons in KS3 which is revisited during KS4
 - Internet safety awareness information or presentations for parents and carers.
- **Racial/religious/cultural:** Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin.
- **SEN/disabilities** - Leaving someone out or treating them badly because of a disability.
 - Making comments or jokes to hurt someone with a disability
 - Making someone feel uncomfortable because of a disability.
- **Appearance/health conditions:** any hostile or offensive action against people because of the way they look or appear such as scarring.
- **Home circumstance:** any hostile or offensive action against people because of situations at home such as poverty, LAC or young carers.

- **Sexual orientation:** Verbal bullying is a frequent form of this type of bullying, and can involve negative language that is sexual in nature. Sometimes, this sexual language refers to another person's actual or perceived sexual orientation.

Action a student should take if they are being bullied

Confide in a friend or speak to a Teacher/Inclusion Worker you feel comfortable talking to. Write down the location and time of the incidents and the nature of the bullying.

Follow up action required:

- Information is passed to House tutor/Heads of House or Inclusion Team.
- Statements are taken and contact with the alleged bully is made as quickly as possible.
- Explanation given of the behaviours that are causing problems.
- Discussion with the alleged bully with regards to consequences (restorative justice).
- Where appropriate a supervised meeting will take place so that all parties are involved in the solution.

Action should bullying persist:

- Parents/Carers, outside agencies will be contacted.
- Leaving Academy five minutes early/arriving five minutes late if appropriate to the situation.
- Students can attend supervised lunchtime and break time sessions in the Inclusion area and Learning Resource Centre to offer safe haven.

Responsibilities of student bystanders, parents/carers and staff:

- Close supervision of 'hot spots'.
- Contact bus companies regarding Academy policy.
- Staggered lunch times are in place to avoid over-crowding and alleviate contact between older and younger students.
- Year 7 area/base provides a safe environment for youngest students.
- Positive involvement of older students (eg young sports leaders, whole Academy expressive arts events, apprentices) to encourage a caring, supportive ethos throughout the Academy.

6. General Guidelines for Form Tutors/Heads of Phase

Reacting to incidents of Bullying – Students:

Responding assertively to an incident of bullying or unacceptable behaviour requires the student to be respectful towards themselves and others equally. Central to responding assertively is the student having confidence in themselves and their abilities and knowing their basic human rights. Teachers can help students to practice these behaviours through classroom-based role-plays, where the students identify assertive, aggressive and passive behaviours.

7. Monitoring

- i. Keep detailed records of all incidents of the bullying before, during and after, your intervention. Examine them regularly to assess the precise effects of your intervention. If the incidents of bullying are not decreasing, rethink your intervention.
- ii. Look at ways in which to support a bullied student by working closely with an Inclusion Worker. Ensure that the student feels supported and feels they have someone they can talk to. Make the student aware of areas that will always be supervised by members of staff i.e. Dining Hall, Learning Resource Centre.
- iii. Make sure that as a result of intervention bullying does not go 'underground' (e.g., is simply concealed from staff) or changes in nature (e.g. physical bullying is changed to psychological pressure). The help of the other children in the class can be invaluable in countering such reactions. In most cases the student being bullied should to speak to their House Tutor about the situation in the first instance. If the House Tutor feels unable resolve the situation or the bullying persists they should pass on the details to the relevant Head of House who will deploy the Inclusion worker to intervene as seen fit.
- iv. Parents/Carers need to be informed if the bullying shows no sign of stopping and it has reached the point where it is impacting on the progress and development of all the students involved.

8. Confidentiality

Long Field Academy will respect the sensitive nature of bullying and harassment complaints and will treat all complaints with the utmost confidentiality. All records concerning complaints will also be kept confidential. However, there may be situations where confidentiality may not be guaranteed, for instance, where information given in confidence constitutes an unacceptable risk to other students and/or staff. In such cases, the complainant will be advised of the need to break confidentiality and will report the matter to the Principal/Vice-Principal who will then decide on the action to be taken.

9. Definition of Harassment

Harassment is defined as unwanted physical, verbal or non-verbal conduct which has the purpose or effect of, affecting an individual's dignity or creating an intimidating hostile, degrading, humiliating or offensive environment.

The defining features of harassment are that the behaviour is offensive or intimidating to, and unwanted by, the recipient and would be regarded as harassment by any reasonable person. It can be an isolated act or it can take the form of repeated behaviour against an individual or a group. A single incident may be serious enough to constitute harassment and justify a complaint. It is important to remember that even though the conduct may only be unwanted or offensive to one individual it can still amount to harassment.

The effects of harassment may include increased level of stress, the undermining of the recipient/s' confidence, a detrimental effect on their performance and ability to fully engage with day to day Academy life. Particularly serious cases can arise when the harasser is perceived to be in a position of power in relation to the person being harassed. It should be noted that a person in a position of authority can also suffer harassment.

Some forms of harassment if occurring only once may cause mild irritation but if repeated becomes harassing. Some on the other hand are clearly harassment even if they occur once. Nevertheless, all the forms of harassment are inappropriate if staff and students are to have equality of opportunity at Long Field Academy.

In persistent cases a group or class move may be considered.

10. Guidelines for Dealing with Bullying Incidents

Staff should apply the same line management/support structures as for all incidents in the Behaviour for Learning Policy.

- i. The 'victim' should record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.
- ii. The 'bully' should also record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.
- iii. The member of staff dealing with a serious or persistent incident should record the information on SIMS and pass the written accounts on to the Form Tutor or in more persistent or serious cases the Head of Phase. The Assistant Principal for Inclusion will also become involved with persistent or serious incidents.
- iv. Parents of the bully and the victim should be contacted to discuss the bullying either by telephone or in person (depending on the severity of the situation). A record of these conversations should be made on SIMS.
- v. Strategies to support the victim will need to involve the Form Tutor/Head of Phase and the parents/carers. The Academy may wish to utilise older students as mentors or the Inclusion Team. In more serious cases the Assistant Principal may wish to involve outside agencies.
- vi. The bully may need to have sanctions applied as for the Academy Behaviour Policy. In severe cases, and in the case of physical violence, the Principal may wish to exclude the bully. (As with the exclusions, the merits of each individual case will be considered.)
- vii. Every effort should be made to resolve the problem and this may include the use of outside agencies where appropriate.
- viii. A member of staff who feels they are being bullied should discuss the issue with their line manager firstly or in the case of this not being reasonable with a member of the Senior Team. The Academy Dignity at Work policy should be referred to for further courses of action.
- ix. Bullying is a whole Academy issue. Every member of the Academy community is responsible. The issues of behaviour and bullying form part of regular discussion and review in Cognitive Learning, Activity Time, Planning and Reflection, Citizenship, class work (e.g. Religious Studies, English, and Drama) and by the Academy Council, Staff, Parents/Carers and Governors.

Strategies for the Prevention of Bullying

A strategy in the prevention of bullying and unacceptable behaviour is bystander training. This form of prevention strategy requires bystander students to behave in a supportive way to students who are being bullied or harmed, and to intervene where feasible. Bystander action can be particularly effective in incidents of cyber bullying, such as sending a supportive email or message to the person being bullied.

Teachers

- Develop, post, and discuss rules and sanctions related to bullying.
- Treat students and each other with respect. Demonstrate positive interest and involvement in students.
- Establish yourself as a clear and visible authority with responsibility for making the Academy experience safe and positive.
- Reward students for positive, inclusive behaviour.

- Take immediate action when bullying is observed and consistently use nonphysical, non-hostile negative consequences when rules are broken.
- Listen to parents, carers and students who report bullying in your classroom.
- Quickly and effectively resolve the issue to avoid perpetuation of bullying behaviours through restorative justice.
- Refer students affected by bullying to Intervention/Inclusion Teams, the School Nurse Team or Mental Health staff, if needed.
- Protect students who are bullied with a safety plan.
- Hold class meetings during activity time where students can talk about bullying and peer relations (similar to circle activities).
- Provide information to parents and carers about bullying behaviours and encourage their involvement and support in addressing bullying issues by including them in discussions and actions as well as suggesting pathways for advice and guidance.

Appendix

Definition of Terms

a) Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature or conduct based on sex which is offensive to the recipient. It can be physical, verbal or non-verbal in nature and can occur between members of the same or opposite sex. It is for each individual to determine what behaviour is acceptable to them and what they regard as offensive. However, any behaviour that could make the recipient feel that s/he is viewed as a sexual object may cause offence even if offence was not intended.

Some examples of sexual harassment are:

- Unwelcome advances, attention, invitations or propositions
- Offensive or unwelcome sexist comments or behaviour
- Unwanted or derogatory comments about dress or appearance
- Electronic display or the transmission of pornographic or indecent materials
- Display of offensive drawings, photographs or pornographic materials
- Unnecessary and unwanted physical contact, ranging from touching against another person's body to assault or coercing sexual relations
- Making unwelcome comments, jokes, pranks or gestures emphasising the gender of an individual or a group that are of a sexual nature.

b) Racial Harassment

Racial harassment may be defined as any hostile or offensive act or expression by a person or group against another person or group, based on their race, colour, ethnic origin, cultural differences or nationality. Incitement to commit such an act will also be viewed as racial harassment. Some examples of racial harassment are given below:

- Derogatory name-calling, insults, banter, taunts and racist jokes
- Verbal abuse or threats
- The display of racist graffiti or images
- The transmission of racially offensive materials or statements via electronic or other means
- Physical attack

- Ridicule of an individual for cultural differences
- Unnecessary comments or intrusive questioning about racial issues or racial origin
- Open hostility, avoiding or refusing to work with an individual from a different racial group.

c) Disability Harassment

Disability harassment is behaviour which makes direct or indirect insulting and offensive references to a person's disability. Such behaviour includes the following:

- Mockery, taunts or jokes regarding personal attributes
- Offensive language or derogatory name-calling
- Avoidance or refusal to work alongside a disabled person
- Speaking to others rather than to the disabled person directly
- Unwelcome discussion of the effects of disability on the individual's personal life
- Excluding the disabled person from group activities and/or events
- Physical abuse or intimidation
- Interfering with personal aids or equipment
- Assumption about a person's ability to carry out certain types of work based on their disability.

d) Harassment Relating to Sexual Orientation

Harassment on the grounds of sexual orientation can be hostile or offensive acts or expressions by a person or group against another person or group because of their sexuality. Examples of such behaviour include the following:

- Homophobic remarks, jokes, innuendo or gossip
- Threats of disclosing sexuality of the individual
- Expressing or acting on stereotypical assumptions
- Display of or transmission (including by electronic means) of offensive materials
- The asking of intimate questions about a person's personal or sexual life
- Excluding people because of their sexual orientation
- Offensive actions and physical attack

e) Harassment Relating to Religious or Belief

Religious or belief harassment may be defined as any hostile or offensive act or expression by a person or group against another person or group, based on their religion or religious belief. Religious or belief harassment may include the following:

- Ridicule and religious jokes
- Derogatory remarks or name calling
- Exclusion from social activities without justification
- Display of or transmission (including by electronic means) of offensive materials
- Scorning of beliefs - where this is done in offensive manner (see section 1.4.2)
- Physical attack

f) Age Harassment

Harassment on the grounds of age consists of conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment by a person or group against another person or group in relation to chronological age. Examples of such behaviour may include:

- Ageist remarks, jokes
- Negative comments generalising about the age-group of the individual
- Physical abuse
- Display of offensive materials.

g) Harassment Relating to Trans-sexuality or Gender Reassignment

Harassment on the grounds of trans-sexuality or gender reassignment can be hostile or offensive acts or expressions by a person or group against another person or group that is transsexual or person that intends to undergo, is undergoing or has undergone gender reassignment. Examples of such behaviour include the following:

- Derogatory remarks, jokes, innuendo or gossip
- Threats of disclosing the trans-sexuality/gender reassignment of the individual
- Expressing or acting on stereotypical assumptions
- Exclusion of transsexuals/ gender reassigned from facilities
- Display of or electronic transmission of offensive materials.

h) Other Forms of Harassment

There are other forms of harassment which do not constitute harassment on the above grounds but nevertheless can seriously affect the well-being of colleagues if they occur. Examples of such behaviour include:

- Intrusion into the individual's personal life by pestering, spying or stalking
- Persistent pressures to become involved in anti-social or criminal behaviour