ANTI-BULLYING POLICY

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Person responsible for the Policy – Vice Principal Pastoral

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Introduction

This policy has been developed by students, parents and staff of Northampton Academy. A Parental and staff consultation was held in January 2020.

Everyone in Northampton Academy must be allowed to learn and move about in a happy and caring atmosphere that is free from bullying. Confidence must be encouraged and care and consideration for each other are our watchwords. Bullying of any form is not tolerated and will be challenged. The Principal has 3 lines in the sand which pupils cannot cross, persistent bullying is one of these lines. Any cases of bullying are dealt with very seriously, we have a zero-tolerance approach to bullying. We are a TELLING school. This means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff.

By everyone we mean students, staff, parents and any other person who may visit the Academy.

The policy raises our awareness by explaining what we mean by bullying and where it might happen. It outlines how we prevent bullying through every lesson and other specific activities.

For staff it provides provision for Professional Development and explains clearly how to deal with incidents of bullying.

For students it provides the opportunity to develop skills of caring and tolerance as well as conflict resolution.

The aims of this policy are:

- To prevent bullying
- To deal effectively with bullying if it occurs
- To be an integral part of the Academy behaviour for learning policy
- To contribute to overall Academy improvement by a safe happy learning environment conducive to raising standards
- To ensure that all students, staff and parents are clear that we do not tolerate bullying and how it will be dealt with in school

It begins with a charter for anti-bullying and outlines clearly everyone's rights and responsibilities.

The Northampton Academy Anti Bullying Charter

For pupils who experience bullying:

If you are being bullied:

- You will be heard and supported in reporting bullying and given help. Action will be taken. We are a TELLING school
- You will be supported and helped to rebuild confidence and feel safe again at Northampton Academy

For pupils who engage in bullying behaviour:

- Sanctions and 're-calibration sessions' hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

For the Academy:

- The whole community is clear about the anti-bullying stance the Academy takes; pupils, as well as staff and other members of the Academy, are fully engaged in developing and reviewing anti-bullying work in the school. Every chance is taken to celebrate the success of anti-bullying work
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Academy staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the school anti-bullying policy at least every two years and, as a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying pupil support systems are in place to prevent and respond to bullying
- They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems (CPOMS) gathers information about anti-bullying incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- Northampton Academy does not tolerate bullying of any kind

- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally) – the definition we use is below
- If you are concerned about any issues regarding bullying, please contact the Academy
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses

Raising Awareness

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE)

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DfE)

Bullying can take place between students, between students and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untrue rumours
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.
- Homophobic/biphobic or transphobic comments
- Students may be bullied for a variety of reasons, including:
- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We must be careful to avoid the term 'bullying' being used as a term that may be chosen by one of the party's involved to try to escalate the seriousness of the matter. The school works hard to ensure that all students know the difference between bullying and simply "falling out".

Where bullying occurs

Bullying can take place in many places. It can occur during the journey to and from the Academy, before lessons begin, at break, lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are places where bullying can occur. Bullying may also take place in a subtle and surreptitious way during lessons when adults are present. Cyber-bullying incidents may originate from outside of the Academy but if it affects pupils during the school day then we will respond to it.

Prevention of Bullying

At Northampton Academy everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the Code of Conduct and key policies such as Behaviour for Learning, E-safety and Safeguarding. The ULT "Staff Student relationships" document provides clear expectations for adults in the Academy too.

Through clear implementation of these polices students and staff can go about their work in a safe and happy climate where achievement and praise prevail.

Prevention is better than cure so at Northampton we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against a key value of the school, RESPECT. We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- TELLING school ethos
- 'Line in the Sand' approach from Principal – no bullying
- Anti-bullying leaders
- Intervention work from Anti-bullying leaders for students who are repeat offenders - 'put them into the shoes of the students that is bullied' - 'recalibration session'
- Stonewall School Champions
- 'Foot in/Foot out' protocol
- Anti-bullying Twitter campaigns
- Buddy/mentoring systems
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies

- Behaviour Plan
- PSHE sessions on E-safety and bullying
- Digital Leaders
- Parental/Staff/Student surveys
- External Drama workshops/performances

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the Academy cares about bullying.

Signs of Bullying Incidents

Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- Fears of walking to or from school
- doesn't want to go to school on the school/public bus
- asks to be driven to school all the time
- changes their usual routine
- does not want to attend school (school phobic)
- begins truanting school
- asks for money or starts stealing money
- comes home starving
- stops eating
- becomes withdrawn, anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- some possessions go 'missing'
- dinner or other monies continually get 'lost'
- has unexplained cuts or bruises
- starts becoming aggressive, disruptive, unreasonable
- is bullying other children or siblings
- is scared to say what's wrong
- gives improbable excuses for any of the above

Anti-bullying procedure

The Academy regards bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents. See Appendix 1 for flowchart that is used each time incident reported.

Reporting and supporting

Pupils can report any bullying issues or concerns via the Drop-in service ran by the Wellbeing Team or by reporting it to a member of staff/student they trust. They can also access the Academy's help website online, 'SHARP'. These incidents will then be passed over to the Behaviour Team to action. Drop boxes are also located around the Academy where students can drop concerns. These are emptied daily.

They can also report incidents directly to their Tutor and relevant Learning Manager, who will also pass it over to the Behaviour Team to action. There are a few support plans that can be put in place for a pupil who feel they are being bullied, and for a pupil who may be the perpetrator of bullying.

Support in place could be one of the following:

- Breakfast club
- Lunch time groups
- Drop in service
- Peer Mentoring
- Meet and Greet
- Counselling (for intense cases)

Courses:

- Protective Behaviours
- StarttoGrow
- Thrive
- Managing Angry Feelings

Staff Development

During training days develop awareness of preventative practices, spotting signs of bullying and procedures to follow if bullying occurs. Use of scenarios to support this.

Training of all staff in recognising and dealing with bullying.

Training to include:

- **Conflict resolution**—Staff empowering students to manage low level unpleasantness independently
- **Mediation** - when the method above doesn't work getting aggrieved parties together
- "circle time". No shouting, swearing or interruptions
- **Investigations** by Form Tutors, Heads of Year and Learning Managers
- **Restorative practices** (justice) - when the investigations are complete and sanctions (if necessary) applied, we will aim to get the victim and bully together. The victim gets opportunity to explain how they feel, then the bully can do likewise and hopefully a genuine apology is offered to the victim, perhaps accompanied by an agreement to some actions that can help redress the situation.

Linked Policies:

- Safeguarding Policy
- Behaviour for Learning Policy
- E-safety Policy

Appendix 1

Bullying incident

TELLING SCHOOL – we want a culture where the students will be listened to and believed

Bullying incident reported

Speak with student who is 'victim' and collect statement. Re-assure student they are doing the right thing in telling you.

- Identify student (s) doing bullying
- Identify student (s) who may have witnessed
- Identify what, where and when this has happened
- **CONTACT PARENT TO LET THEM KNOW YOU WILL INVESTIGATE**

Liaise with Learning Manager and ensure that they speak with any witnesses

- Identify student (s) doing bullying
- Identify what, where and when this has happened
- Check CCTV (where applicable)

EVIDENCE TO SUPPORT

Speak with student (s) who allegation was made against and take statement

- Speak with Director of Key stage/Assistant Principal for sanction
- **CONTACT PARENT TO LET THEM KNOW THEY HAVE BEEN SANCTIONED FOR BULLYING**
- **CONTACT PARENT OF VICTIM TO LET THEM KNOW OUTCOME AND ENSURE THEY ARE SATISFIED**
- RECORDED IN BULLYING LOG

NO EVIDENCE TO SUPPORT

- Speak with student (s) who allegation was made against
- Explain there is not enough evidence but you will be monitoring situation

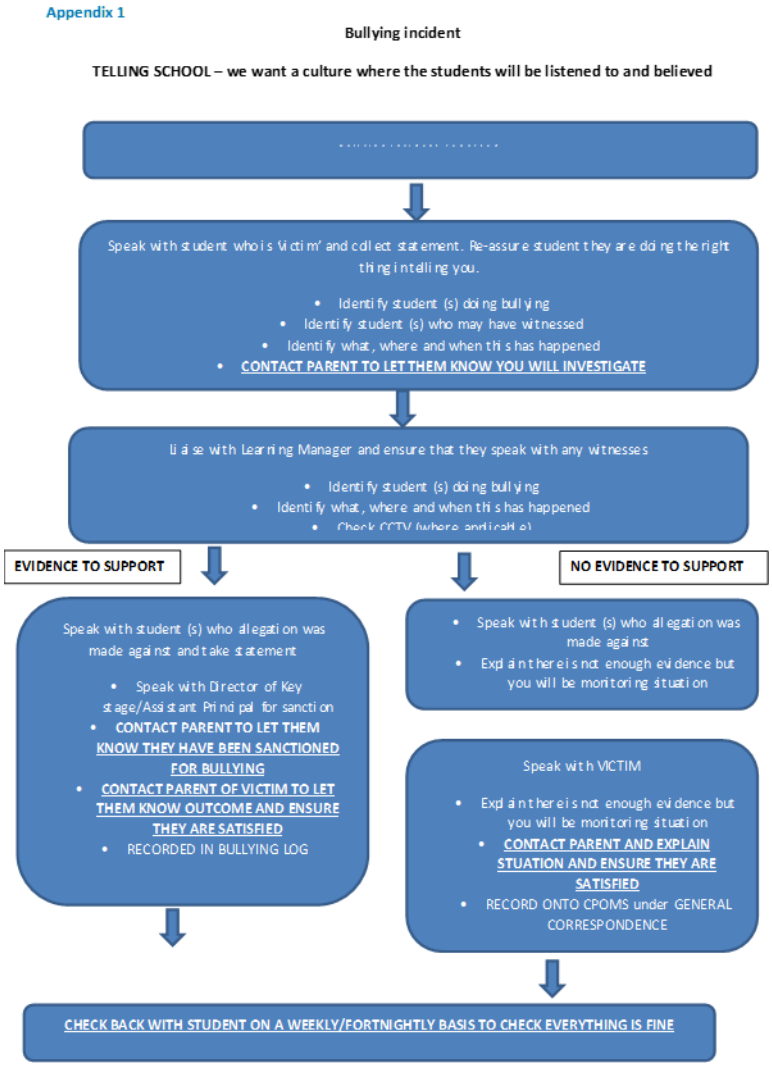
CHECK BACK WITH STUDENT ON A WEEKLY/FORTNIGHTLY BASIS TO CHECK EVERYTHING IS FINE

Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	The policy is being amended to allow it to be more specific and to emphasis the procedure that needs to take place. The amendments are- We use a variety of methods to help students prevent bullying. As and when appropriate these may include: • TELLING school ethos • 'Line in the Sand' approach from Principal – no bullying • Anti-bullying leaders The Academy regards bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents. See Appendix 1 for flowchart that is used each time incident reported.

	
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	The amendments to the policy are aimed to give specific guidance to all stakeholders. The policy on antibullying is strategic and follows the Academy's vision and values
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH	The impact would be positive as it is ensuring that all stakeholders if they experience bullying have clear guidance on the procedure and what the process is. The policy and procedure does not discriminate based on individuals and encompasses all groups including those with protected characteristics

PROTECTED CHARACTERISTICS?	
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	To mitigate negative impact this policy is refereed to within the Academy when we use the language of the Academy's values – focusing on respect for others. The behaviour policy also demonstrates the fact that we do not tolerate bullying in any forms
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to justify wider benefits
RECORDING FINAL DECISION	Anti-bullying policy plus amendments to go to governors for approval

Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.