



Bader
ACADEMY

Anti-Bullying Policy

Date Published	
Version	1
Approved Date	
Review Cycle	3 Years
Review Date	

An academy within:



1. Legal Framework

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 2003 (updated 2015)
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with DfE advice, including, but not limited to DfE 'Preventing and tackling bullying' (2017).

1.3. Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

1.4. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

1.5. Bader Academy recognises there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony.

- 1.6. Bader Academy is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential.
- 1.7. Bullying of any kind is unacceptable at Bader Academy. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. Bader Academy is an open 'Telling School' this means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it and anyone who knows that bullying is happening should be able to inform a member of staff in safety.

2. Definition

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Research confirms the destructive effects of bullying on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convinces the victims that they are at fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to inspire a reaction that escalates the situation.

3. Focus of Bullying

- 3.1. The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from a presumed norm, e.g. body shape, hair colour. It can focus on personal backgrounds, including parents' jobs, houses and lifestyles and can sometimes derive from deep seated local feuding with disagreements between adults passed to children who then act them out in school.
- 3.2. Bullying can focus on sexual attractiveness or the perceived lack of it and sexuality based on homophobia, misogyny or both. Bullying can also focus on race, nationality, culture, religion or a mixture of these. Bader Academy strives to celebrate diversity and difference and we welcome pupils and families from ethnic minority backgrounds.

4. How Bullying Happens

There are differences in how bullying is conducted. It can be a one-off or sustained and damaging either way. It can be painfully obvious, but it can also be surreptitious and subtle. It can also be one student against another or involve several students. Direct physical bullying and threats of bullying are usually more evident than verbal intimidation and manipulation, which is more difficult to observe and deal with.

5. The Effects

The most common effects of bullying are:

- Anxiety and depression, which can lead to intermittent and long-term absences from school lessons or engagement in learning, resulting in under-achievement;
- Poor self-esteem which prevents pupils from forming positive relationships and can lead to feelings of worthlessness and betrayal;
- Withdrawal which may lead to reduced participation in school and other activities, isolation or self-harm;
- Loss of identity and positive self-image;
- Guilt that the victim 'allowed' it to happen;
- Mental health difficulties.

6. Signs and Symptoms of Bullying (including *Cyberbullying)

The pupil may:

- Be frightened of walking to, or from, school or being in parts of school;
- Be unwilling to go to school;
- Begin to perform poorly in school;
- Become distressed/stop eating;
- Cry or get upset easily/have nightmares;
- Become disruptive/aggressive;
- Have possessions which go missing;
- Begin stealing (to pay the bully);
- Have unexplainable injuries;
- Damaged, lost or destroyed clothing, books, electronics, or jewellery;
- Frequent headaches or stomach aches, feeling sick or faking illness;
- Changes in eating habits, like suddenly skipping meals or binge eating;

- Difficulty sleeping or frequent nightmares;
- Sudden withdrawal or avoidance of social situations;
- Feelings of helplessness or decreased self-esteem;
- Self-destructive behaviours such as running away from home, harming themselves.

** Cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.*

7. Aims of our Anti-Bullying Work

7.1. Bader Academy recognises that there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony. Bader Academy is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils and strive to create a climate in which all children can fulfil their potential. Bullying of any kind is unacceptable at Bader Academy. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. All pupils have the right to feel welcome, accepted, secure and happy in order to develop and achieve their maximum potential. Bullying of any kind prevents this. It is everyone's responsibility at Bader Academy to ensure that bullying does not happen and any incidents are reported, and dealt with, in line with school policies and procedures. Students are taught about caring for others, co-operation, friendships and bullying throughout embedded opportunities across the curriculum, however, this is addressed mainly through the PSHE curriculum, and also through break time/extended activities.

7.2. At Bader Academy we endeavour:

- To ensure all staff, the governing body, pupils and parents have an understanding of bullying and its consequences;
- To emphasise through all aspects of our curriculum that bullying will not be tolerated;
- To ensure that there are clear procedures and systems for reporting and recording bullying, which are understood and followed by all staff;
- To ensure pupils and staff learn to keep themselves and others safe;
- To ensure that students learn to recognise and respect the differences between groups of people within the school community;

- To help students develop self-confidence, self-esteem and to fulfil their potential within school;
 - To support and re-educate those pupils who are both the victims and perpetrators of bullying, providing them with a range of strategies they can use if they are at risk of bullying others or are being bullied themselves;
 - To create a school which all members of the community can come to without fear of violence, aggression or intimidation of any kind.
- 7.3. Pupils are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously.
- 7.4. Staff vigilance is the key tool for preventing bullying, within school and the grounds, and is a proactive measure to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

8. Combatting Bullying

- 8.1. Bader Academy is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We will work hard to improve behaviour and encourage children and young people to positively manage their own behaviour. We teach our students that as well as having rights, the choices they make will also bring responsibilities.
- 8.2. We shall be using the following strategies to ensure that we have a clear, consistent and effective approach to bullying:
- An agreed definition of bullying with a base line measurement;
 - A strong ethos in Bader Academy promoting tolerance, respect for difference and diversity;
 - Positive leadership from senior staff and governors on tackling bullying;
 - A designated member of staff, responsible for co-ordinating anti-bullying issues;
 - A clear anti bullying policy. The policy will be reviewed regularly by staff, governors, parents and pupils;
 - A planned approach across the curriculum and specifically in the PSHE, ICT and RSE curriculum and tutorial programmes to the issue of bullying in a context which promotes self-esteem and confidence in relationships;

- Planning and promoting teaching and school routines which encourage learning and positive behaviour;
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it;
- Periodic consultation with pupils to inform the school's knowledge of bullying;
- Discussion at Bader Academy student council;
- Confidential and varied methods for alerting the school to current instances of bullying;
- Adequate supervision of the school site, especially toilets, lunch times and distant areas;
- Increased supervision levels and, as appropriate safe areas, for pupils who feel threatened at break times;
- Independent listeners, including older pupils and adults, other than school staff, to whom victims of bullying may turn;
- Rewarding non-aggressive behaviour;
- Encouraging co-operative behaviour;
- The use of individual plans for those children experiencing interpersonal and peer relationship difficulties;
- Close monitoring of all pupil's behaviours;
- Sharing proven good practice with colleagues both in Bader Academy and in our family of schools
- Refer to the PHSE/Citizenship, Schemes of work and the Doncaster Healthy Schools Handbook.

9. Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all the following:

- Specific Curriculum areas – English, Drama, RE, PSHE, History, etc.;
- Assemblies/School Council;
- Class discussions on issues such as friendship, prejudice, assertiveness, coping strategies;
- Firm and appropriate disciplinary procedures;
- Students being encouraged to develop their own class rules;
- Greater interaction between classes/Year groups.

10. Dealing with Bullying Incidents or Allegations

Where a pupil reports/alleges a bullying incident to an adult, or an adult witnesses an incident, the following are agreed school procedures:

- A nominated member of staff, e.g. Head teacher or Assistant Head Teacher is informed in writing (usually through an incident or cause for concern form);
- Staff will ensure the immediate safety of all other staff, pupils and property. It maybe that, in exceptional circumstances, there is a risk of injury to an individual such that physical intervention is required. In which case the member of staff would follow the school's policy on Positive Handling;
- Any injured child/children or staff will receive appropriate medical attention, as soon as is practicable;
- All incidents will be recorded, including the facts of the incident, action taken and a report of the follow up interviews;
- Both the victim(s) and bully(ies) should be interviewed separately to establish the facts without apportioning blame;
- A decision should be taken regarding whether to contact the parents of both the victim(s) and bully(ies);
- In the light of the incident it may be appropriate to review existing behaviour policy and/or procedures;
- Appropriate sanctions and support will be discussed and agreed upon;
- Follow up discussions will take place within 1 week;
- The opportunity should be available after the incident for both the victim(s) and bully(ies) together to discuss their difficulties with a responsible and confident adult.

11. Interviewing and Supporting the Victim

The pupil will be informed that notes will be taken of the conversation and both will agree at the end that what has been written is a true record. Staff will be aware at all times of possible Child Protection issues. Confidentiality will not be promised.

- Staff will listen objectively and without favour to what is being said. The pupil(s) will be encouraged to share what they are feeling;
- Staff will ascertain who has been involved, including bystanders;
- Staff will discuss the victim(s) what they would like to see happen and arrangements for the future, if they are able;
- Staff may offer coping/preventative strategies, if appropriate;
- Discussions around reparation will take place if property is damaged/destroyed;

- A realistic time scale for investigating and reporting back to the victim(s) will be given.

12. Supporting the Victim

Support will be planned, implemented and reviewed as per individual need and may include any of the following good practice strategies:

- **Speaking in private/an environment conducive to their needs:** Finding a quiet place/time when you won't be disturbed to discuss. Encouraging the pupil to share details of any events;
- All this may need a bespoke approach using social stories/communicative aids;
- **Be patient, calm and understanding:** Not making assumptions or interrupting. Putting other feelings aside and listening to what the pupil is saying;
- **Reassure them:** Making it clear that the bullying is not their fault and praising them for being brave enough to talk. Assure them that, together you will sort it out;
- **Give support and trust:** Openly explore the options together, and come to an agreed course of action. Remember that feelings and emotions may be hidden and might manifest through some of the behavioural signs discussed earlier. Strategies for coping may include sensory/relaxation and social stories to reassure the pupil.

13. Interviewing the Bully/Bystander

- Research suggests that by telling the bully(ies)/bystanders will not apportion blame, but rather approach the pupils in a non-confrontational manner with the emphasis on problem solving helps resolve the situation;
- Staff will explain they would like to talk to the student(s) as they are aware the student has been unkind to/causing problems for (name of victim). Staff will ask the student(s) if they know how (name of victim) is feeling right now;
- Staff will explain that the bully(ies)/bystanders are responsible for those feelings and this is not acceptable. Staff will be clear this is not acceptable;
- The staff member will ask for suggestions to help the victim(s) feel better and to help solve the problem;
- Staff will agree to meet with all the students involved again after an appropriate time to see how the situation has changed;
- The nominated member of staff for bullying issues should be given a record of the interviews for the student files;

- School may wish to send copies of the reports to the parents/carers of those students involved;
- Appropriate contact will be maintained with both sets of parents/carers until the situation has been resolved.

If the bullying persists, this strategy may be combined with other positive interventions and targeted actions such as:

- Peer mentoring;
- Peer mediation;
- Buddying;
- A class change after discussions with all involved;
- Support from external agencies, e.g. Behaviour Support Service, education Psychology Service, NSPCC, childline, CAMHS etc.;
- School Council;
- Circle of Friends;
- Schools within the trust working together to support those involved;
- A whole school anti-bullying week as the beginning of an on-going campaign;
- The appropriate encouragement of peer support and positive action.

Any sanctions invoked following the incident will be in line with the school's behaviour policy.

We are aware of the need to deal with allegations or incidences of bullying sensitively. We also appreciate the importance of dealing with all the children and young people involved in a way which communicates it is not acceptable, but also treats them with dignity.

14. Working with Parents or Carers

- 14.1. We will work with parents/carers to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.
- 14.2. We will endeavour to give parents every opportunity to discuss their concerns as soon as practicable. We will emphasise the importance of working together to solve problems and create realistic solutions that are acceptable to all concerned. A lack of parental support can make conflict resolution much more difficult and is regrettable, particularly if children then mirror the negativity and unhelpful attitude that they may have seen.
- 14.3. Bader Academy appreciates there will be occasions when the parents and carers of one or both sets of students involved will feel that the school has not

sanctioned appropriately. Parents or carers will be given the opportunity to share their concerns and if appropriate, staff will discuss the decisions to impose the particular sanction(s) with them.

14.4. Where a parent is dissatisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the agreed complaints procedure for the school will be used. Should the press be contacted regarding the bullying incident then school should work with Nexus and DMBC publicity office over any impending publicity.

14.5. Bader Academy actively encourages and welcomes comments, questions and suggestions regarding our Anti-Bullying Policy.

15. References

Ofsted (2003) Bullying: Effective Action in Secondary Schools

DfE 'Preventing and tackling bullying' (2017)

16. Key Contacts

www.kidscape.org.uk

www.bullying.co.uk

www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support

www.gov.uk/bullying-at-school

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying

APPENDIX A

Record of Bullying and Racist Incidents

(Please tick one or both boxes as appropriate)

Bullying Racism

Name of School/Establishment

Head Teacher/Anti-Bullying and Anti-Racist Co-ordinator:
(if applicable)

Date Incident Report:

Perpetrator(s) and Victim(s) - Please add if more than 4 involved:

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
Gender								
Ethnicity (if known)								
Religion (if known)								

Type/Nature of Incident

<input type="checkbox"/> Written (e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc.)	<input type="checkbox"/> Damage to Property (e.g. theft of bags, clothes, money; tearing clothes; ripping books, etc.)
<input type="checkbox"/> Verbal (e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, etc.)	<input type="checkbox"/> Isolation/Emotional (e.g. 'sent to Coventry', shunned, rejected, left out of activities/groups, spreading rumours, etc.)
<input type="checkbox"/> Physical (e.g. pushing, shoving, fighting, tripping-up, etc.)	<input type="checkbox"/> Incitement (e.g. encouraging others to bully, behaving in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature)
<input type="checkbox"/> Using Technology (e.g. anonymous telephone calls, offensive/threatening texting/ e-mails)	
<input type="checkbox"/> Extortion (e.g. using threats in order to obtain money, property, etc.)	<input type="checkbox"/> Other (please specify)

Please indicate what action was taken to support victim(s)

Support from staff		Letter to Parents	
Support from other pupils		External agency involvement	
Other (<i>please specify</i>)			

Please indicate the level of parental involvement of both victim(s) and perpetrator(s)

Parents informed by phone		Parents involved actively in discussions etc.	
Parents informed by letter		Other (<i>please specify</i>)	

Please indicate if any follow-up/preventative work was done as a result of the incident

Whole school		Group work	
Whole class		Individual	
Circle Time		Review of policy and procedures	
Other (<i>please specify</i>)			

Please indicate when you intend to review the effectiveness of the action taken

One Week One Month Six Months

Any other comments:

Signed by Head Teacher/Co-ordinator

Date

APPENDIX B

School-Parent Liaison Meeting

Date of Meeting:		School:	
Name:		D.o.B.:	Male*/Female* (delete as appropriate)
Class:	Year:	Parents:	
Present at the Meeting:		Role:	
Summary of Concerns:			

Agreed Action Plan/Agreement:
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Follow-up Review will take place on:

<p>Signatures:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Information:</p> <p>Name:</p> <p>Class Teacher:</p> <p>NTA:</p> <p>Mentor:</p> <p>Other:</p>
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