



# **New Line Learning Academy ANTI-BULLYING POLICY**

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**DOCUMENT CONTROL**

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**Review Process Prior to Ratification:**

Name of Committee	Date
Child Protection	12 <sup>th</sup> June 2017

**Statement of intent**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

### **What is bullying?**

In the 2011 Preventing and Tackling Bullying document, the Department for Education defines bullying as:

**“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.**

### **Definitions of bullying:**

**Bullying behaviour** can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour could be intentional or unintentional and may be ongoing. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

There can be four key characteristics:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. There is an intention to harm e.g. A person teasing another with the intention of deliberately upsetting them
2. There is a harmful outcome: a person or persons are hurt emotionally or physically
3. The act can be direct or indirect e.g. It could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via facebook
4. There is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people.
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to, e.g., their age or physical strength or size will abuse their power by bullying.

**Bullying behaviour** can be direct or indirect, simple or complex.

**Direct bullying** includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

**Indirect bullying** includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

**Cyber-bullying** uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night.

### **Where there is bullying:**

- There is normally a power imbalance so that the victim does not feel able to defend him/herself.
- It is usually persistent but could be an isolated incident.
- It might relate to racism, homophobia, sexism, ageism.
- It might relate to a disability or a special education need (SEN). In these examples, victims may not be aware of being bullied.
- There is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

**It is important to recognise that the list above is not exhaustive and also that the inappropriate behaviour listed above is not always bullying** and is not always unprovoked. Bullying is on a continuum of behaviour and it is recognised that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

### **Why is it important to respond to bullying?**

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Bullying, whether physical or non-physical, may lead to lasting psychological damage.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this policy**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine

- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- 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
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

### **The key priorities of this policy are:**

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up healthily, physically and mentally
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society

### **Procedures**

1. Students should report bullying incidents to a staff member, their parents/carers or a friend who can then inform the school;
2. All reported incidents of bullying (no matter how minor) will be brought to the attention of the Intervention Challenge Manager. The incident will be discussed with the Wellbeing Lead to ascertain how serious the report is.
3. In cases of serious bullying, students will be placed either into the Isolation Room or excluded and the incidents will be recorded by the ICM on the Kent County Council website – Kelsi:  
<https://kentcc.firmstep.com/default.aspx/RenderForm/?F.Name=DdCBB4wy835&HideAll=1>

and with the Wellbeing Lead, who will keep regular records of incidents.

4. Any incident sanctioned as bullying will result in a parental/carer meeting and an Anti-bullying Contract being set up (see Appendix 1).
5. If necessary and appropriate, the Police will be consulted.
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
7. An attempt will be made to help the bully (bullies) change their behaviour through the use of restorative justice strategies.

## **Outcomes**

1. The bully (bullies) maybe asked to genuinely apologise. Other consequences will follow if apologies are not given.
2. A range of strategies will be considered according to the particular incident investigated. As a general rule the victim will be involved in decisions about strategies used for a particular incident.
3. In serious cases, fixed term exclusion or even permanent exclusion will be considered.
4. If possible, the students will be reconciled through restorative justice.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Expectations of schools and school staff, parents and carers and children and young people**

### **Schools and school staff**

- Schools and teachers should all take bullying seriously and no school should believe that bullying does not happen in their school.
- Kent Safeguarding Children's Board expects schools to take all possible steps to ensure children and young people are safe at school. All reports of bullying must be taken seriously and responded to effectively.
- Schools should develop a whole-school ethos that values kindness and inclusivity, with all staff and volunteers modelling supportive behaviour.
- Schools should consult with students about their expectations of bullying in order to identify any particular areas of concern and take action of address these concerns and involving students in developing preventative approaches and responses to bullying.
- Schools must have an Anti-bullying Policy, which should be drawn up through a whole-school approach and clearly outlines the steps the school will take to prevent and respond to bullying. The policy will also outline how parents and carers will be able to take forward their concerns.

- Schools should seek to ensure training is available for all staff in order to ensure all staff are equipped to prevent and tackle bullying. This should include non-teaching staff.
- Schools are also encouraged to implement restorative justice approaches when responding to bullying to achieve long-term behaviour change.
- Schools should ensure that information is provided in schools about external assistance and counsellors (i.e. Childline).

## **Parents and Carers**

- Parents and carers are expected to encourage their children to respect others, to value education, to contribute to the wider community, to be law abiding, to have strong moral values and to treat others with kindness.
- Parents and carers are expected to work co-operatively with schools and all children's services to ensure children are safe, happy and fulfil their potential.
- Parents should be alert to signs of bullying, especially between primary and secondary transition. They should also be aware and be responsive to cyber-bullying which can take place 24/7, in any location and can occur on a vast and rapid scale.
- Parents need to take responsibility for their own children's actions and also model good behaviour.
- Parents should listen carefully and encourage talking at home, self-esteem and for their children to have a broad range of friends.
- Parents should be familiar with the Anti-bullying Policy of their child's school.

## **Children and young people**

- Kent Safeguarding Children's Board expects parents to fulfil their responsibilities. Children and young people should not bully others and should be mindful of behaviour that may be perceived as hurtful.
- Children and young people should not treat someone badly or ignore somebody because they are different.
- Children and young people should tell someone if they witness bullying behaviour.
- Children and young people should refuse to join in, condone, encourage or stand by and watch the bullying behaviour of others.
- Children and young people should work with their school, their parents/carers and other professionals to ensure that bullying is prevented and that it is stopped when it does happen.

## **Prevention**

As and when appropriate, these may include:

- Developing the school code for the rights and responsibilities of the individual
- Signing an Anti-bullying Contract or a behaviour contract, such as Support Programmes
- Addressing as part of whole school assemblies
- Having discussions about bullying and why it matters in PSHE events
- Regular Student Council contribution to the process of anti-bullying
- Promotion of Anti-bullying week
- Parents informed of school Anti-bullying Policy in newsletter
- Anti-bullying posters

## **Help Organisations**

Advisory Service for Education (ACE)	0300 0115 142
Children's Legal Centre	0300 330 5485
KIDSCAPE Parents Helpline (Mon-Fr, 10-4)	0207 730 3300
Parentline Plus	0808 800 2222
Youth Access	0208 772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>



**New Line Learning Academy  
Against Bullying Contract**

This contract serves to prove a student's knowledge about the definition of and consequences for bullying, and to inform parents/carers of school policy regarding aggressive and inappropriate behaviour among students.

**By signing this contract, {student's name} understands that:**

- Bullying can be physical, verbal or emotional
- Bullying consists of, but is not limited to: name-calling, violence, theft, rumours, exclusion, threats, intimidation, put-downs and pranks
- Instigating others to take part in bullying actions on your behalf is unacceptable
- Students should all be treated with courtesy and equality regardless of age, gender, race, religion, orientation, size, disability, intelligence, athletic ability or popularity
- Bullying on Facebook, Blackberry Messenger or any other social network including writing unpleasant comments about someone to other people is unacceptable

**{Student's name} pledges to uphold the following rules:**

- To abide by the school's policy concerning bullying and harassment
- To report incidents of bullying to a trusted teacher or staff member
- To stand up for victims of bullying
- To encourage others to treat all students with respect and courtesy
- To help make the school a place where everyone feels safe, heard and respected

**{Student's name} understands that any further incidents of bullying may result in the following consequences:**

- Loss of social time and after school time through detentions
- Exclusions from school and isolation room
- Pastoral support plan being put in place
- Managed move to a new school

.....  
Child's signature

.....  
Parent's signature

Date .....

Date .....

**Anti-bullying Policy**

This policy was agreed and adopted at the Full Governing Body meeting held on 3<sup>rd</sup> July 2017.

Signed ..... Chair of Governors

Signed ..... Headteacher