

## **TREGONWELL ACADEMY ANTI-BULLYING POLICY**

**Adopted by AAC:**

**Autumn 2018**

**High Expectations, Support, Challenge**  
Part of Ambitions Academies Trust

## ANTI-BULLYING POLICY

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without the 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 pupils be able to fully benefit from the opportunities available at Tregonwell Academy.

### 1. Definition

Bullying is defined as deliberately hurtful behaviour or an abuse of power, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- a) Physical (hitting, kicking, theft)
- b) Verbal (name calling, racist remarks)
- c) Indirect (spreading rumours, excluding someone from social groups)
- d) Cyber (through the use of social media or other messaging device)

Pupils 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 school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with the school policy. NOT TO ACT IS TO CONDONE.

### 2. Statutory Duty of Schools

- a) AAC and Associate Principal have a legal duty under the Education and Inspections Act 2006 of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: Provides that every school must have measure to encourage good behaviour and prevent all forms of bullying amongst pupils. These measure should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- b) Gives Associate principals the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff

### The Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies will come into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on AAC and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

## **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 school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Criminal Law**

The department for education guidance, "preventing and tackling bullying" has now been in schools since 2017.

A recent police bulletin issued to schools across Dorset made clear three issues that they were dealing with (within the wider context that they were not there to deal with it):

1. A number of incidences they were dealing with were relationship issues and could not be defined as bullying.
2. When bullying had been identified as happening, parents were not clearly communicated with by school as to what the process and consequences were.
3. An anti-bullying policy should state clearly what the procedure is for managing bullying outside of school.

The police will only become involved if:

- A. There is a serious threat to kill or harm another student
- B. There has been harassment over a period time
- C. If parents are becoming involved in sending abusive messages

SAA has recently updated its policy re: management of bullying and introduced a graduated response which makes it clear about the consequence when bullying takes place over either a period of time or as an isolated incident which we are happy to share across the Trust..

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. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Bullying Outside School Premises**

Associate principals have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Associate principals the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. 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.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Associate principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

- c) Schools
- d)

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be investigated immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Anti Bullying Champion
- SLT will be regularly updated
- Parents will be kept informed
- Sanctions will be used if considered appropriate and in consultation with all parties concerned
- Participation in Anti Bullying educational programme

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If bullying is identified, the following action may be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

- a) By offering them an immediate opportunity to talk about the experience with their Anti Bullying Champion class teacher, or another member of staff if they choose.
- b) Informing the victim's parents/carers.
- c) By offering continuing support and strategies when they feel they need it.
- d) Restoring self-esteem and confidence.

We also discipline, yet try to help the **bullies** in the following ways:

- a) By talking about what happened, to discover why they became involved.
- b) Informing the bully's parents/carers
- c) By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- d) By taking one or more of the five disciplinary steps described below to prevent more bullying.

### 3. Disciplinary Steps

- a) They will be warned officially to stop offending.
- b) Informing the bullies' parents/carers.
- c) They may be isolated at break and/or lunch times.
- d) If they do not stop bullying they may be educated off-site for a fixed period.
- e) In severe cases pupils will be reminded that incidents in school can still warrant notification to the police.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in citizenship, tutorial time, assemblies and subject areas, in an attempt to eradicate such behaviour.

### 4. Monitoring, Evaluation and Review

The school will review this policy twice yearly and assess its implementation and effectiveness, throughout the school.

**Key:**

SLT – Senior Leadership Team

DCFS – Department for Children and Family Services

SEND – Special Education Needs and Disability

AAC – Academy Advisory Committee

DCFS – Don't Suffer In Silence

INSET – In Service Education Training Day

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# STRATEGIES FOR THE PREVENTION AND MANAGEMENT OF BULLYING

## Strategies for Class Tutors

As well as detecting and dealing with bullying incidents the class tutor's role includes helping to create a climate where bullying does not occur.

- a) Create a climate where your pupils can tell you if they or someone else is being bullied.
- b) Always deal with incidents of bullying that are reported to you by pupils or other staff. If you cannot deal with the incident yourself pass it on to the inclusion co-ordinator for action. Always fill in referral forms (if it is part of a persistent problem).
- c) Try out strategies with your tutor group to bring any incidents into the open and to discourage potential bullies e.g. through circle time.
- d) Involve all your pupils in group activities. Change the composition of groups when group work is involved. Ensure there is no embarrassment when choosing partners/groups.
- e) Encourage your pupils to become involved in extra curricular activities at lunchtime – a time when bullying is most likely to take place.
- f) Offer a temporary sanctuary to pupils with problems – a quiet room at break or lunchtime.
- g) Discuss problems at regular intervals with your line manager.
- h) Try strategies to help raise the self-esteem of the bully – see pastoral curriculum development.
- i) When the problem is solved do not keep reminding the pupil of the incident or label the child a 'victim'.

## Strategies for Behaviour Support Mentor – Anti Bullying Champion

- a) Keep a check on pupils who are suspected of being bullied.
- b) Schedule a meeting with each group tutor on a regular basis to discuss pupils in each group. This will provide an opportunity to review progress of victims of bullying.
- c) Make bullying the subject of assemblies periodically.
- d) Monitor and evaluate the bullying materials in the pastoral curriculum and work with the year team leaders to develop as necessary.
- e) Ensure staff punctuality for morning registration, lesson, and lunch and break duties.
- f) Ensure evaluation and monitoring of policy and update as necessary.
- g) Evaluation of bullying incidents to identify patterns and areas of concern and to deal with issues arising.

## Strategies for Subject Teachers

- a) Be sensitive to groupings within your classroom. Involve any isolated pupils in groupwork; ensure there is no embarrassment when choosing groups/partners.
- b) Always reprimand/ apply sanctions when any incidents of verbal abuse occur in your classroom – these may just be hurtful comments but pupils should be aware that they are not tolerated.
- c) Make sure you are an appropriate role model. Ensure your comments do not hurt or embarrass pupils.
- d) Always report incidents to the group teacher using a referral form.
- e) Always refer to the Policy.
- f) Be punctual to lessons and when on break or lunch duties as these are the times when bullying is most likely to occur.
- g) Do not leave pupils unsupervised during a lesson.

## Management Issues

- a) Ensuring effective supervision during the lunchtime, at break and before/after school.
- b) Ensuring there are a range of activities for all pupils at lunchtime including spaces which are supervised and quiet.
- c) Reviewing tutor groups and teaching groups to identify potential problem areas and employing appropriate strategies.
- d) Promoting the self-image of all children through the merit award system, appropriate curricular, extra curricular activities, etc.
- e) Publicising the bullying policy to all staff, pupils and parents through assemblies, hand-outs, publications.
- f) Encouraging and supporting work in the curriculum which focuses on bullying.
- g) Providing opportunities for staff with particular expertise to work with groups experiencing problems.
- h) Providing INSET for all staff.
- i) Providing resources for supporting victims and for behaviour modification programmes for bullies.
- j) Monitoring and evaluating the systems and strategies for dealing with bullying and ensuring effective communication and recording.

## Thoughts to take away:

**Question:** How do you deal with the concept that 'grassing someone up' is unacceptable – and may land the victim into more trouble?

- a) Challenge the culture where the bully says 'if you tell it will only get worse'.
- b) Adopt the concept of being 'a telling school' where everyone recognises that bullying is unacceptable and must be spoken about.
- c) Find opportunities to have tutorial groups which combine different years so older pupils look after younger ones.

**Question:** Giving bully's detention or excluding them often doesn't work. Are sanctions a good way of dealing with children who bully?

- a) We don't teach people to be kind by punishing them. Failure to learn kindness is usually because other people haven't been kind to you.
- b) When 'bullies' are respected and supported for trying to put right what they've done wrong, this works better than punishment.
- c) Requiring young people to put things right shouldn't be seen as a soft option.
- d) Don't list sanctions in your anti-bullying policy otherwise you may be forced to use them.

**Question:** What does work in stopping bullies?

- a) Empower other children – bullies can't operate if others don't collude with their behaviour.
- b) Find ways – like the 'no blame' approach – which encourages children to take responsibility for their actions.
- c) Create a classroom structure where children don't need to name names but can talk about incidents where bullying occurs and think about solutions.
- d) Set up an 'inclusion' committee of pupils. The miscreant has to take one friend and one 'role model' along to meet with the committee. The whole group negotiates as many ways as possible of keeping this pupil in school. These solutions are told to the whole school and children who support these strategies are rewarded.
- e) Find ways to regularly reward classes who, for example, set up structures to make sure that no one bullies or is being bullied on the way home.

**Question:** What if the bully poses a serious safety risk to other children?

- a) You may need to involve the police if there's been an assault – but don't assume that physical violence is necessarily worse than other forms of bullying.
- b) Emotional bullying can be very harmful to children and young people.
- c) Recognise that a small number of children may have serious emotional and/or behavioural difficulties and are unsafe in mainstream schools without huge levels of support.
- d) Try and get these children into special educational needs provision, as a positive step, not a punitive one.
- e) Getting SEND funding may be hard but there's a risk of colluding with this if you use exclusion as the way to get this provision for a child!

**Question:** How do you help a child whose 'wallflower in the corner, don't hit me' body language makes them susceptible to being bullied?

- a) Teach children from an early age about 'being the person you want to be'. If you pretend to be brave long enough, you will be!
- b) Don't victimise victims further by making them walk home from school or sit separately from other children.
- c) Introduce assertiveness coaching or self esteem sessions for the whole class – as part of citizenship.
- d) Get children to work regularly in 'random pairs'. They have to work with another child they haven't worked with all week, to solve a problem. Children learn social skills and understanding from negotiating with children who approach things differently from themselves.

**Question:** What can parents do if schools won't take bullying seriously?

- a) Parents should encourage children to keep written details of bullying incidents.
- b) Parents should ask to see the school's anti-bullying policy.
- c) If the teacher won't take it seriously, go to the head teacher or the educational authority.
- d) There is case law on this matter. If a school is negligent and won't put an anti-bullying policy into practice and a child has suffered for a long time, the school could be taken to court for negligence.
- e) Insurers in some areas say they will not insure schools for retrospective litigation by former pupils unless the school has good anti-bullying policies in place.

**Question:** What do you do about bullying by anonymous text messaging?

- a) Banning mobiles might be an option – but some children may need them for personal safety on the way home.
- b) You could allow the phones in school but not allow their use.
- c) Ask the school council to come up with suggestions for responsible use of mobiles in school.
- d) Explain that it's a matter of privileges and responsibilities. The minute anyone reports a bullying text message, the privilege is withdrawn.



## References

DfE (July 2017) Preventing and tackling bullying: Advice for head teachers, staff and governing bodies.

SEND code of practice: 0 to 25 years. Department for Education, (2014)

DfES (2000) Bullying: don't suffer in silence

Kidscape (1997) Bullying. A Practical Guide to Coping for schools

## USEFUL CONTACTS & LINKS

**DfE resources from:** DfE (2014) Preventing and tackling bullying: Advice for head teachers, staff and governing bodies.

Link to Behaviour and Discipline in Schools - Guidance for Head Teachers and School Staff

Make Them Go Away (SEND DVD):

[http://www.youtube.com/user/educationgovuk#p/u/6/ug\\_8lY52B1Q](http://www.youtube.com/user/educationgovuk#p/u/6/ug_8lY52B1Q)

Let's fight it Together (Cyberbullying DVD): <http://www.youtube.com/watch?v=dubA2vhIlrg>

## Legislative links

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89 <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5) <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010 [http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

## Resources from external organisations

General bullying issues with expertise in SEND bullying.

<http://www.anti-bullyingalliance.org.uk/>

<https://www.mencap.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.each.education/>

<http://www.schools-out.org.uk/>

[www.beatbullying.org](http://www.beatbullying.org)

Cyber-bullying

<http://www.childnet.com/>