OUR CO-OPERATIVE ACADEMIES TRUST

Anti-Bullying Policy

Date of Policy: April 2018

Date of Review: June 2019

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A policy on Bullying, Harassment and Conflict.

1. **At Beaufort Co-operative Academy we aim to have an academy community in which everyone feels valued and safe, and where individual differences are appreciated, understood and accepted. Every member of the academy community has the right to enjoy life at Beaufort Co-operative Academy.**

    This policy is in addition to, and complementary to:
    The Academy Behaviour Policy
    The Attendance for Learning Policy
    The Child Protection Policy
    Equal Opportunities Policy
    Acceptable Users Policy
    DDA policy.

    This policy has been compiled in consultation with staff, students, governors and members of academy partnership groups.

    It is the responsibility of everyone at Beaufort Co-operative Academy to help reduce and prevent bullying as well as promoting mutual respect. If anyone, including staff, students and parents is aware of bullying taking place they have a clear responsibility to report it.
    What we don't know about we cannot deal with.

2. Aims of Anti-Bullying Work at Beaufort Co-operative Academy
- To have a zero tolerance with regarding to bullying within the Academy.
- To reduce the number of bullying and conflict incidents each year.
- To work with all members of the academy community to educate and support so that they may alter their behaviour to become more emotionally literate.
- To support any victims of bullying, conflict or harassment.
- To adopt strategies that engage victims and perpetrators to seek a restorative resolution.
- To involve parents promptly in all incidents of bullying conflict and harassment.
- Include within the tutor programme opportunities for students of varying ages to share their views on bullying and its effects.
- To recognise that bullying may occur beyond the academy gate and provide advice and support on how to deal with bullying outside the Academy.

3. Definitions

i) Bullying

DFE latest guidance states that:-

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.'

Bullying takes many forms can be physical, verbal, mental or indirect.

Examples of bullying:
- the calling of hurtful and derogatory names
- Deliberately punching, hitting, bumping or kicking
- Teasing
- Spreading rumours to deliberately hurt someone
- Sending hurtful or malicious texts, e-mails and other social media platforms (facebook, snapchat and Instagram).
- Inciting others to gang up on someone via social network sites (MSN, Bebo)
- Referring to sexuality in a hurtful way i.e. homophobic, lesbian, gay bi sexual or transgender.
- Referring to ethnic origin/race/disability/religion/sexual orientation in a hurtful manner.
- Taking or damaging property
- Deliberately ignoring, avoiding or excluding
- Repeated 'putting down' of others, making people feel small
- Making threats.
- Cyber bulling (see below).
- Homophobic bullying (see below).

Most incidents of bullying have three things in common:

i.   The behaviour is deliberately or intentionally hurtful to another.
ii.   The behaviour is repeated, usually over a period of time.
iii.   There is an imbalance of power.

Hate Incidents

The Academy takes incidents of prejudice seriously;
Guidance from Gloucestershire and National Police indicates that strands of targeted prejudice can include:

- Disability
- Gender identity (including Transgender)
- Race
- Religion
- Sexual Orientation

A hate incident is defined as:

*An incident, which may or may not constitute a criminal offence, which is **perceived by the victim or any other person, as being motivated by hostility or prejudice.***
(College of Policing, 2014:3)

Examples of Hate incident have been defined by the Police as taking the following forms:

- Verbal abuse like name-calling and offensive jokes
- Bullying or intimidation by children, adults, neighbours or strangers.
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things/belongings

- Offensive graffiti

Hate incidents can be carried out by a student against other student(s) or against members of staff or the public.

In all instances of perceived hate incidents, the incident will be logged and referred to James King. The police and Local Authority will be contacted and if necessary advice sought.

Victims of hate incidents are encouraged to report incidents to the Police or alternative reporting routes such as Victim Support Charity in accordance with Local Authority Guidance.

Homophobic Bullying
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

The following people may experience homophobic or Lesbian Gay Bisexual Transgender Questioning (LGBTQ) bullying in a school context:

- Young people who are lesbian, gay or bisexual.
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Staff, who may or may not be lesbian, gay or bisexual.

Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "you're such a gay boy!" or "those trainers are so gay!"
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using online facilities such as MSN, social networking sites, email to spread rumours about someone or exclude them. This also includes text messaging, including video and picture messaging.

Homophobic Language:

Casual homophobic language is common in schools but, if it is not challenged, students may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that the whole Academy knows that homophobic language will not be tolerated.
- When an incident occurs, students should be informed that homophobic language is offensive, and will not be tolerated.
- If a student continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.

- If a student makes persistent remarks, tutors and the Head of Year should talk to the student in more detail about why their comments are unacceptable. The student should be made to understand the sanctions that will apply if they continue to use homophobic language.
- If the problem exists, involve a Senior Leader who may consider inviting the parents/carers to school to discuss the attitudes of the student.

Any homophobic bullying will be dealt with according to this policy as with any form of bullying.

ii) Cyberbullying

This is an aggressive, intentional act carried out by a group or an individual involving the sending or posting of harmful or cruel text or images using mobile phones, email and other communication devices against a person. Cyberbullying has been defined by the Anti-Bullying Association as taking the following forms:

- Unwelcome text messages that are threatening or cause discomfort
- Pictures or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed
- Mobile phone calls which are silent or contain abusive messages or statements
- Threatening e-mails often sent using a false name or somebody else's name
- Instant messaging – unpleasant messages sent online or via an app.
- Bullying via websites (ie Facebook, Whattsapp, Twitter and Snapchat) and online personal polling sites.
- Making threats.

The Academy has an acceptable user policy regarding student use of the internet to try and prevent cyberbullying and minimise its impact.

Cyberbullying can be carried out by student against other students or against members of staff. Cyberbullies target members of staff as well as other students.

In all instances of cyberbullying, the police will be contacted and advice sought since cyberbullying is a criminal act under the Harassment Act 1997 and the Misuse of Communication Act 2003.

4. Roles and Responsibilities

All members of the academy community have a role to play in spotting incidents of bullying. All members should be aware of the policy and know what to do should a student confide in them about a bullying issue.

James King is the named member of the senior leadership team responsible for co-ordinating all Anti-bullying work.

The Anti-bullying focus group comprises of the Heads of Year and the Progress Leaders for each year group.

The Anti-bullying focus groups terms of reference are:

- To review the Academy Policy on bullying, conflict and harassment annually.
- To review termly all cases of bullying to check all have been dealt with sensitively and with a positive resolution for all parties.
- To be a contact group for parents or members of the academy community to report any incidents or seek advice.
- To offer advice or advocacy for students or members of the academy community.
- To be open minded about new ideas of combating bullying, conflict and harassment at Beaufort Co-operative Academy.

5. Dealing effectively with bullying / conflict / harassment.

All cases of bullying, conflict and harassment are slightly different and therefore the way in which they are dealt with may vary depending on:

- The severity of the incident(s)

- Whether the behaviour is deemed to be intentional.

- Whether the student has bullied, been involved in conflict previously

- Any aggressive or insulting behaviour between individual students or groups of students should be reported immediately to the first member of staff available following the incident.

- The incident will then be reported immediately to the Tutor/Head of Year responsible for the student, who will all carry out a full investigation into the incident.

- Written reports will be taken from every student involved in the incident, or witness to the incident.

- Once the person dealing with the incident has all the relevant information, he/she will decide whether the behaviour was intentional. If the action is deemed intentional, the parents/carers of the students responsible for the aggressive behaviour will be contacted and informed.

- The parents/carers will be provided with the details of the incident and told what subsequent action will be taken.

However, in cases of physical bullying or conflict this will always result in the use of The Behaviour Policy, which could mean the use of Restorative Practice, a Detention, SLT Detention, day in OSP or fixed term exclusion from school (1 – 5 days) or being educated within the Alternate School Day.

6.For severe incidents of violent behaviour the perpetrator is liable to be permanently excluded.

6.   Dealing appropriately with bullying, conflict and harassment.

Methods that could be used when dealing with an issue include:-

- Talking to the victim individually

- Talking to the perpetrator individually

- Facilitating a restorative conversation between the victim and perpetrator to talk through the issue

- The use of restorative practice.

- The use of Detentions/OSP/fixed term exclusion/ASD.

- Involvement of all parents

- Referral to Year 12 or Year 13 peer supporter

- Circle of friends for students who are socially excluded

- Use of The Support Centre or Hub to support victim

- Use of Behaviour Support to support victim and perpetrator

- Referral to The School Counsellor

- Teaching of social skills for the perpetrator

7.   Safe Use of the Internet

Using the internet has become part of everyday life for most people in the 21st century and, for young people, it has quickly become part of their culture. Many young people use the internet safely every day to find out information, get in touch with their friends, play online games and shop.

However, there are risks in allowing young people to use the internet unsupervised. One of the main causes of concern for parents and schools as well as young people is the rise of cyberbullying (information and advice on which is offered below). However, there are other risks such as:

1. **People misrepresenting themselves**
    Because you cannot see people you contact or chat to online unless they use a webcam, there is a risk that paedophiles and sex offenders may use chat rooms and internet forums to strike up friendships with young people and even to groom them. Young people should **NEVER** give out personal information such as addresses, phone numbers or personal e-mails to anyone they do not know personally. Posting photos online is also dangerous as it can encourage inappropriate attention. Young people should also be warned **NEVER** to meet up with anyone they meet online. Supervised or moderated chat rooms are much safer than those which are unregulated.

2. **Access to inappropriate internet content**
    The vast majority of information on the internet is legal, decent and honest, but it is easy to find or even accidentally stumble across information or images that are unsuitable for young people including pornography or material that is violent, racist, inaccurate or harmful in some way. The best thing to do is to have a "nanny" service built into your home access which monitors the content of websites and will block unsuitable material. Ask your internet provider about this. You must also be aware that some apparently "innocent" sites can also contain unsuitable material – this is where close monitoring is vital. www.pin.org.uk/filtering offers valuable advice on filtering unsuitable material.

3. **Viruses and Hackers**
    A virus transmitted via a website or e-mail or a hacker gaining access to your personal details online can cause serious damage. To help prevent these situations, it is vital to have good anti-virus software and a good firewall installed on your computer. www.getnetwise.org offers a comprehensive list of protection software available.

4. Students to receive information within lessons to ensure that they know how to keep themselves safe when using the internet.

Where Can I Find Out More?

There is an excellent website for parents, teachers and students on staying safe on the internet at www.thinkyouknow.co.uk

The Department of Education and Skills also has an online guide for parents at www.parentsonline.gov.uk/safety

8.   Supporting vulnerable groups of learners at risk of Bullying

Some groups of learners may be more at risk of bullying, conflict or harassment.

These groups* are supported within specialist departments.

*Groups

SEN   -   Special Educational Needs   -   Emma Price (SENCO)

LAC   -   Looked after Children   -   Designated Teacher (Clare Hankey)

Other vulnerable pupils (with My Plans/My Plan Plus/on a Child in Need/Child Protection Plan, on child protection register, attached to Social Services)

        -        Designated SLT (Clare Hankey)
                 Deputy Safeguarding Lead – James King

Additional actions available:

▪ Issues may be brought up at the SEN review

▪ Issues may be brought up at the LAC review

▪ Additional specialist staff may be asked to help deal with incidents

▪ Mrs Hankey may refer a student to Early Help if it is deemed necessary.

9.   Help for Parents

What to do if you think your child is being bullied?

1. Ask them directly what is happening and then listen carefully to what they say

2. Reassure them you are taking it seriously and that you will help

3. Try to keep calm and not lose perspective

4. Let them show their feelings

5. Wherever the bullying is happening talk to the people in charge: Beaufort Co-operative Academy 01452 301381 and ask for their Tutor or Head of Year or James King, the named teacher in charge of the Anti-bullying strategy

6. If required use the 'whisper' facility on the Academy website to report bullying anonymously.

7. Help them to find ways of coping

8. Ask them how they think it may be resolved and work together to support this

9. Keep a record of events

10. Refer to countywide guidance www.Gloucestershire.gov.uk/healthyschools

11. If necessary seek further advice/support from the academy governors, the local authority or bullying helplines and CEOPS website.

10.   Help for Students

Beaufort Co-operative Academy is a 'telling school'. Bullying cannot be resolved if it is not reported.

In the first instance talk to someone you trust and get on well with, this could be your tutor or one of your teachers.

They will take your concerns seriously and explain the School Anti-bullying Policy to you before trying to work with you to resolve the situation.

You may also be allocated a Peer Supporter, this is an older student (Year 12) who has been trained to listen to you and help you find some strategies and solutions to overcome the difficulties you are facing.

All incidents of bullying and conflict are passed to Mr King (Assistant Principal) where they are kept on record. If a student repeatedly bullies another student they may be excluded from school for a period of time.

12.   Monitoring, Evaluation and Review

Monitoring of this policy document will be conducted annually by SLT, Governors and the Anti-bullying working party to ensure compliance with new initiatives. Monitoring of practice against this policy will be done by Heads of Year and SLT. There will be an annual review of bullying across the Academy conducted by James King which will include analysis of data on bullying incidents and the perception of bullying based on the views of different stakeholders.

13.   Prevention

The Academy promotes the prevention of bullying through its PSHE curriculum. Anti-bullying is highlighted and addressed in assemblies that address the Academy's core values throughout the year. In particular, with reference to equality, equity, self-responsibility and solidarity. The Academy has a team of 'Restorative Champions' who have received appropriate training from the RP Team. These students will work with the behaviour team to proactively prevent conflict and bullying. The Academy seeks to respond to student and parental feedback received through surveys and will tailor its prevention accordingly.

Staff training will be led where appropriate, by the Anti-bullying working party and the Assistant Principal with responsibility for pastoral care.

Linked Policies

Behaviour Policy
Equal Opportunities Policy
Exclusion Policy
Accessibility Plan
Complaints Policy

Beaufort Co-operative Academy
Anti-Bullying Strategy (AB1)

Name/s of victim/s: _____
(Please add Tutor Groups)

_____

Name/s of Perpetrator(s): _____
(Please add Tutor Groups):

_____

_____

Name of member of staff first reported to: _____

Date reported: _____

Details of the incident / ongoing incidents

Please include dates / times / places / specific details e.g. punches / taunts, names called **not** student x is bullying student y.

Action taken towards the victim:

Action taken towards the perpetrator

:

Further action required and who will do this?

Checklist:

Parents of victim/s contacted?

☐   Yes

☐   No, if no why not? _____

Parents of perpetrator/s contacted?

☐   Yes

☐   No, if no why not? _____

Do you need to follow up with the victim?

☐   Yes, when will this happen? _____

☐   No

☐   Copy passed to JKi

☐   Head of Year aware

Date: _____

Signed: _____

Appendix 2
The procedure for dealing with an incident of potential bullying is:

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              ┌─────────────────────────────┐
              │ An incident of potential     │
              │ bullying occurs              │
              └─────────────────────────────┘
                            │
              ┌─────────────────────────────┐      ┌──────────────────────┐
              │ Reported to the first member │──────│ Informed Tutor/HoY   │
              │ of staff by parent/carer/    │      │ or Member of SLT     │
              │ student                      │      └──────────────────────┘
              └─────────────────────────────┘
                            │
                   ┌─────────────────┐
                   │ Investigation   │
                   └─────────────────┘
                       │         │
        ┌──────────────────┐   ┌──────────────────────┐
        │ Intentional       │   │ Unintentional        │
        │ Behaviour         │   │ Behaviour            │
        └──────────────────┘   └──────────────────────┘
              │                         │
        ┌──────────┐          ┌──────────────────────────┐
        │ Action   │          │ Action                   │
        └──────────┘          │ Use of restorative       │
                              │ practice to support      │
                              │ students in how to avoid │
                              │ a repeat incident.       │
                              └──────────────────────────┘
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Parents/Guardians of perpetrator contacted	Parents/Guardians of victim contacted

Action
Warning/Support
Restorative
Conference/conversation
Detentions/OSP
Fixed Term Exclusion
Permanent Exclusion
Police Involvement –
racial/homophobic/religious beliefs

Action

Support/Counselling
Restorative
Conference/Conversation

ABI Forms completed and forwarded to JKi