



Countesthorpe Academy

ANTI-BULLYING POLICY **2022 - 2023**

Policy Reviewed and Adopted by the Governing Board on:

September 2022

Signed (Chair of Local Governing Board):

Mr J Taylor

Date of Next Review:

September 2023

Responsible Officer:

Mr D Thurston

BULLYING POLICY

Introduction

At Countesthorpe Academy we work to promote a secure, friendly and safe environment in which learning can take place. All staff and students play a key role in ensuring that bullying is dealt with quickly and effectively by following clear systems and having a shared understanding in line with our school values. This policy has been created in conjunction with the staff, students, parents and governors and links directly with the Academy's behaviour, safeguarding, confidentiality and acceptable use of ICT policies. The Deputy Headteacher, Character and Culture will hold the lead responsibility for Anti-Bullying within the school.

The Department of Education defines as "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE Preventing and tackling bullying: Advice for head-teachers, staff and governing bodies October 2017). Bullying will not be tolerated at Countesthorpe Academy and is seen as the misuse of power. The Academy community has a duty to protect all its members and provide a safe, healthy environment. The Academy has a behaviour policy based around our core value of Respect. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is. All governors and 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 policy is on bullying, and what they should do if bullying arises.

As a Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

While recognising that bullying happens in all schools and within the wider community, parents/carers and students at Countesthorpe Academy are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per the school procedures and to deal effectively with the targets of, and those responsible for, acts of bullying.

When we refer to bullying it is useful to remember the acronym STOP (Several Times On Purpose). We must not confuse friendship fall outs or one-off incidents with bullying. As an Academy we understand that such incidents can be very upsetting for students. These types of incidents are dealt with under the Academy's Behaviour Policy.

We will not tolerate any form of bullying behaviours and will take all reasonable steps where an occurrence is suspected or reported to us. These incidents will be investigated and the appropriate action taken. Those involved in bullying behaviours will be given help and support, and action will be taken against the perpetrators.

Descriptors for forms of bullying:

Bullying behaviour can be based on prejudice or negative attitudes and any member of our community can be a target of bullying behaviours, including staff. Some forms of bullying are aimed at specific groups or based on factors which put individuals at a greater risk of being bullied. These groups include but are not solely restricted to the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity:

- Age - where the motivation for bullying is based on the person's age;
- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition. For example a disfigurement, a traumatic injury, severe skin condition;
- Disability – where the motivation is based on prejudice or negative attitudes about people living with a disability. People who have disabled family members may also be the target of bullying behaviours;
- Gender reassignment - relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes;
- Home circumstances – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live;
- Homophobic and Biphobic bullying – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes;
- Marriage and Civil Partnerships – where the motivation is centred around the fact that someone or a couple have or even have not entered into a legal union;
- Pregnancy and Maternity (including breastfeeding) – relates to a female student or staff member who is pregnant and may be targeted as result thereof;
- Racial, cultural and religious groups where the motivation for bullying is based on the target's skin colour, culture, nationality or faith;
- SEN and disabled students where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions;
- Sex – where an individual or group are targeted because of their gender;

- Sexual bullying – can relate to the target’s gender or body, this can have a sexual and/or sexist element.

Descriptors for kinds of bullying:

Bullying behaviours can be carried out through face to face contact, third party involvement or electronically and can be classified as:

- Physical – kicking, hitting, spitting, throwing things, taking and damaging belongings;
- Verbal - name calling, threats, teasing, making offensive comments, gossiping;
- Psychological - excluding people from groups, spreading hurtful rumours
- Cyber Bullying - circulating upsetting images, emails and postings through the use of mobile phones or on social networking sites.

At Countesthorpe Academy we will always investigate and challenge all incidents of bullying that are reported to us - this includes bullying that occurs outside Academy hours – to and from Academy. Like all other incidents of bullying, we will actively intervene and deal with all incidents of bullying. This is in line with Government guidance on Preventing and Tackling Bullying which states that,

“School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. This may include 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”

Rationale:

All members of the Academy community deserve the right to feel valued, equal and respected and be able to come to Academy without fear. Bullying has a serious effect on an individual’s self- esteem and emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Recognising, preventing and dealing with bullying supports the aims and values of the Academy, in that we aspire to:

- develop a positive and safe learning environment for students and staff
- promote inclusion, mutual respect, self-esteem and self- worth in order to meet the physical, emotional and mental health needs of all members of the school community
- raise the standards of behaviour and levels of achievement of all.

Creating a Positive Environment at Countesthorpe Academy

- The Academy communicates its stance on bullying to all staff, students and parents via the student planner and by publishing its policy on the school website

- There is an agreed collective responsibility to address any incidents, either observed or reported and to record such incidents.
- The issue of what bullying behaviour looks like is raised throughout the year, to maintain awareness, for example, in assemblies, displays, anti-bullying week and tutor time activities.
- The form tutor team discuss what bullying behaviour is with tutor groups, and curriculum areas explore the issue through topic work. It is during these discussions that students are made aware of how it might feel to be the target of bullying behaviours and to ensure they fully understand what it is, and that it is never acceptable.
- We work with both students displaying bullying behaviours and the students who are the targets of this behaviour, in order to make change. This can include 1:1, group work, referrals to outside agencies, liaison with the police.
- Education to prevent bullying will be provided to all students during their time at Countesthorpe Academy and appropriate behaviour will be reinforced during lessons and around the school site.

Curriculum opportunities are used to address bullying through:

- Subject areas e.g. English, Drama, Humanities; Personal Development lessons;
- Assemblies e.g. National Anti Bullying Week – November, National Safer Internet day - February;
- Tutor activities and the PiXL Edge Programme;
- Presentations from outside agencies and theatre groups e.g. Chelsea's Choice;
- Students are encouraged through the our values assemblies to develop and understand:
 - Patience
 - Empathy
 - Co-operation
 - Understanding
 - British Values of mutual respect, democracy, the rule of the law, individual liberty, tolerance of those of different faiths and beliefs

The Governing Board, SLT and Head of Years monitor incidents through the bullying behaviours log recorded on CPOMS, completed by each Head of Year and overseen by SLT.

- The bullying log is reviewed each half term to ensure that previous resolutions are still effective and that any bullying behaviours have ceased.
- A peer mentoring scheme provides support for year 7 students who have previously been identified as targets through the transition process. We also pair Key Stage 4 and 5 students with younger students where appropriate. Parents are encouraged to actively support the policy by signing home/school agreements and to make appointments to see the Head of Year/form tutor should any issues arise.
- Students who are identified or self-identify as being vulnerable are able to spend break and lunchtime in the Academy's Safe Zone (SU1C).
- The Academy has a whole school peer mentoring scheme, Let's Talk. This award winning scheme run by 6th form students has mentors available in the Safe Zone at break and lunchtimes to support students who have worries or concerns.

What to do if you're being bullied or witness bullying behaviours:

Bullying is not a part of Academy life; is not part of growing up and does not usually sort itself out. This also includes all types of cyber bullying.

All of us at Countesthorpe Academy need to work together to ensure that bullying behaviours do not happen. Students can help by remembering:

- As well as “STOP: Several times on purpose”, it is useful to remember “STOP: stop and tell other people”. You can tell a friend, your parents, a member of staff. It will not stop until you do tell people the information.
- Your form tutor needs to know what is going on, so find time to tell him/her. Additionally, there is Let's Talk Email where concerns can be posted privately for a more convenient way of passing on information to the form tutor/Head of Year/Head of House/ mentor.
- If someone else is experiencing bullying behaviours, encourage and support them in telling an adult or tell an adult yourself.
- If another student's behaviour is making you feel unhappy then a member of staff should be informed to help stop this from happening.

As an Academy we also recognise that staff may also be the victim of bullying behaviour from either their peers, parents or students. In the case of bullying by their peers, staff should raise a grievance the Academy's Grievance Policy and/or speak to their Line Manager. Should a member of staff feel that they are being bullied by a student or group of students they should raise this point immediately with their line-manager.

Procedures for Dealing with Bullying Incidents at Countesthorpe Academy

Dealing with School-based bullying incidents

1. When an incident is reported to a member of staff, this is investigated at the first opportunity (usually a Head of Year).
2. The investigating member of staff talks to both the individual/s who is/are the target and the student/s displaying bullying behaviours separately, and interviews witnesses to ascertain facts. This may involve confiscation of mobile devices.
3. Statements are taken from all relevant parties, summarising available information and each incident is judged individually to establish if it is a case of bullying. Where cyberbullying is suspected, screen shots are taken of the images/texts.
4. The investigating person makes personal contact with the tutor or the Head of Year.
5. If the incident is a case of bullying, all students involved and their parents/carers are told that it is, and explanations given as to why. Both parties are told that the school does not tolerate bullying behaviours. A sanction is then issued depending on the incident in line with the Academy's Graded Response to Bullying (see Appendix A).

6. The student is supported and reassured as soon as possible that they were correct to report the incident and that steps are being taken to see that it does not happen again.
7. The student displaying bullying behaviours is told that it is school policy to record the incident and that further issues will lead to further sanctions in line with the Academy's Bullying Policy.
8. All students involved in the incident will have follow up interventions with staff to ensure that behaviours have not continued.
9. In cases that the Academy judge to be extreme, exclusion (fixed term or even permanent) might be the first response to this bullying behaviour.
10. A nominated governor has responsibility for maintaining an overview of bullying incidents within the school.

Out of Academy Bullying

1. The Academy has the powers to act upon reports of bullying incidents which take place on the way to and from Academy. We will use these powers whenever necessary.
2. Parents must understand that they are responsible for monitoring and addressing bullying behaviours out of Academy. The Academy will fully support parents in such instances where possible. We recognise that there could be implications which affect the student in Academy but it must be understood that our powers here are somewhat limited.
3. We fully support parents contacting the police about any serious reports of bullying behaviours which take place out of Academy. We will offer support to parents, whilst they go through this traumatic time. This include all of the types of bullying mentioned above, - Physical, Verbal, Psychological and Cyber bullying.
4. We always give the police our full co-operation. Where incidents of bullying are physical or are incidents of extreme cyber bullying, we recognise that we have the power to report these incidents to the police. We will always support parents' right to contact the police and will work to support any investigations.

Training for staff

As part of the Academy's approach to Safeguarding, staff are reminded of the practice of this policy annually. Further training happens throughout the year as a timely reminder of our expectations, policies and procedures

Recording and Monitoring

A log is kept centrally and logged incidents are monitored on a half termly basis by the Heads of Year and SLT. Information about the number and type of incident is given to the Governing Board annually as part of the Head of School's report on behaviour.

To summarise: if we have established that bullying behaviour has occurred, we will:

- Record appropriately
- Deal with the incident appropriately
- Use the information to identify any trends/patterns
- Use this information to target areas of need
- Monitor and intervene at intervals after the incident to ensure behaviour has stopped
- This analysis will be completed half termly to identify any potential patterns.

This policy will be reviewed within a 2-year cycle, and will include consultation with key stakeholders in the Academy, eg. Students, teachers, LSAs, Lunchtime Supervisors, parents, Governors (this list is not definitive).

Appendix A

Graded Response to Bullying:

First occasion	Phone call to parents of both parties by Head of Year Restorative Work with both parties by Head of Year 60 minute detention for the perpetrator
Second occasion within a 12 month period	Phone call to parents of perpetrator and victim phone call from Head of Year Restorative Agreement work if appropriate by Head of Year Isolation for the perpetrator
Third Occasion within a 12 month period	Phone call to parents of the perpetrator by Deputy Headteacher (Behaviour) to arrange an in school meeting 1 day exclusion
Fourth Occasion within a 12 month period	Phone call to parents of the perpetrator by Deputy Headteacher (Character and Culture) to arrange an in school meeting 3 day exclusion
Fifth Occasion within a 12 month period	Phone call to parents of the perpetrator by the Headteacher to arrange an in school meeting 5 day exclusion
Sixth Occasion within a 12 month period	Permanent Exclusion