The Ilfracombe Academy
A Specialist Arts School & Sixth Form

The Academy is committed to excellent Safeguarding

ANTI BULLYING POLICY

Policy Date: December 2016	Last updated: December 2016
Review due: December 2018	
Portfolio Group responsible: SEND	

St. Christopher's
MULTI ACADEMY TRUST

Academy Context

This larger than average 11-19 Academy is built into a hill within a rurally isolated area. Around half of the students come from the local town but the remainder travel some distance to the Academy. Much of the local employment is seasonal. Almost all the students are White British. The proportion of students with learning difficulties and/or disabilities is lower than that seen nationally, the largest proportion of these students having emotional, behavioural and social, moderate learning and specific learning difficulties such as dyslexia. We serve and support our community providing a child-centred education that reflects Christian values. Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society, we strive to enhance and strengthen our values:

- Hope
- Kindness
- Courage
- Integrity
- Trust
- Respect
- Responsibility

These values are central to our school and the way in which we model behaviour.
There is a learning support unit (LSU) within the college and a Local Additional Provision (HUB) that students with a variety of needs can access.

Aims and Values

We are committed to the highest standards of academic excellence and pastoral support; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.

This Anti bullying policy supports the work outlined in the DFE advice - Preventing and tackling bullying Advice for Headteachers, staff and governing bodies October 2014. It also reflects current practice and the Academy's focus on developing a relationship based behavioural approach that reflects the schools Values and Ethos.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

1. Position and values

This policy will help staff to achieve the vision of the school, which is shared by the staff and governors at The Ilfracombe Academy. This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all students to have a safe and secure learning environment The Ilfracombe Academy will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence, as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at The Ilfracombe Academy will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

The Anti Bullying protocol can be found in appendix A

2. Clarification of terms

Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of bullying

- **Physical**: Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behavior, intimidation, or meanness

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- 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. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

3. Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. Although not required by Law we feel that we have a duty to prevent discrimination, harassment and victimisation within the school. This anti-bullying policy is available to all stakeholders, a copy is available from the school office and on the school website for parents, staff and students to access when and as they wish.

Schools have the legal power to make sure students behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. Those students travelling on school buses sign an agreement outlining their commitment to follow the school rules and values. If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

Appendix B – Bullying Incident Form

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel, they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Anti-Bullying Assemblies and tutorial activities for each year group are delivered by Senior Staff and Tutors. A friendship day is used to convey the school's policy on Anti Bullying to all Year 6 students as part of our transition programme.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff training and inset Behaviour pro

Tutor activity Behaviour processes

de escalation Ilfracombe.pptx

Developing Postive Behaviour.pptx

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring-fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Deputy Headteacher with a copy in order that he can decide on an action. All cases are individual and various strategies will be employed by the Deputy Headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's tutor immediately in a calm manner. If they are not satisfied with the action taken they should contact the Headteacher. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of students

Students are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied. Guidance is given to all students through the Assembly and tutor programme. Student services provides a safe place for students come if they have any concerns.

The student planner contains a' what to do if page', to let them know what to do if they are being bullied. A page has also been added that identifies local and national helplines so that students and parents can seek advice and support if incidents take place at weekends or throughout the school holidays.

4. Cyber bullying

The Ilfracombe Academy has a separate policy related to the Acceptable use of IT, addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies, PSHE classes and IT classes.

Further clarification can also be found in the Acceptable use of IT Policy

5. Reporting, sanctions and monitoring

How to report bullying

1. An incident form can be downloaded from the school website, collected from the school office or Student services
2. All the relevant information must be completed on the form, which can then be emailed to the school office or handed in to reception.
3. The Deputy Headteacher has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.
4. Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the Deputy Headteacher

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Deputy Headteacher or Head of Year must be informed immediately
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement
4. The Deputy Headteacher or Head of Year will interview all concerned and will record the incident on the school's MIS
5. Parents will be kept informed by the Deputy Headteacher or Pastoral team
6. Subject teachers will be kept informed and asked to monitor the situation.
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.
8. There will be a termly audit and analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above, sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. Governors, the Headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy biannually and their views given to the Deputy Headteacher.
3. An approved DFES pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors
4. A record of all such incidents will be kept both centrally by the 'Safeguarding Lead' and on students' files
5. The numbers of incidents will be reported to governors annually or provided to them at any time on request
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

6. Strategies to reduce bullying

The Ilfracombe Academy has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion of the school's behavioural expectations which requires all students to respect the rights of others, show kindness and courage.
- the reinforcement of the clear message that Bullying has no place at The Ilfracombe Academy
- consultation with the 'student voice' on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks

- Year 11 buddies for KS3 and KS4 pupils
- peer mentors to provide support
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- a clear policy of mobile phones being permitted to be in used in specific areas of the school
- the celebration of all students' backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual/racial content within verbal abuse especially challenging the word 'gay' when used as an insult and other homophobic/racist language.
- Prepare students for the world of work and university by highlighting issues relating to harassment

5. Useful websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

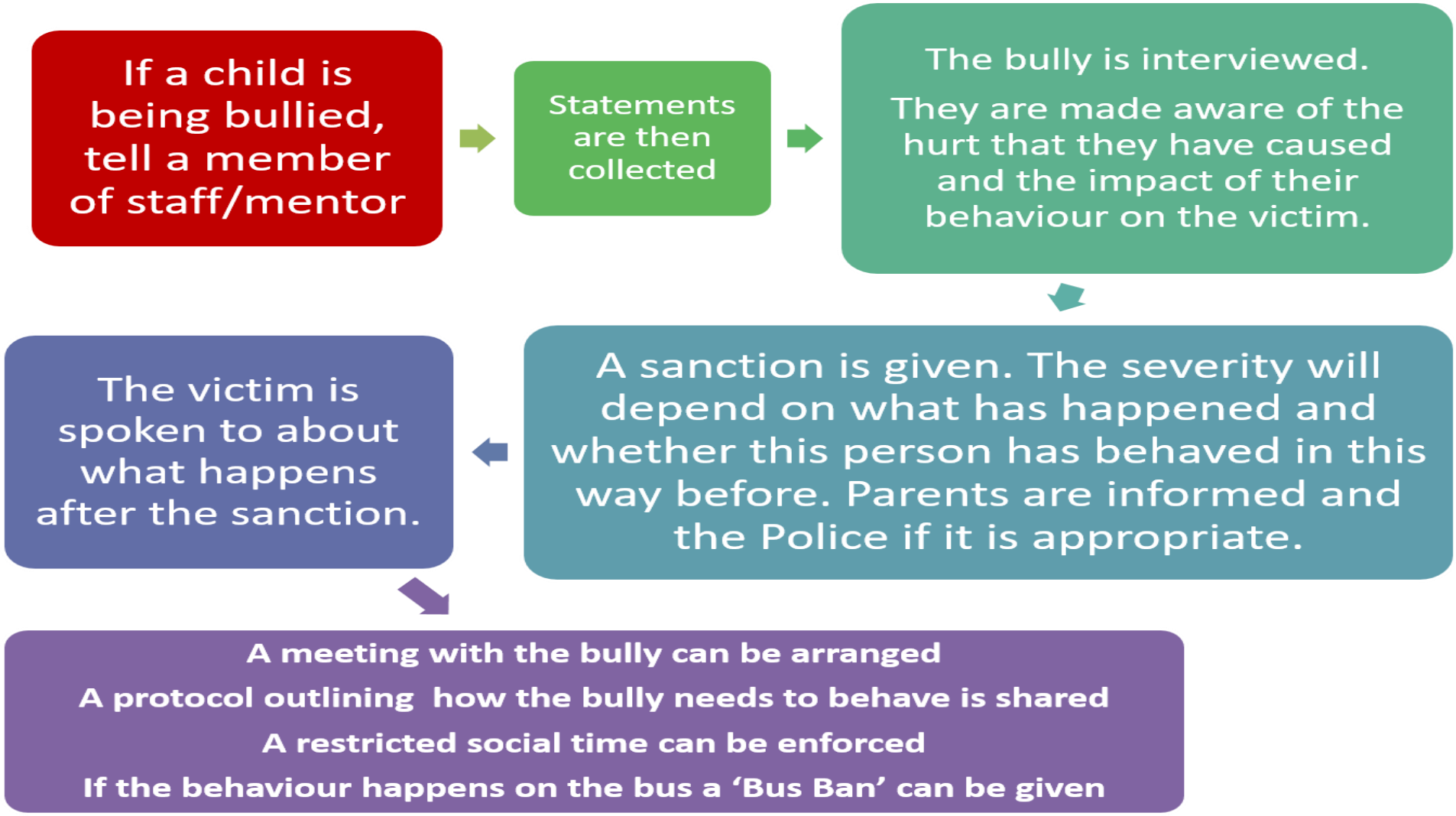
Examples of assemblies

anti bullying y7 .pptx
anti bullying y8 .ppt
Anti bullying y9v2.pptx
Anti bullying y10.pptx
Anti-Bullying_Week y11.pptx
Friendship Day.pptx
Invisible disabilities.pptx
Online Safety.ppt

DFE guidance for Parents [Advice for parents and carers on cyber bullying]

Ref: DFE-00655-2014

Appendix A


If a child is being bullied, tell a member of staff/mentor
Statements are then collected
The bully is interviewed.
They are made aware of the hurt that they have caused and the impact of their behaviour on the victim.
A sanction is given. The severity will depend on what has happened and whether this person has behaved in this way before. Parents are informed and the Police if it is appropriate.
The victim is spoken to about what happens after the sanction.
A meeting with the bully can be arranged
A protocol outlining how the bully needs to behave is shared
A restricted social time can be enforced
If the behaviour happens on the bus a 'Bus Ban' can be given

Appendix B

BULLYING INCIDENT FORM

Report Completed by:				**Name of bullied child or young person:**			
Names of children or young people involved:		**SEN status**		**Area of incident**			
Age and or year group		**Date of incident**		**Time of incident**		**Total number of children or young people involved**	

Type of Incident

Verbal Bullying		**Physical Bullying**		**Racist Bullying**		**Cyber Bullying**	
Social Bullying		**Emotional Bullying**		**Homophobic Bullying**		**Special needs/Disability Bullying**	

Description:

Notes:

Signature…… Position in School…… Date…….

Policy History

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
December 2016	Re written	G Hill	January 2017	Dec 2018

Signed by

_____ **Chair of governors**

_____ **Date**

_____ **Headteacher**

_____ **Date**