



University Academy Keighley

Anti-Bullying Policy

‘Inspiring Education in the Bradford District’

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1.0 Roles and responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the: **Assistant Principal Care Guidance and Support**

2.0 Suggested audience:

All staff

3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:

- Safeguarding and promoting student welfare policy
- Equal Opportunities for Students
- Disability Equality Statement
- Child Protection and Training Policy

4.0 University Academy Keighley Mission Statement

‘Inspiring Education in the Bradford District’

5.0 Introduction

- 5.1 The Academy is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively interacting and communicating with all students, their families and staff to eradicate and promptly deal with all reported incidents.
- 5.2 Bullying is a form of anti-social behaviour that has no place in this Academy community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of Cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some it can lead to serious and prolonged distress and long-term damage to social and emotional development.
- 5.3 The Academy intends to implement an Anti-bullying Policy that reflects the aims and policies of the DCSF reflected in, ‘Don’t Suffer in Silence’ an anti-bullying pack for schools (www.governor.co.uk). This complies with the Human Rights Act 1998 and Race Relations (Amendment) Act 2000 and ‘Safe to Learn: Embedding Anti-Bullying work in Schools’ (2007). The full guidance can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn

This policy should be read in conjunction with the DCSF guidance **Tackling bullying of children with SEN and disabilities** - Guidance for schools on tackling bullying involving children with SEN and disabilities published in May 2008. This can be found at:

This Academy sees the issue of bullying as a serious matter.

6.0 Purpose

6.1 The purpose of this policy is to reduce the incidence of bullying and create an environment in which **everyone feels safe, secure and respected**.

6.2 Accordingly, the Academy will:

- ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored;
- anti-bullying initiatives are an integral part of the PSHE/Citizenship/Assembly programme for all years;
- facilitate the operational of Peer Mentors and other Anti-Bullying initiatives;
- provide advice to parents/carers and students in the Newsletter and Student Planner;
- ensure the anti-bullying message remains high profile via student council, displays and notice boards;
- provide appropriate in-service training for **all** staff and student mentors;
- provide a physical environment which is closely supervised and where students feel safe and secure; and
- enlist the help and active support of parents/carers and outside agencies.

7.0 Bullying Defined

7.1 **Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.**

7.2 Bullying manifests itself in a number of ways:

- Physical e.g. assaulting a person or property
- Verbal, e.g. name-calling or teasing
- Indirect, damaging the reputation of the character of the victim or socially excluding them from games or conversation
- Cyber-bullying e.g. using technology particularly mobile phones and the internet, deliberately to upset someone else.

7.3 Bullying affects the ability of a student to fully participate in and enjoy Academy life and it is both an equal opportunities issue as well as a disciplinary offence.

- 7.4 **Bully** – A person or group behaving in a way which might meet needs for status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.
- 7.5 **Victim** – A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour

8.0 Possible Signs of Bullying

8.1 Both teachers and parents/carers are in a position to observe changes in the behaviour of a student, which may indicate that they are being subjected to bullying.

8.2 What to look out for:

- Damage to or losses of items of clothing, property, school work. If this occurs frequently then ask questions.
- Signs of physical injuries, e.g. cuts, bruise, etc.
- Academic achievement is perceived to change in a negative way.
- Playing truant or a reluctance to attend the Academy. Be aware of students who register but fail to go to lessons.
- A reluctance to wait outside a classroom for fear of what might happen to them.
- A loss of weight which may mean dinner money has been given away.
- An unhappy student who may not wish to go out at breaks or lunchtimes.
- A student who threatens to or is self-harming.

8.3 Staff should also consider other behaviour patterns demonstrated by the victim, e.g. Is the student conspicuously loud/quiet? Is their behaviour appropriate when engaged in normal classroom interaction?

9.0 Dealing with Bullying

9.1 We will encourage students to report any incidents of bullying to a teacher or other adult in the Academy Community e.g. Pastoral Managers/ Community Care Workers/ Youth Workers. There will be a designated member of staff on call that the students can confide in.

9.2 Bullying is unacceptable behaviour. We will work to ensure it is identified, challenged and dealt with promptly to protect the vulnerable students (who are at risk of being involved at some time). This Academy is committed to creating a safe environment where students can learn and thrive, can talk about their worries and feel confident that an adult will listen and will offer help.

- 9.3 We will make it clear to students, staff, parents/carers and Governors that when bullying happens we will work as a community in accordance with the policy set in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.
- 9.4 Parents/carers of both victim and perpetrator will be kept informed of our actions and follow-up procedures (see 'Group Support') approach below).
- 9.5 The Academy will electronically record all incidents of bullying on the students event log and on a central register.

10.0 Homophobic bullying

- 10.1 The Academy will take an active approach to tackle all kinds of bullying, including homophobic bullying and will follow the guidance in the publication:

'Safe to Learn: Embedding Anti-Bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools'

- 10.2 Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people and can be experienced by;

- Students who are or who are thought to be LGB
- Students who are different in some way and who may not act like others
- Students who have gay friends or family or their parents/carers are gay
- Teachers /members of staff who may or may not be LGB

- 10.3 The Academy recognises that homophobic bullying looks like other bullying but may include:

- Verbal abuse – including spreading rumours that someone is gay
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them (This can include text messaging including picture and video messaging)

- 10.4 Staff will always challenge casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

11.0 Sexist, Sexual and Transphobic bullying

11.1 Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

11.2 Sexual bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

11.3 Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, the Academy will be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

11.4 The need to address sexist, sexual and transphobic bullying will be viewed in the wider context of the Academy's duty to implement the Gender Equality Duty (2007), to promote pupil well-being and to promote community cohesion.

11.5 We understand that sexist, sexual and transphobic bullying is fundamentally an issue of equality. Although girls are most frequently harmed by sexist and sexual bullying, both sexual and transphobic bullying may affect boys and girls. We will consider all pupils as potentially at risk of such bullying, particularly where they are perceived by others not to conform to dominant or stereotypical gender roles.

11.6 The Academy will respond to and prevent this type of bullying by following the DCSF, 'Guidance for Schools on Preventing and Responding to Sexist, Sexual and Transphobic Bullying' (2009) which is part of the suite of documents that comprise 'Safe to Learn: Embedding Anti-bullying Work in Schools'.

<http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-01136-2009.pdf>

12.0 Cyberbullying and the Internet

12.1 The Academy will follow the DCSF guidance on preventing and dealing with cyberbullying summarised in the document, '*Cyberbullying – A whole-school community issue.*' A useful leaflet produced from this guidance can be downloaded at:

<http://publications.teachernet.gov.uk/eOrderingDownload/Cyberbullying-leaflet.pdf>

12.2 The Academy will also follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

12.3 Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyberbullying staff will:

- Ensure the whole Academy community understand and talk about cyberbullying.
- Ensure all policies and practices including Acceptable Use Policies are shared with all staff, students and parents/carers.
- Make reporting cyberbullying easier by providing and publicising different ways of reporting it.
- Promoting the positive use of technology including e-safety and digital literacy.
- Evaluate the impact of preventative initiatives by using surveys etc. to collect feedback.

13.0 Bullying by text message and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number.
- A record will be kept of the date and time of any offensive messages.
- Students will be encouraged to show the messages to a member of Academy staff.
- Students who report bullying by text message will be taken seriously.
- The student's family may need to contact the police if the cyberbullying is serious and if a potential criminal offence has been committed.
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident.
- Malicious e-mails will be dealt with in the same manner.
- Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.

14.0 Prevention Strategies

14.1 **Staff Charter** – The adult as a model:

14.2 Staff will not misuse a position of power to dominate the students in this Academy.

14.3 We will avoid:

- Sarcastic comments
- Derogatory nicknames
- Dominating and humiliating behaviour.

- 14.4 We will listen to students when they want to talk about bullying.
- 14.5 We will be sensitive to a student's need for privacy and respect, encouraging the ethos of/that 'it is safe to tell'.
- 14.6 Student confidentiality will be kept and necessary information shared in line with the guidance in the Child Safeguarding and Protection Policy which should be read in conjunction with this policy.
- 14.7 Staff will support the 'Behaviour Policy'.

15.0 Student Charter

- 15.1 Students will recognise each other's rights to:
- be physically safe and keep their own possessions and money;
 - be free of insult, derogatory terms and teasing; and
 - be able to associate with other students for companionship and friendship.
- 15.2 The culture of the Academy will encourage students to ensure the:
- the physical safety of others;
 - the security of everyone's personal possessions and money;
 - freedom from hurt by name-calling, teasing; and
 - the inclusion of all students in play and learning activities.

16.0 Peer Support

- 16.1 Peer support includes students from all years to act as mentors to each other.
- 16.2 Mentors will be clearly identified to all students so they know who to go to if they feel they are at risk of being bullied.
- 16.3 Mentors will receive appropriate training to enable them to support other students appropriately and know when to pass on any information to staff which they may need to know.

17.0 The Curriculum

- 17.1 We aim to make anti-bullying initiatives an integral part of the curriculum for all years. Where appropriate subject teachers should encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues.

Bullying must never be kept a secret

18.0 Dealing with bullying

- 18.1 All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

19.0 In dealing with bullying, Academy staff will:

- Not ignore it.
- Not make premature assumptions.
- Listen to all accounts of the incident.
- Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
- Make regular follow-up checks to ensure that bullying has not resumed.
- Ensure that all relevant personnel within school (Assistant Principal(AP)/Vice Principal/SENCO) have been informed.
- Record the incident promptly on the appropriate proforma, as soon as practically possible after the incident, ideally within the day.
- Incidents will be reviewed to identify students, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans.
- Punitive measures will be implemented as appropriate and in consultation with all parties concerned.
- Liaison with the SENCO/Inclusion AP will be made to ensure there is targeted support to address the underlying issues.
- Inform parents/carers of both the bully and the victim of the nature of the incident.
- Impose the appropriate punishment for the bully as per the Behaviour policy.

20.0 Procedure to support a student who has been bullied

- Talk to the student away from other students, in an appropriate environment.
- Listen to the student's account of the incident.
- Reassure the student that reporting the bullying incident was the right thing to do.
- Ideally, allow the student (victim) to write a statement or make a note of what the student (bully)...said. Assistance should be offered if the student is unable to write a statement independently but the student's own words must be recorded.
- Explain that the student should report any further incidents to a teacher or other member of staff immediately.

- Offer alternative arrangements to the victim at times when they feel most vulnerable, e.g. going to the library at lunchtime/break, be with a friend.

21.0 Ask the student

- What happened?
- Whether or not this was the first incident, if not how many other incidents have there been?
- Who was involved?
- Where it happened
- Who saw what happened (staff as well as students)?
- What the student has already done about it
- Depending on the severity of the incident, the location of the incident (in the community or in school) and the outcome of an investigation school staff will decide whether parents/carers ought to be contacted.

21.1 Ideally, the student should be given the time and appropriate accommodation to make a written statement which is jointly checked by the student and member of staff and where necessary annotated to ensure clarity. This information must be passed on as soon as possible to Pastoral Managers and/or the Head of Community. It is usual to remove the accused bully and any witnesses from the area as soon as possible to get them to write statements on their own about the incident. (It is recognised that some students will need assistance to write statements.)

21.2 Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

21.3 The victim should be consulted regarding their return to learning activity and where possible their views heeded.

22.0 Supporting students

22.1 Students who have been bullied

22.2 It is likely that pastoral staff will work with these students, but it is essential that the students are fully supported during this traumatic time through contacts with staff and with students. Ultimately, the student must make the decision who they would like to speak to.

22.3 The student's own peers could have an important role in acting as counsellors or mediators. This will be developed over time.

23.0 Students who have bullied

23.1 In addition to receiving appropriate sanctions for persistent acts of bullying (see section 26) it is important for the bully to receive counselling, to prevent further

incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role:

23.2 Talk to the student about how things are going, their progress and friends:

- Ask why they acted as they did.
- Explain that bullying is wrong and makes others unhappy.
- Discuss with the student how to join in with others without bullying.
- Give the student lots of praise and encouragement for the times when she/he is being kind and considerate to others.
- Inform and involve parents/carers unless doing so would put the student at risk (See Safeguarding and Child Protection Policy).
- If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise / explain why, i.e. process of restorative justice.

24.0 Reporting and recording incidents

24.1 Bearing in mind the seriousness of these incidents it is imperative that all incidents be:

- promptly dealt with;
- reported promptly to Pastoral Managers and/or Heads of Communities well before the end of the day;
- recorded using the proforma available from the staffroom, or general office; and
- returned to the Assistant Principal by the start of school next day.

25.0 Working with Parents/Carers

25.1 We recognise that parents/carers have a key role to play supporting victims and counselling instigators and we will work closely with these to deal with bullying.

25.2 Bullying in the Academy is everyone's problem. All staff, students and parent/carers should be aware that bullying is unacceptable and share a commitment to combat it and to make the Academy a happier place for everyone.

25.3 Through the Newsletter, website, displays and in meetings, the Academy will ensure that parents/carers are aware of our Anti-bullying policy.

25.4 Parents/carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability and a student(s) may show unwillingness to attend the Academy.

25.5 The Academy will encourage parents/carers who suspect that a student is bullying or being bullied to immediately contact the Academy and make an appointment to see

the student's Form Tutor, Head of Community or Pastoral Manager as soon as possible.

25.6 Parents/carers will be informed of incidents and will be involved in discussions. The Academy will discuss with parents/carers how they can work together to stop the bullying.

26.0 Reinforcement of the Anti-Bullying Policy

26.1 This policy will be reinforced effectively across the academy via the following:

- A copy of the Anti-Bullying guidelines will be displayed on the wall of every classroom.
- The Code of Conduct will be displayed on the wall of every classroom to encourage positive behaviour.
- PHSE lessons will cover bullying in Year 7 and in response to incidents where appropriate.
- Assemblies will focus on issues associated with bullying in response to incidents where appropriate.
- Self esteem and assertiveness training will be carried out in PSHCE.
- The Anti-Bullying Policy will be included in the Year 7 Booklet for all new students.
- Reference to Anti-Bullying will be included in the Year 7 Induction Evening.
- The Anti-Bullying Policy will be included in both the Student Planner and the Staff Handbook.
- Prospective year 7 students will participate in anti-bullying education as part of their familiarisation programme.

27.0 Dealing with Persistent Bullying

27.1 If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the Academy's Discipline Policy. The bully may for example:

- Be removed from the group
- Be put in detention
- Be banned from an Academy trip or other events where these are not an essential part of the curriculum
- Be excluded for a fixed period.

27.2 In the most serious cases, permanent exclusion may be considered if the bullying;

- involves serious actual or threatened violence against another student; or
- amounts to persistent and defiant misbehaviour.

28.0 Proposal to set up a Working Party

28.1 Because bullying is such a pernicious and damaging act, it is proposed that a working party be established, to investigate and resolve this issue. This working party will comprise of volunteers from every level of academy life and will also include representatives from the student body. The remit of the working party will be negotiable, but may include:

- Assessing the size and scope of the problem and audit on an annual basis.
- Communicating the results of this to the Principal, Senior Leadership Team (SLT) staff and students using appropriate language and terminology for different audiences.
- Making recommendations about ways of resolving the issues and suggest ways of pro-actively preventing bullying.
- Devising and suggesting an implementation strategy.
- Communicating progress on a regular basis to the staff and students and, where necessary, parents/carers.
- Reviewing, developing and monitoring the Anti-bullying Policy

29.0 Approved by Governing Body and Review Date

29.1 This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the Governing Body.

29.2 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Signed: _____

(Chair of Governing Body)

Date: _____

Review date: _____

30.0 Useful references

www.dfes.gov.uk/bullying

www.childline.org.uk

www.kidscape.org.uk

www.peersupport.co.uk

www.bbc.co.uk/education/bully/index.htm