



Hinde House

2 - 16 ACADEMY

Creating excellence together

Hinde House 2-16 Academy Anti-Bullying Policy

Version:	1.0
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Responsible committee:	
Date adopted:	December 2019
Review Date:	December 2020
Target Audience:	Academy Staff, parents/carers
Related Documents:	<ul style="list-style-type: none">• Safeguarding Policy• Behaviour Policy• On line Safety Policy• Acceptable Use Policy
Referenced:	

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Introduction

This policy has been developed by the Behaviour lead and the Behaviour and Welfare team at Hinde House2-16 Academy. Everyone in the academy must be allowed to learn and move about in a happy and caring atmosphere that is free from bullying. Bullying of any form is not tolerated and will be challenged. Any cases of bullying are dealt with very seriously; we have a zero tolerance. We are a 'telling' school. This means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff.

By everyone we mean students, staff, parents and any other person who may visit the academy. The policy raises our awareness by explaining what we mean by bullying and where it might happen. It outlines how we prevent bullying through every lesson and other specific activities. For staff it provides provision for professional development and explains clearly how to deal with incidents of bullying. For students it provides the opportunity to develop skills of caring and tolerance as well as conflict resolution.

The aims of this policy are:

- To prevent bullying.
- To deal effectively with bullying if it occurs.
- To be an integral part of the academy behaviour for learning policy.
- To contribute to overall academy improvement by a safe and happy learning environment conducive to raising standards.
- To ensure that all students, staff and parents are clear that we do not tolerate bullying and how it will be dealt with in school.

The Hinde House 2-16 Academy Anti-Bullying Charter

For pupils who experience bullying:

If you are being bullied

- You will be heard and supported in reporting bullying and given support. Appropriate action will be taken.
- You will be supported and helped to rebuild confidence and feel safe at Hinde House 2-16 Academy.

For students who engage in bullying behaviour

- The anti-bullying system will hold students to account for their behaviour.
- Students will learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge.
- Students learn how they can take steps to repair the distress caused.

For the academy

- The whole community is clear about the anti-bullying stance that the academy takes. Staff are fully engaged in developing and reviewing anti-bullying procedures in the school and every chance is taken to celebrate the success of anti-bullying work.
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For the academy staff

- Staff promote a climate where bullying and violence are not tolerated and cannot flourish and they continually develop best-practice based on knowledge of what works.
- There is a review of the school anti-bullying policy every year and as a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying and student support systems are in place to prevent and respond to bullying.
- Staff have addressed academy-site issues and promote safe play areas and all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying.
- All staff are aware of the importance of modelling positive relationships
- CPOMS gathers information about bullying incidents and this data is used for monitoring and evaluation.
- When necessary, staff will report incidents to the Trust in order to be held to account.
- Staff work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents

- If you are concerned about any issues regarding bullying, please contact the academy. The behaviour lead will address the issue immediately.
- As a parent/carer you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned.
- You will be kept informed as the matter progresses.

Raising awareness

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress.
- The behaviour is repeated.
- There is an imbalance of power between the perpetrator/s of bullying and the target.

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Safe to Learn, DfE)

‘People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.’ (Safe to Learn, DfE)

Bullying can take place between students, between students and staff or between staff, and can include:

- Name-calling, taunting, mocking and making offensive comments.
- Offensive graffiti.
- Excluding people from groups.
- Spreading hurtful or untrue rumours.
- Kicking, hitting, pushing.
- Taking belongings.
- Cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.
- Racist/Homophobic/biphobic or transphobic comments.
- Students may be bullied for a variety of reasons, including:
 - Ethnic background, religion or culture.
 - Disability, special educational needs or a particular ability.
 - Sexual orientation.
 - Gender (including sexualised bullying).
 - Size, appearance or health conditions.
 - Social or economic status (poverty, class).
 - Age/maturity.
- Home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We have to be careful to avoid the term ‘bullying’ being used as a term that may be chosen by one of the parties involved to try to escalate the seriousness of the matter. The

school works hard to ensure that all students know the difference between bullying and simply 'falling out.'

Where bullying occurs

Bullying can take place in many places. It can occur during the journey to and from the academy, before lessons begin, at break and lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are also places where bullying can occur. Furthermore, bullying may take place in a subtle and surreptitious way during lessons when adults are present. Cyber-bullying incidents may originate from outside of the Academy but if it affects students during the school day then we will respond to it.

Prevention of bullying

At Hinde House 2-16 Academy everyone is expected to conduct themselves respectfully and demonstrate tolerance and understanding at all times. We are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum, tutor time and assemblies to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. We strive to organise our community in order to minimise opportunities for bullying.

We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- A strong school ethos that encourages students to speak out.
- Designated safe spaces at lunch time.
- Anti-bullying social media campaigns.
- Assemblies.
- Anti Bullying week.
- Internet safety/social media.
- Display materials around the school by a variety of means (posters, website etc).
- Behaviour contracts for individuals.
- Positive achievement assemblies.
- A clear, fair and consistent behaviour policy.
- Curriculum sessions on E-safety and bullying.
- Parental/Staff/Student surveys.
- External Drama workshops/performances.

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the academy takes bullying very seriously.

Signs of bullying incidents

Adults should watch for early signs of distress in students. These may be the early signs of bullying and may involve a student:

- Being scared of walking to or from school.
- Not wanting to go to school on the school/public bus.
- Asking to be driven to school all the time.

- Changing their usual routine.
- Not want to attend school (school phobic).
- Truantiing school.
- Asking for money or stealing money.
- Not eating.
- Becoming withdrawn, anxious, or lacking in confidence.
- Attempting or threatening suicide.
- Running away from school or home.
- Crying themselves to sleep at night or having nightmares.
- Feeling ill in the morning.
- Performing less well in school work.
- Coming home with clothes torn or books damaged.
- Having possessions go 'missing.'
- Having dinner or other monies continually getting 'lost.'
- Having unexplained cuts or bruises.
- Becoming aggressive, disruptive or unreasonable.
- Bullying other children or siblings.
- Being scared to say what is wrong.
- Giving improbable excuses for any of the above.

Anti-bullying reporting procedure

The academy regards bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents.

Addressing a bullying incident:

1. Student reports the incident to a member of staff.
2. Staff inform the behaviour lead / behaviour and welfare team.
3. The safeguarding team is notified if necessary.
4. A statement is taken from the student using the bullying record form (Appendix 1).
5. Speak with student(s) who allegation was made against and take a statement.
6. Action taken to be discussed with the behaviour lead / behaviour and welfare manager.
7. Contact parent/carer of student(s) who is bullying to arrange a meeting to discuss the allegation and inform them of action taken.
8. The investigating member of staff to record on CPOMS and inform parent/carer of the victim of the outcome.
9. Inform year leader of outcomes and any support needed.

Support

Students who are victims of bullying will be supported by the Behaviour and Welfare officers or relevant Year leader. They will ensure that:

- The bullying issue is quickly identified and recorded.
- The victim is safe and feels that they are being listened to.
- Appropriate advice is given to help the victim.
- The parent/carer of the victim is notified.
- The parent/carer of the perpetrator is notified.

- Appropriate action is taken to stop the bullying behaviour and prevent it from re-occurring.
- The behaviour lead is notified and appropriate sanctions are applied.
- Mediation takes place between the perpetrator and victim to ensure reconciliation.
- The perpetrator understands that their behaviour is unacceptable and changes his/her behaviour.
- In more serious cases of bullying, a referral to the safeguarding team will be made.

Staff development

All members of staff will be given guidance on the school's anti-bullying policy and in how to react to allegations of bullying. They will be required to read the school's policy as part of their training and further guidance will occur on staff INSET days and during CPD sessions. Staff should be aware that bullying can happen at any time and that patterns of bullying, once established, can easily repeat themselves, even to the extent that those who have suffered themselves may in turn cause others to suffer.

Discreet but constant vigilance is therefore essential and is an important part of our role in the school. Teachers should arrive on time for lessons and be alert to signs of bullying. For example, the student who waits alone outside the classroom or remains after the lesson may well be a victim. Similar considerations apply to games and other activities. The less structured times of the day, including break and lunch times and during lesson changeovers are times when bullying and unkindness can occur. Therefore, staff attending to their duty positions on time is vital to safeguarding our students. There may also be places where students are more at risk, such as changing rooms and therefore, it is important for staff to supervise at all times. Staff should also be alert to any inappropriate language or behaviour or other dubious practices and inform the behaviour lead or behaviour and welfare team immediately in order to ensure that matters do not escalate. Furthermore, staff should always be aware of and reflect on their own behaviour in order to model good practice to our students.

Linked Policies:

- Safeguarding Policy
- Behaviour Policy
- On line Safety Policy
- Acceptable Use Policy

Appendix 1 – Bullying record form

Date of incident _____

Name of victim _____ Form _____

Name of accused _____ Form _____

1. Which of the following type(s) of bullying is being reported? (Tick)

Name calling, taunting, mocking, making offensive comments _____

Offensive graffiti _____

Excluding from groups _____

Spreading hurtful rumours _____

Kicking, hitting, pushing _____

Taking belongings _____

Cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites _____

Racist/Homophobic/biphobic or transphobic comments _____

Bullying may also involve:

- Ethnic background, religion or culture _____
- Disability, special educational needs or a particular ability _____
- Sexual orientation _____
- Gender (including sexualised bullying) _____
- Size, appearance or health conditions _____
- Social or economic status (poverty, class) _____
- Age/maturity _____
- Home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable _____
- Other _____

2. Where did the incident(s) occur? (Tick)

In class _____ Corridors _____ Outside _____ Dining room _____ Changing room _____ Toilets _____

Way to school _____ Way home _____ After school _____ Any other place _____

3. Incident reported by or witnessed by (Tick)

Self _____ Friend _____ Teacher _____ Parent/carers _____ Other _____

3. Additional information

4. Action taken _____

Staff signature _____ Date _____

Date/time logged on CPOMS _____