Anti-bullying Policy **Ernest Bevin Academy** The best in everyone™ Part of United Learning	
Responsibility: Directors of Learning	**Date Approved:** Autumn 2023
Approved by: Principal	**Review Date:** Autumn 2024
Monitored by: Directors of Learning	**Links to other Policies:** Behaviour for Learning Policy Equality Policy SEND Policy Safeguarding policy and Child Protection

Statement of Intent

At Ernest Bevin Academy, we do not tolerate any form of bullying, harassment, victimisation, discrimination, discriminatory, or derogatory language. We understand that the impact of bullying on individuals and the wider community is significant. Therefore, we all have a responsibility to make sure that bullying is not part of life in our school. We are committed to ensuring that students feel safe and respected, which will allow them to learn in a supportive, caring and safe environment in order to fulfil their potential.

We expect our students to be courteous towards all members of staff and co-operate so that they can learn in a relaxed but orderly atmosphere.

Bullying can have a negative impact for many years, with profound impacts upon the resilience, confidence, and wellbeing of the victim. We will strive, through the promotion of our values (Tolerance, Happiness, Opportunity, Respect and Resilience), to ensure that all members of the school community operate in a supportive, caring and safe environment without fear of being bullied.

Any bullying incidents involving members of our community that should occur, are taken very seriously. They will be investigated thoroughly, challenged and will be resolved in a systematic manner using restorative approaches.

This systematic approach will provide pastoral and emotional support to the victim(s), challenge the bully to stop and take responsibility for their actions.

We ensure that all school stakeholders know and understand what our policy on bullying is and should follow it if bullying needs to be reported.

 Aims and objectives of this policy

A) To provide information to parents, staff and students to improve their understanding of:

- o   What bullying is
- o   The different types of bullying that can occur
- o   The impact of bullying on individuals
- o   Warning signs to spot if someone is being bullied
- o   What cyberbullying is
- o   What the law says about bullying
- o   Useful information and contacts

B)   To outline what Ernest Bevin Academy does to prevent bullying and create a safe environment where all students can reach their full potential.

C)   To outline how Ernest Bevin Academy tackles bullying should it occur

D)   To provide information to parents, staff and students with useful information and contacts

Definition of Bullying

Bullying can be defined as

"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally".

(DfE "Preventing and Tackling Bullying", July 2017)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- o   There is a deliberate intention to hurt or humiliate
- o   There is a power imbalance that makes it hard for the victim to defend themselves
- o   It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

Bullying can be:

- •   physical (pushing and shoving, hitting, kicking, spitting, poking, picking a fight)
- •   verbal (teasing, name calling, racist/homophobic/sexist comments, making threats)
- •   relational (spreading unpleasant stories, gossiping, excluding people from social groups), isolating people and making them the subjects of jokes or derogatory comments

- cyber (sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos)
- indirect (graffiti, defacing of property, display of pornographic material)
- driven by a prejudice (racism, sexism, homophobia, victimising those who are from a different social class, religion, culture or those with special needs, disabilities)

Bullying:

- might be motivated by actual differences between children, or perceived differences
- can be done through different media and technology (for instance, cyber- bullying via text messages or on social media).
- is recognised by the school as being a form of peer-on-peer abuse
- can be emotionally abusive and can cause severe and adverse effects on children's emotional development
- can happen to anyone, and it is not a 'one-off' incident, it goes on deliberately over a period of time

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities (SEND)
- bullying related to appearance or health
- bullying of students who may be lesbian, gay, bisexual or transgender (LGBT)
- bullying of young carers or looked after children
- bullying related to home circumstances
- sexist or sexual bullying
- cyber-bullying

This is not an exhaustive list, there may be other behaviours that can be classed as bullying.

Cyber/Online Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The school defines cyberbullying thus:

> Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks.

Cyberbullying:

- can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate

- can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met
- can take place between students; between students and staff; between parents and students; between parents and staff; and between staff members

Parents/carers should take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of the respective school community. This will not only help protect their child online but also other members of the school community. Further safeguarding guidance and advice can be found in the 'Safeguarding and Child Protection Policy'. The school will also run an annual parent workshop to discuss how to keep their child safe online.

Specific types of Bullying (including Sexual Harassment and Abuse)

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Under these circumstances, the victim will be offered timely reassurance and support and the allegations will be investigated urgently, thoroughly and robustly by a senior member of staff.

If the victim might be in danger then intervention is urgently required.

Symptoms of Bullying

Staff and parents should be aware of when a child is possibly the victim of a bully. We list some warning signs that a student is being bullied:

- Reluctance to come to school
- Frightened to walk to and from school
- Insists on being driven to school
- Changes the usual route to school
- Changes in academic performance
- Appears anxious
- Frequently complaining of being unwell both at home and at school.
- Regularly feeling sick or unwell.
- Wanting to visit the school nurse regularly
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful
- Becomes isolated and withdrawn
- Refuses to attend particular lessons
- Begins to truant
- Money/possessions going missing
- Has clothing and belongings that get damaged or go missing
- Has physical bruising or other evidence of assault

- Hangs round a particular teacher or stays in the classroom at breaks and after school
- Becomes aggressive or unreasonable
- Stops eating

Legal Framework

There are several statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. This policy has been constructed mindful of the following acts:

• The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents. This Act gives head teachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.

• The Equality Act 2010 replaces previous anti-discrimination laws with a single Act.

• The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying).

• Safeguarding Children and Young People Under the Children Act 1989 states a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

• Keeping Children Safe in Education (KCSiE) 2021 is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002. KCSiE 2021 reinforces that all staff should recognise that children are capable of abusing their peers. Our Child Protection Policy sets out that we work to minimise the risk of peer-on-peer abuse and sets out how allegations of peer-on peer abuse will be investigated -and dealt with.

Strategies for the prevention of bullying

How do we discourage bullying from happening at Ernest Bevin Academy?

<u>Our values</u>

Ernest Bevin Academy Behaviour for Learning Policy sets out the very high expectations we have of student behaviour. The school values of Respect, Tolerance, Happiness, Opportunity and Resilience are continually promoted through assemblies and wider activities. The School Charter explains and exemplifies these values.

Diversity is celebrated and sense of belonging is fostered within year groups and across the school. Students are encouraged to wear their uniform with pride and the school prohibits and actively discourages the use of electronic items on the premises.

Educating and training

To ensure that all students understand and adhere to our zero-tolerance approach to the use of derogatory language, we have the "Not a joke, not just banter" assembly at the start on the academic year. This assembly is presented by the Deputy Head and must be attended by all students.

Anti-bullying Week is marked annually through assemblies; wider activities and bullying is a theme within our curriculum. We ensure that all students know that bullying is totally unacceptable in or outside school. Students also know that if they are bullied it is not their fault. However, they should always tell someone, even if they are not personally involved. These messages form part of the PSHE programme and are reinforced during tutor time and on other appropriate occasions.

All staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, are provided with training and guidance on how to identify all forms of bullying and take appropriate action, following the School's policy and procedures, including recording and reporting incidents.

Safe and inclusive environment

Year 7 students have a designated playground at the start of the day and a range of extra-curricular clubs provide opportunities at lunchtime and after school.

Corridors, social spaces and playgrounds are supervised by staff, before school, during lesson change over, at break, lunchtime and after school. The roads within the school vicinity are also supervised as the students leave the school. The school has extensive CCTV coverage providing students extra reassurance. We maintain close links with partner organisations such as the School's Liaison Officer.

Policy and Support

The school recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

All staff and students are encouraged to be ever vigilant of any bullying behaviours and to intervene, report or seek help where necessary.

Heads of Year closely monitor incidents of poor behaviour across their year group regularly. They are alert to and quick to follow up any patterns or changes in behaviour that might indicate bullying.

The school provides systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

The school regularly updates and evaluates its practice to consider development of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Incidents recorded as bullying are reviewed and monitored by the Pastoral Team and the Wellbeing Team regularly.

The school uses parent and student surveys to determine feedback regarding bullying.

Gathered information is used to identify trends and inform preventative work in school and development policy.

The Anti-bullying policy is shared with the school community and can be found on the school's website.

Procedures

How does Ernest Bevin Academy tackle bullying incidents that do happen?

Any complaint about bullying is taken very seriously.

Students are strongly encouraged to "speak out" about any concerns that are impacting on their wellbeing straight away. Parents and peers are also encouraged to be mindful, and "speak out" about any concerns that are impact on their child's or friend's wellbeing.

If families are concerned about bullying their first point of contact is their chld's tutor or the Head of Year who can be contacted via the main school office. Students can also speak to a trusted member of staff such as a teacher, teaching assistant or a pastoral support manager. Members of the public can also contact the school by email at mail@ernestbevin.london

Using a range of strategies / responses appropriate to the situation

For the student being bullied this might include:

- o Identifying a named adult who he/she can report to regularly
- o Identifying a 'safe' place to go at key times
- o Assurances that he / she will be supported
- o Suitable help and advice regarding 'coping' strategies
- o Keeping a diary of all events for future reference
- o Pastoral counselling
- o The named adult making regular checks and where appropriate giving feedback on any developments
- o Identifying a time when a resolution has been found and the case is closed

For the student(s) involved in the bullying:

- o An opportunity to discuss the situation and give their point of view
- o An encouragement to accept responsibility for their behaviour
- o Where appropriate the offer of pastoral counselling
- o The opportunity to apologise for the behaviour either in writing or in person (if the other party is willing or comfortable with this)
- o Assurances that the bullying will stop
- o The return of any 'borrowed' or stolen items
- o If appropriate compensation for damaged or lost items

- A named person to make regular checks on behaviour and to discuss and advise how the student can amend his / her behaviour
- If appropriate, making a referral to outside agencies

Certain sanctions may be imposed such as:

- Being placed on a stage of the school's disciplinary procedures
- Being moved up a stage(s) if already on the disciplinary procedure
- Being excluded from lessons
- Being banned from certain areas of the school
- Being excluded from school for a fixed term
- A change of tutor group or learning group

Follow up:

Until the situation has come to a satisfactory conclusion the person taking the lead in dealing with the matter will have appropriate regular contact with the person who reported the matter and / or the parents.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be logged within Arbor. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to Governors each term. The impact of anti-bullying strategies will be monitored regularly.

The policy will be reviewed and updated regularly with the aim of ensuring that Ernest Bevin Academy is a caring, supportive and inclusive school community.

Useful information and contacts

The Equality Act 2010
Preventing and tackling bullying – advice for headteachers, staff and governing bodies – October 2014
Childnet International (the UK's safer internet centre)
The Anti-Bullying Alliance
Think U Know - resources provided by Child Exploitation and Online Protection (CEOP)
Stonewall - support and resources for lesbian, gay, bisexual and transgender students
NSPCC
Kidscape
Childline
Young Minds