



# Wreake Valley Academy

## Anti-Bullying Policy

|  |                            |
|--|----------------------------|
| <b>Date of review</b>                        | February 2020              |
| <b>Date approved by Local Advisory Board</b> | 2 <sup>nd</sup> March 2020 |
| <b>Date Reviewed</b>                         | December 2023              |
| <b>Date of next review</b>                   | Autumn 2025                |

Signed on behalf of the Local Advisory Board

Chair of Local Advisory Board



## ANTI BULLYING POLICY

### Purpose of Policy

The purpose of this policy is to:

- Provide clarity on what is meant by bullying in all its forms
- Understand the culture within our setting
- Evidence how ALL staff support the children in our setting
- Give children confidence that they will be supported and informed
- Give parents/carers the assurance that staff know how to deal with bullying
- Inform of the post incident management process/ongoing support/safety planning

This policy stands firmly within our Behaviour Policy. At Wreake Valley academy we have formal and high expectations about behaviour and about how all members of the school community should treat each other. We, within our curriculum and beyond, embed our underpinning school values which are:

- Be kind
- Be respectful
- Be safe
- Be bold, brave and ambitious
- Be mindful
- Be prepared to self-regulate

We have a zero tolerance policy towards Bullying and any form of child on child abuse. This means that all unacceptable acts will be addressed and challenged using the best possible practice. Bullying is anti-social behaviour and affects everyone: It is unacceptable and will not be tolerated. Only when all issues of bullying area addressed and students will be able to fully benefit from the opportunities available at the school. It is the responsibility of all within Wreake Valley Academy to respond and deal with any incidents of bullying. Reference should also be made to the Race Equality Policy, Anti Racism Policy and the Safeguarding policy.

### **What do we mean by bullying?**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- An imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- Repetition as these behaviours happen more than once or have the potential to happen more than once.
- Actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Any behaviours that may need to be handled with sanctions will be in line with our policies relating to Behaviour Policy/ Anti-bullying Policy/ Safeguarding Policy/ Online Safety Policy.

Online bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above.

It can take many forms and this list is not exhaustive.

- Abusive or threatening texts, emails, or messages.
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else.
- Stealing someone's online identity.
- Spreading rumours online.
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games.
- Developing hate sites about another person.
- Prank calls or messages.
- Group bullying or exclusion online.
- Anonymous messaging.
- Encouraging a young person to self-harm.
- Pressuring children to send sexual messages or engaging in sexual conversations.

Prejudiced related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity

### **Unacceptable behaviour**

This is not an exhaustive list but here are some unacceptable behaviours in the school community, these are clearly communicated to students through our behaviour curriculum :

- name-calling
- racist and sexist behaviour
- making threats
- making people feel small    hurtful remarks and personal comments
- dares – making someone do something they do not want to
- whispering about others

- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- hiding belongings pressurising children to join in inappropriate behaviour
- other behaviour that makes someone feel unhappy.

Child on Child Abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

ALL staff at Wreake Valley Academy

- recognise the increasing national concern regarding this issue as highlighted in the Keeping Children Safe in Education 2023
- are aware of the level and nature of risk that our pupils are or may be exposed to
- understand the important role that they play in the culture of vigilance
- recognise child-on-child abuse of all types
- are confident and competent in responding promptly and appropriately with timely challenge of the attitudes and behaviours of bullying and child-on-child abuse (both inside and outside the classroom)
- listen to children, capture their voice, and help to create a culture in which our children feel able to share their concerns openly, in a non-judgemental environment
- will not downplay behaviours and dismiss them as 'just banter', 'having a laugh' or 'part of growing up'
- understand that by dismissing unacceptable behaviours it can lead to an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not having the confidence to come forward, speak out and report what has happened to them
- report and record their concerns following our referral processes
- understand that even if there are no reports of this type of abuse that it 'does happen here'
- are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of bullying and child-on-child abuse within our setting and beyond
- recognise and understand that children who harm others, may have additional or complex needs of their own, e.g. significant disruption in their own lives, exposure to domestic abuse, witnessing/ suffering abuse as well as educational under-achievement and possibly an involvement in criminal activity and therefore they too, will need support
- encourage parents to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of bullying or child-on-child abuse
- know that putting a stop to bullying of any type and ensuring the safety of our children is a priority in our education setting.

Some things for students to do if they are being bullied:

- a) Tell yourself that you do not deserve to be bullied.
- b) If you are different in some way, be proud of it. It is good to be individual.
- c) Try not to show that you are upset, which is difficult.
- d) Stay with groups of people. There is safety in numbers.
- e) Try being assertive say "No" loudly. Walk confidently even if you don't feel that way inside.

Practise this.

- a) Fighting back may make things worse. Talk to an adult.
- b) Generally it is best to tell an adult you trust. Teachers will take you seriously and are experienced in dealing with bullies in a way, which will end the bullying and will not make things worse for you. You can report incidents using the Issues Box in the Library or via the speakout email if you do not want to talk directly to an adult.

**REMEMBER – YOUR SILENCE IS THE BULLY'S GREATEST WEAPON.**

Some things for students, who know bullying is going on to do:

- a) Take action when someone is being bullied or is in distress. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim more unhappy and isolated.
- b) If you cannot get involved yourself, tell an adult immediately. Teachers have ways of dealing with bullying without getting you in trouble. You can report incidents of bullying using the Issue Box in the Library, by talking directly to a member of staff or through email via the email.
- c) Only be friends with people who do not bully others

For parents:

- a) Watch for signs of distress in your children. For instance, they could be unwilling to attend School, feel unwell regularly, or have missing equipment.
- b) Take an active interest in your child's social life. Discuss friendships, how lunchtime is spent and the journey to and from School.
- c) Inform the School immediately if you feel your child may be a victim of bullying behaviour. Your complaint will be taken seriously.
- d) Don't encourage your child to hit back. It often makes matters worse.
- e) Make sure your own son or daughter knows there is nothing wrong with him or her. It is not his or her fault.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached
- a clear account of the incident will be given to the Head of Year and logged
- the form tutor and appropriate teaching staff will be informed
- parents will be kept informed Sanctions will be used as appropriate and in consultation with the student reporting the incident.
- A risk assessment may be put in place

Students who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering support

- restoring self-esteem and confidence

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil
- Having a risk assessment to reduce risk of bullying

Action will continue until the issue is satisfactorily resolved and the bullying ceases. The action will be reviewed and modified in light of circumstances and if the bullying continues.

In the event of a bullying incident the procedures and lines of action will be followed as for all other incidents of poor behaviour (as outlined in the Behaviour Policy) The following disciplinary steps can be taken:

- official warnings to cease offending
- meeting with parent
- detentions at break time/lunchtime and afterschool
- exclusion from certain areas of school premises
- fixed-term suspension
- Managed move

Within the curriculum the School will raise the awareness of the nature of bullying through inclusion in PD , registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. The anti-bullying policy will be given a high profile by being revisited each term as part of the School's core values . Key bullying messages will be displayed in each classroom.

All students have access to their Heads of Year to discuss any issues.

Parents are encouraged to actively support the Anti-Bullying Policy by the School's Behaviour Policy.

The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

All reported or investigated instances of bullying will be investigated by a member of staff.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

All types of bullying will be discussed as part of the curriculum.

Diversity, difference and respect for others is promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

#### Monitoring Evaluation and Review

An effective whole school anti-bullying policy can only work if it is continuously used, monitored and evaluated.

At Wreake Valley Academy this will be done in the following ways:-

Incidents of bullying/ child on child abuse will be logged centrally and Sonia Pope Deputy Head of school will monitor. Safeguarding protocols will be followed in line with our Safeguarding Policy.

The information will be shared at least annually with our trustees.

Anti-Bullying Policy Information will be analysed at least annually. Action points will be drawn together and shared with staff. It is the responsibility of all staff within school to reasons to and work at eliminating bullying.

We know that the Anti – Bullying policy is working if :

Students report incidents of bullying using the procedures outlined above

A culture of kindness is evidence.

| <b>REPORTING PEER ON PEER ABUSE</b> |  |               |  |             |  |                           |  |
|-------------------------------------|--|---------------|--|-------------|--|---------------------------|--|
| <b>Bullying</b>                     |  | <b>Racist</b> |  | <b>Hate</b> |  | <b>Peer on Peer Abuse</b> |  |

**To be completed as soon as possible by member of staff/person observing/reporting incident & handed to Nicola Morland.**

**Date**  **Person Reporting Incident**

| <b>1. When did incident occur?</b> |  |
|------------------------------------|--|
| Before school                      |  |
| Breaks                             |  |
| Lunchtime                          |  |
| AM lessons                         |  |
| PM lessons                         |  |
| After school                       |  |
| Other (trips etc...)               |  |

| <b>2.</b>         |  |
|-------------------|--|
| Single incident   |  |
| Multiple          |  |
| Over what period? |  |

| <b>3. Where did the incident occur?</b>   |  |
|---|--|
| Inside school/classroom                   |  |
| Outside school in playground/sports field |  |
| Just outside school                       |  |
| Travelling to/from school                 |  |
| Away from school (e.g. school trip)       |  |
| Social Media Platform                     |  |
| Other (please specify)                    |  |

| <b>4. Type of Incident:</b>                                  |  |
|--|--|
| Racist   |  |
| Religious Belief   |  |
| Homophobic   |  |
| Disablist  |  |
| Sexist   |  |
| Transphobic  |  |
| Ageist   |  |
| Sexual Violence  |  |
| Sexual Harassment (remarks, jokes, online sexual harassment) |  |
| <b>4. Type of Incident Contd:</b>                            |  |
|  |  |



|  |  |
|--|--|
| Consensual or non- consensual sharing of images of a sexual nature (Sexting)   |  |
| Upskirting (photographing underneath a person's clothes without their knowledge in order to see buttocks/genitals, causing distress and humiliation) |  |
| Physical assault/use of weapons  |  |
| Physical Abuse (hitting, kicking, shaking, biting, anything causing physical harm)   |  |
| Verbal abuse/name calling  |  |
| Cyber Bullying (text messaging/message boards etc)   |  |
| Offensive material (clothing/accessory/leaflet accessed by the internet)   |  |
| Abuse in intimate personal relationships with peers  |  |
| Initiation/hazing type violence and rituals  |  |
| Other – Please Specify   |  |

**5. Account of Incident – (Referral may be attached)**

**6. Those involved**

| Alleged Victim/s      | A. Status | B. Ethnicity (see code list) | C. Gender (M/F) | D. Year Group |
|-----------------------|-----------|------------------------------|-----------------|---------------|
|                       |           |                              |                 |               |
|                       |           |                              |                 |               |
| Alleged Perpetrator/s |           |                              |                 |               |
|                       |           |                              |                 |               |

**7. Action taken**

|  |  |
|--|--|
| <b>With Victim</b>   |  |
| No action (including inconclusive evidence)                                      |  |
| Parent/guardian involved   |  |
| Pastoral support offered   |  |
| Other (please specify)   |  |
| <b>With Perpetrator</b>  |  |
| No action (including inconclusive evidence)                                      |  |
| Parent/guardian involved   |  |
| Exclusion applied  |  |
| Referred to external agency (including police)                                   |  |
| Other (please specify)   |  |
| Please state any other actions that were not specific to the victim/perpetrators |  |

**9. Comment**

Signed ..... Date ..... (Perpetrator)

Signed ..... Date ..... (Victim)