



PONTEFRACT

ACADEMIES TRUST

SECONDARY PHASE ANTI-BULLYING POLICY

Trust Board Approval Date	September 2018
Implementation Date	November 2018
Planned Review Date	October 2019

Contents

1.0	INTRODUCTION	2
2.0	LINKS WITH OTHER POLICIES OR LEGISLATION	3
3.0	DEFINITION OF BULLYING	4
4.0	THE FREQUENCY OF BULLYING	5
5.0	THE SEVERITY OF BULLYING.....	6
6.0	THE MOTIVATION.....	7
7.0	DIRECT AND INDIRECT BULLYING.....	8
8.0	RECORDING BULLYING.....	9
9.0	STAFF – EXPECTATIONS AND GUIDANCE	10
10.0	STUDENTS – EXPECTATIONS AND GUIDANCE	11
11.0	PARENTS – EXPECTATIONS AND GUIDANCE.....	12
	APPENDIX 1 – PROCEDURES TO IDENTIFY AND TACKLE BULLYING	13
1.0	STAFF GUIDANCE.....	13
2.0	INTERVIEW THE VICTIM, ALLEGED BULLY AND ANY WITNESSES SEPERATELY	13
3.0	RECORD DETAILS OF THE BULLYING	14
4.0	TAKE APPROPRIATE ACTION TO DEAL WITH THE BULLY.....	14
5.0	SUPPORT THE VICTIM – FOLLOW UP CHECKS	14
6.0	SANCTIONS.....	15
7.0	CURRICULUM SUPPORT.....	15
8.0	PASTORAL SUPPORT.....	16

1. Introduction

1.0 INTRODUCTION

- 1.01 The Trustees, School Governors and Staff of Ponterfract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the children and young people in our care.
- 1.02 The Trust has very high standards and expectations of our students. The Trust believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve their academic potential and prepare for life.
- 1.03 This is an Anti-Bullying Policy for both secondary academies within the Trust.

1.1 AIMS

- 1.1.1 To prevent the occurrence of bullying within the Trust’s secondary academies.
- 1.1.2 To ensure that all stakeholders understand what bullying is and how it is dealt with.
- 1.1.3 To create a positive and safe learning environment for all.
- 1.1.4 To develop individuals’ self-esteem and respect for others.
- 1.1.5 To have a zero tolerance of incidents of bullying.
- 1.1.6 To deal with bullying by tailoring a personalised package of student support for mediation, intervention and in how and what appropriate sanctions are applied.
- 1.1.7 To ensure incidents of bullying are reported by specific categories and appropriate education is put in place in response to these.

1.2 OBJECTIVES

- 1.2.1 To identify bullying and accept that it is a problem which can occur in any setting where children are brought together.
- 1.2.2 To be clear to all what is meant by the term ‘bullying’.
- 1.2.3 To establish clear procedures for the course of action to be taken in respect to bullying incidents.
- 1.2.4 To create safe conditions for children which are built upon mutual respect, co-operation and equal opportunities.
- 1.2.5 To establish that an important part of being valued for children is being listened to, believed and appropriate considered action taking place.
- 1.2.6 To have clear procedures, known and understood by all, including a system by which discrepancies can be dealt with and reviewed.

2. Links with other policies or legislation

2.0 LINKS WITH OTHER POLICIES OR LEGISLATION

2.1. There are a number of policies linked to this policy, including:

- SEN Policy.
- Teaching and Learning Policies.
- Behaviour Policy.
- Safeguarding and Child Protection Policies.

2.2. This policy links to the Department of Education's statutory guidance and related legislation including:

- Equality Act 2010
- Preventing and Tackling Bullying Act 2006
- School Discipline Regulations 2012

3. Definition of Bullying

3.0 DEFINITION OF BULLYING

3.01 Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can take place inside or outside of school life. For clarity, this policy extends to any bullying that happens off school premises, as well as within the school day.

3.02 **Emotional** - Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.

3.03 **Physical** - Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

3.04 **Racist** - racial taunts, graffiti or gestures.

3.05 **Sexual Orientation** - offensive behaviour because of, or focusing on, the issue of sexuality including homophobic, biphobic and transphobic abuse.

3.06 **Verbal** - Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.

3.07 **Cyber** - All areas of the internet, such as email and/or internet chat room misuse. Mobile threats by text messaging and/or calls. Misuse of associated technology.

3.08 **Sexist** – offensive name calling, misogynistic behaviour.

3.09 **Disablist** – offensive name calling, laughing, not supporting or excluding.

3.10 **Religion** – derogatory remarks about a person's religious belief.

4. The Frequency of Bullying

4.0 THE FREQUENCY OF BULLYING

Bullying can take place several times a week or day. It can go on for months and even years. There is recognition that bullying can manifest itself within the Academies but often occurs beyond the realm of the Academies. We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

5. The Severity of Bullying

5.0 THE SEVERITY OF BULLYING

Bullying ranges from horseplay to vicious assault. It is recognised that bullying can be extremely subtle and therefore difficult to deal with.

6. The Motivation

6.0 THE MOTIVATION

- 6.01 The bully gets pleasure from other people's pain, fear and humiliation. The bully learns that aggressive behaviour allows him/her to dominate and get his/her own way. Sadly, the bully may also learn that creating fear in the victim is a rewarding experience.
- 6.02 The bully often focuses on younger, smaller or timid children. The bully increasingly relies on threat and force.

7. Direct and Indirect Bullying

7.0 DIRECT AND INDIRECT BULLYING

It is important to distinguish the difference, i.e. between those who are bullies and victims, and the larger group of students who are onlookers. Sometimes the bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then part of the bullying.

8. Recording Bullying

8.0 RECORDING BULLYING

- 8.01 It is widely recognised that there is a vast range of types of bullying and varying degrees of severity. It is often difficult to detect more subtle types of bullying which may not be obvious or overt. However, as in all matters relating to standards and expectations, what follows rests on the professional judgement of all colleagues to exercise that judgement as and where it is felt appropriate and necessary.
- 8.02 Staff should liaise with key individuals starting with the student's Tutor, Student Liaison Officers and Assistant Headteacher (Student Support). The Teacher, Tutor and Student Liaison Officer will work together to investigate the incident. The Student Liaison Officer will be the key liaison with students, parents and staff; ensuring that all parties are aware of the progress/outcome of the investigation and when appropriate the sanction and intervention applied to the student(s) involved.
- 8.03 The Assistant Headteacher (Student Support) will have oversight of bullying issues through the weekly briefing session with the Student Liaison Team, the student's Classcharts record, the School's bullying tracker and the external agencies used by the Academies.
- 8.04 Incidents of bullying will be reported to the Senior Leadership Team on a termly basis and broken down into the following categories:
- Emotional.
 - Physical.
 - Verbal.
 - Cyber.
 - Sexual orientation.
 - Racial.

9. Staff – Expectations and Guidance

9.0 STAFF – EXPECTATIONS AND GUIDANCE

9.01 Watch out for early signs of distress in students, e.g.

- deterioration of work.
- spurious illness.
- isolation or the desire to remain with adults.
- erratic attendance and punctuality.
- internal truancy.

This behaviour may be a warning of other problems but it may be indicative of bullying.

9.02 Listen carefully and record all incidents as per the Trust's Policy.

9.03 Offer the victim and the bully support and help by putting the School's procedures into operation. If the victim discloses anything you deem to be a welfare or safeguarding issue then disclose this information immediately to a member of the Child Protection Team (see the Trust's Safeguarding and Child Protection Policy for more detail).

10. Students – Expectations and Guidance

10.0 STUDENTS – EXPECTATIONS AND GUIDANCE

10.01 The Academies' expectations are included in the Student Planner and the Trust's Secondary Phase Behaviour Policy.

10.02 In general:

- As a member of our Academies, we expect you not to put up with any forms of bullying behaviour.
- Students will fall out with their peers and therefore students need to think carefully about distinguishing between a fall out and bullying. Students need to be able to recognise the difference between bullying and conflict issues.
- Adults and students will work together to stop bullying.
- When someone is being bullied or in distress, inform an adult immediately, of any form of bullying behaviour.
- Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bullying.
- Do not put up with bullies in your group of friends.
- Only accept people who do not bully others. Bullies will soon stop if they are left out, or are by themselves.
- Informing is not 'telling tales'.

11. Parents – Expectations and Guidance

11.0 PARENTS – EXPECTATIONS AND GUIDANCE

11.01 Look out for the early signs highlighted above in your child. If you have concerns contact the School that your child attends.

11.02 Parents should know:

- The Academies' expectation of the parent's/carer's responsibility.
- Parents/Carers may have to go into the appropriate School to discuss issues.
- The Academies takes this issue seriously and will always deal with any parent/carer or student concerns.

Appendix 1

APPENDIX 1 – PROCEDURES TO IDENTIFY AND TACKLE BULLYING

1.0 STAFF GUIDANCE

1.01 This guidance provides general advice. Each incident will be dealt with dependant on the severity, the students involved and any relevant circumstances. It also provides an outline of the steps that could be taken when there are instances of bullying.

1.02 If bullying is reported, or if a member of staff notices a bullying incident:

1.02.1 Minor incidents will be reported to the student's Tutor, who should investigate the incident and inform the Student Liaison Officer verbally of the outcome. Staff need to be able to recognise the difference between bullying and conflict issues.

1.02.2 For serious incidents of bullying, staff will inform the Student Liaison Officer and/or the Assistant Headteacher. Normally, the procedure outlined below will be adopted by all staff in serious incidents.

2.0 INTERVIEW THE VICTIM, ALLEGED BULLY AND ANY WITNESSES SEPERATELY

- Try to ensure that there is no possibility of contact between the students interviewed, for example by texting.
- If a student is injured, take the student immediately to the medical room (any injuries will be recorded in the medical record book).
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- Avoid making premature assumptions. It is very important not to be judgemental at this stage.
- Be non-confrontational.
- Ask the alleged bully and the alleged victim to write down details. This may need prompting with questions from you to obtain the full picture.
- Ask additional witnesses/bystanders for information, preferably written.
- Reiterate to witnesses that there are no innocent bystanders - they are all responsible if anyone is being bullied.
- Listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth, particularly if they have had an opportunity to discuss the incident in advance.
- Do not attach blame until your investigation is complete.
- Adopt a problem-solving approach, which moves a bully on from justifying themselves. Ask the alleged bully to suggest ways in which the situation can be improved.
- If the bullied student might have provoked the bullying incident, help them to understand how.
- Tell all students interviewed that they must not discuss the interview with other students.

Appendix 1

3.0 RECORD DETAILS OF THE BULLYING

- Write a very brief summary of the incident. A separate interview sheet is needed for each student involved.
- Place these interview sheets in the individual files of each student involved.
- Write a more detailed single account and attach written statements of alleged victim, alleged bully and witnesses. Full names of all involved should be included in this account.
- The Student Liaison Officer should keep a record of all incidents of bullying for the students in their year group on the bullying tracker.
- Inform the parents of all parties that an investigation is being carried out and that they will be kept informed at every stage of the process.
- Record the telephone call on the bullying tracker.

4.0 TAKE APPROPRIATE ACTION TO DEAL WITH THE BULLY

- If you are satisfied that bullying did take place, help the student to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used if the bullying is repeated.
- If possible, try for reconciliation and a genuine apology from the student.
- Realise that some students do not appreciate the distress they are causing and are willing to change their behaviour. Do not however, force a face-to-face meeting. This **must** be the decision of the students.
- Try to reach agreement on reasonable long-term behaviour.
- Prepare the student to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken and record it on the bullying tracker.
- If initial attempts to stop the bullying fail, apply an appropriate level of sanction commensurate with the seriousness of the bullying (sanctions can be found in an Appendix of the Trust's Secondary Phase Behaviour Policy).
- The Tutor and Student Liaison Officer will informally monitor students over the next term.
- If bullying is racist, inform the Assistant Headteacher immediately.
- Support the bully.

5.0 SUPPORT THE VICTIM – FOLLOW UP CHECKS

- The Student Liaison Officer should informally check in a considered and sensitive manner whether the bullying has stopped.
- The Tutor should check informally on a weekly basis for a month after the complaint of bullying.
- The Assistant Headteacher should check formally the week after the bullying and again during the same half term.
- If necessary, break up the group dynamics by asking staff to assign places in classes and in the form room.
- Most bullying groups have a leader, with other students in the group being frightened of being bullied themselves.
- Encourage the victim to tell a trusted adult in the School that they attend if bullying is repeated.

Appendix 1

- Encourage the victim to broaden their friendship groups by joining a lunchtime or afterschool club or activity.
- Discuss bullying in assembly, in drama or in the form, and ask the class to suggest possible solutions.
- If bullying is about a particular issue (disability for example), mount an education programme during tutorial time, not focused on a particular child.
- If bullying occurs on the bus, ask an older student to take care of the victim.
- If bullying is by students from another school/school, the Progress Leader should telephone the relevant Head of Year/Deputy of the other school/school and ask for a return call on the result of their investigation.
- Ask another student to befriend and support the victim.
- Give constructive advice if the victim seems to have been bullied because they are being a nuisance or intruding.
- Use peer mediation to resolve conflict if appropriate, using trained students only.

6.0 SANCTIONS

Sanctions to deal with bullying behaviour will be dependent on the level, seriousness and persistence of the bullying.

6.1 FOR MINOR/SINGLE INCIDENTS

- An apology and assurance that the bullying will stop; **OR**
- A detention; **OR**
- Isolation at any of the Trust's Secondary Academies; **OR**
- A piece of extra written work; **OR**
- Meeting with a parent; **OR**
- A temporary exclusion from certain areas of the Academies' premises.

6.2 IN MORE SERIOUS CASES

A Fixed Term Exclusion **OR** a Permanent Exclusion may be sanctioned.

7.0 CURRICULUM SUPPORT

- Issues regarding bullying, methods of dealing with bullying, prejudice, discrimination and stereo-typing will be discussed in the Form Tutor Programme.
- The Tutoring system will ensure positive role models and mentors are in place to send out a positive supportive message to students.
- Tutoring sessions will include co-operative group work to enable students to explore issues by considering different points of view and to become integrated into the peer / tutor group.
- Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work in teaching methodology. Sport and games teachers are particularly effective at promoting teamwork. Students will be allocated to groups selected by the Teacher, when appropriate, and these will be changed at regular intervals to allow students more contact with a wider circle of students in their year group.

Appendix 1

- Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them. This should be done in a discreet and sensitive manner.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events such as drama productions, tutoring events, Duke of Edinburgh's Award, concerts, charity and social events, and also by involvement in extra-curricular activities.

8.0 PASTORAL SUPPORT

- The Tutor, Welfare Officer and Student Liaison Officer will provide a "listening ear" for students to talk through relationship difficulties on a confidential basis.
- The Academies' Senior Leadership Teams will provide an opportunity for students to suggest improvements to aspects of Academies life.
- Tutoring sessions and Drama, if appropriate, are used to explore issues of concern.
- A counsellor is available to students in the form of the Student Liaison Officer or in some instances, the Child Protection Officer.