

# Anti-Bullying Policy



Ark Walworth  
Academy

WALWORTH ACADEMY

ANTI-BULLYING POLICY

UPDATED NOVEMBER 2016

Date of last review: November 2016  
Date of next review: November 2017

# Policy and procedure to address bullying

## 1. Vision Statement

At Walworth Academy, we believe that pupils will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. The Academy works to promote an ethos of good behaviour where pupils treat one another and the school staff with respect. We aim to create an inclusive environment where pupils can openly discuss the cause of their bullying, without fear or further bullying or discrimination and where pupils are not afraid to challenge and stand up for what they know is right. We will challenge derogatory and discriminatory language whenever we hear it.

This policy sits within the school **behaviour policy** and supports the schools values of promoting equality and ensuring safeguarding for all members of the school community.

**It is communicated to all staff, parents and pupils on an annual basis and reviewed/ updated biannually. This policy is communicated to prospective parents as part of the schools behaviour policy.**

The school is aware of the statutory responsibility to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when not on school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

**The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.**

## Policy Links

The Anti-Bullying Policy links to our policies on:

Behaviour, Safeguarding and Child Protection, Curriculum, SEN, Managing Email, Managing the Internet, Complaints and the Home-School Agreement.

## 2. Definition of Bullying Behaviour

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'Advice for School leaders, staff and Governing Bodies on Preventing & Tackling Bullying' DfE (July 2011)

Five essential components of bullying:

1. Intention to harm: bullying is deliberate with intention to cause harm.
2. Harmful outcome: one or more persons are hurt physically or emotionally.
3. Direct or indirect acts: bullying can involve direct aggression such as hitting someone as well as indirect acts such as spreading rumours.
4. Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
5. Unequal power: bullying involves abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength or psychological resilience.

## **Specific examples of bullying**

### **Physical Bullying**

This is any bullying that hurts somebody's body or damages their possessions. In other words, physical bullying occurs when a person uses overt bodily acts to gain power over peers.

This may include the following: physical assault (punching, hitting, and kicking) spitting at, pulling hair or taking/damaging property or belongings.

### **Verbal Bullying**

Verbal bullying occurs when someone uses language to gain power over their peers. The bully will use insults and teasing in order to cause emotional harm to another.

Verbal bullying may include: Name calling, taunting, mocking, and making offensive comments and threats.

### **Relational Bullying**

Relational bullying is manipulation calculated to hurt or control another's ability to maintain rapport with peers. Relational bullying is behaviour that is intended to hurt someone by harming his or her relationships with others (Crick and Grotpeter, 1995).

Examples include: rumours, gossip and social exclusion/isolation.

### **Cyber Bullying**

Cyber bullying is the use of communication technologies such as Internet services and mobile technologies to harm other people in a deliberate, repeated and hostile manner. Cyber bullying may originate from a person who the target knows or a stranger.

- Ensure your child is careful to whom they give their mobile phone number and e-mail address
- It would be advisable that children do not have accounts on social networking sites as these can display inappropriate content and usage is often unmonitored. The sites display age restrictions.
- Check exactly when a threatening message was sent
- Where necessary, report incidents to the police

### **Racist bullying**

This would include any incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse, name calling, racist jokes, offensive mimicry
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti/other written insults, even against food, music, dress or customs
- Refusing to co-operate in work or play.

(Macpherson report 1999)

## **Sexual bullying**

This would be generally characterised by:

- Abusive name-calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault or rape.

## **Sexual orientation**

This can be in the form of:

- Use of homophobic language
- Looks and comments about sexual orientation or appearance
- NB Students who are not lesbian, gay or bisexual may also suffer such bullying.

## **Special Educational Need or Disability**

This can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

Adults also need to show sensitivity when grouping students, marking work, sharing of results and assessment arrangements etc. as well as maintaining an awareness of the need to use appropriate language when addressing students.

## **Derogatory and Discriminatory Language**

Derogatory and discriminatory language is used to make someone feel negatively about themselves. It can be used to create or reinforce stereotypes as well as offend the target.

## **Vulnerable groups**

There are a few vulnerable groups who are at higher risk of bullying. Particular groups may include pupils with special educational needs such as learning or physical disabilities, young carers, Looked After Children, those from ethnic and racial minority groups and young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **3. Reporting and Responding – Within The School**

#### **Responding – Proactive**

All Academy staff are aware of the need to prevent bullying and to challenge unacceptable behaviour or language. They will proactively gather intelligence about issues between pupils which might provoke conflict in order to develop strategies to prevent bullying from happening in the first place.

The Academy ensures pupils understand what bullying is and the Academy's approach to anti-bullying which is outlined in the Home-School Agreement and signed by

parents/carers. Also that they are clear about the part they can play to prevent bullying including when they find themselves as bystanders.

As part of our ongoing commitment to the safety and welfare of our pupils we, at Walworth Academy, have developed the following strategies within our school curriculum activities to promote positive behaviour and discourage bullying behaviour. These include:

- Proactively seeking to celebrate success to create a positive school culture
- Work with the wider community, such as the police/children's services where bullying is particularly serious or persistent to send a strong messages that bullying is unacceptable within our school.
- Tutor time activities/assemblies promote respect, inclusion and healthy relationships with our community
- Raised staff awareness for lesson planning promoting an anti-bullying culture across the taught curriculum and include differences such as religion, ethnicity, disability, gender or sexuality
- E-safety across the whole academy to include safe practice involving the use of; on-line chatrooms, social networking and mobile technology
- 'Right Respecting' work across the school
- Anti-bullying week annually in November, but also across the rest of the school year.
- Restorative Justice
- Counselling and Mediation schemes

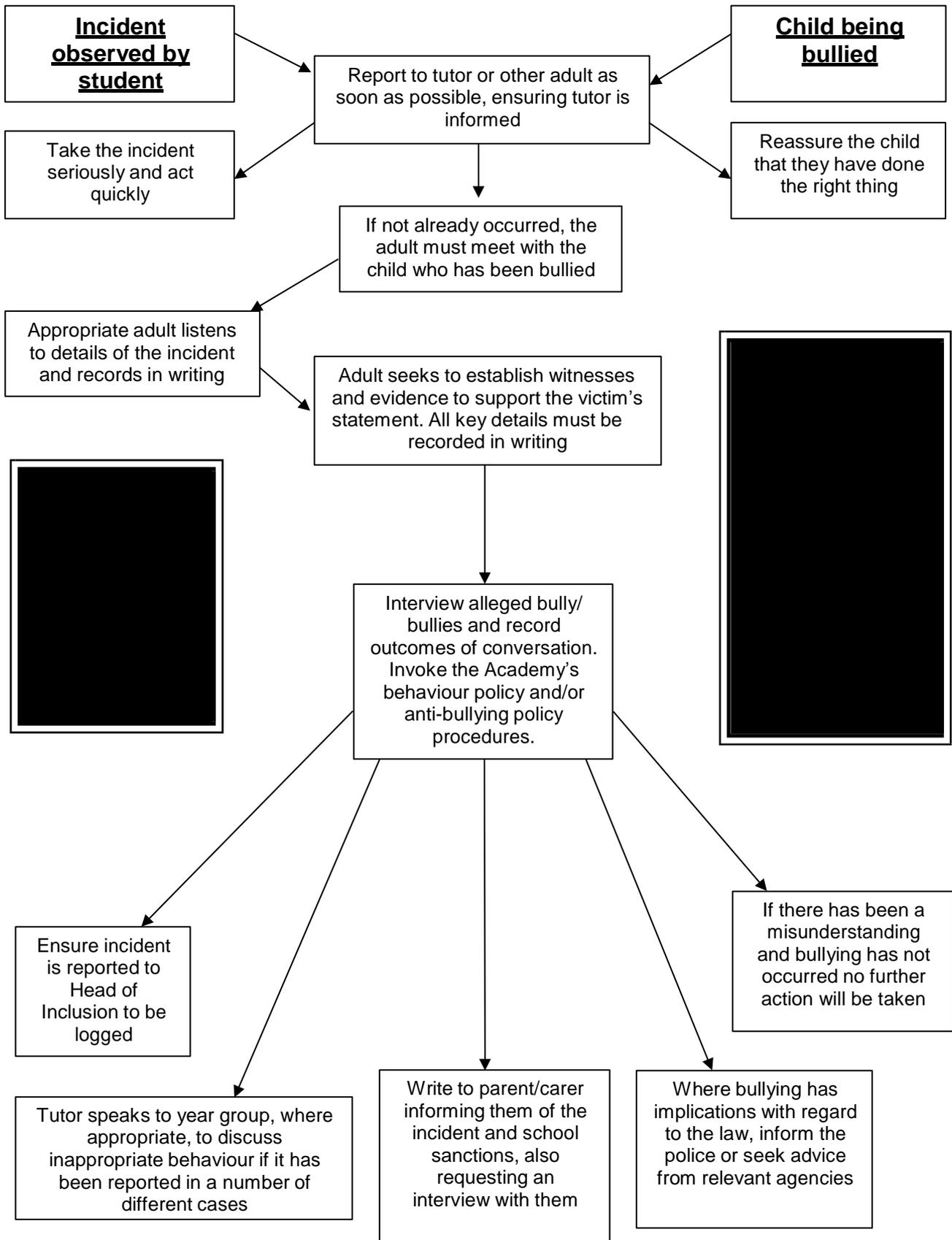
### **Anti-bullying Approaches**

Walworth Academy has developed schemes and events in order to promote a safe environment within the school. These schemes are to encourage a 'report it' attitude and to ensure that all pupils feel comfortable in coming forward to report an incident; either about themselves or their peers. These schemes include:

- Anti-Bullying week – This is a national event that is celebrated at Walworth Academy through assemblies and tutor time activities.
- Name the Bully Initiative – Once a term, students in every tutor group have the opportunity to say anonymously if they feel that there is someone they know that displays bullying behaviour.
- Peer Mediators – The Academy's Peer Mediation Service is there for students who need advice about conflict and how to resolve it and so have played a big part in preventing bullying from occurring at the Academy.
- 'Tell Me' Box – An anonymous way of reporting bullies to Small Schools by putting a paper slip in a 'Tell Me' box placed at each small school reception.

## Responding - Reactive

### Anti-Bullying Immediate Response Chart



## **Reporting**

### **Guidance for Students**

The following advice will be given to students, displayed in prominent positions around the Academy and regularly reinforced:

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away
- Get away from the situation as quickly as possible
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- Tell a teacher or another adult you trust within school
- Tell your family
- If you are scared to tell an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What happened to you
- How often it happens
- The person(s) involved
- If any others saw what happened
- Where it took place
- If you have already told someone or tried to deal with it yourself

### **Guidance for pupils who witness bullying**

The following advice will be given to students, displayed in prominent positions around the Academy and regularly reinforced:

If you have witnessed someone being bullied:

- Tell a member of staff what has happened immediately

### **Guidance for Parents/Guardians**

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says, including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that s/he has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur s/he should report them to an adult immediately

- Make an appointment to see your child's Director of Progress
- Explain to the Director of Progress the problems your child is experiencing

When talking with staff about bullying:

- Try to stay calm and bear in mind that your child's teacher may have no idea that s/he is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened - giving dates, places and names of other children involved
- Make a note of what action the Academy intends to take
- Ask if there is anything you can do to help your child or the Academy
- Stay in touch with the Academy and let them know if things improve as well as if problems continue

If you are not satisfied:

- Check with the anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents/carers
- Make an appointment to discuss the matter with the appropriate Assistant Principal and keep a record of the meeting
- If this does not help, contact the Academy Principal
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening

**If your child is bullying others:**

- Talk with your child and explain that what s/he is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how s/he can join in with other children without bullying
- Make an appointment to see your child's tutor and explain the problems your child is experiencing, as well as discussing how you can work together to stop her/him bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when s/he is co-operative or kind to other people

## **Sanctions**

The consequences for bullying will be as set out in the Academy's behaviour management policy.

## **Strategies to Reduce Bullying**

These will include:

- The support group (no blame) approach
- Peer mediation
- Peer counselling
- Buddy systems.

- Student development and training
- Staff development and training
- Restorative justice.

## **Confidentiality**

Child protection procedures must be followed when any disclosures are made. Academy staff therefore cannot promise absolute confidentiality if approached by a student for help.

In situations other than those involving child protection issues, should any student request absolute confidentiality, the member of staff approached must make a careful judgement whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Although the Academy cannot guarantee confidentiality, students will be informed of national and local help-lines, if appropriate, where confidentiality can be maintained.