Ernulf Academy Preventing and Tackling Bullying policy

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Written by	Mark Neesam Vice Principal
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Contents

Aims of the policy

- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate, and consistent way
- to safeguard the person who has experiences bullying and to trigger support
- to apply sanctions to the person causing the bullying and ensure they learn from the experience
- to repair relationships between students through restorative approaches (see Appendix 1)

Bullying can have a profound effect on the health and well-being of students the aim of this policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated within the Academy.
This policy document has been developed and constructed in consultation with a working party of students from the Academy, supported by the In-School Support Service.

ERNULF ACADEMY takes bullying seriously and all forms of bully will not be tolerated.

ERNULF ACADEMY response to bullying:

- A record of bullying incidents will be kept in the files of both the victim and the student is displaying aggressive behaviour.

- Where possible conciliation between those involved should be worked towards through a positive framework.

- Parents/carers will be contacted.

- The situation will be monitored and reviewed within two weeks of the situation being resolved.

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence; for example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Rationale

It is our duty as adults working in school to provide a safe and secure environment for all students. A safe school should be free from violence, should encourage a caring and respectful environment and should be physically and psychologically healthy. We must all strive to uphold this safe environment. Bullying amongst students does, regrettably, take place in all schools and ruins the atmosphere of the classroom and the ethos of the school as well as affecting the bullies and their victims. This policy should be read in conjunction with the ERNULF ACADEMY Behaviour Management policy, Child Protection and Safeguarding policy, acceptable use of ICT policy and the Personal Development curriculum.

Definition

Bullying in its truest form is comprised of a series of repeated intentionally cruel incidents, involving the same children in the same bully and victim roles. Bullying can consist of a single interaction or repeated offences. In a bullying situation there is usually a power difference between the bully and the victim. The bully may be physically stronger/bigger, be able to intimidate others or have the power to exclude others from the social group. The intention of bullying is to put the victim in distress in some way. Bullies seek power.

Anyone can be a target of bullying with any person as instigator. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances or for many other reasons which may be real or perceived or due to stereotyping. Bullying can take many forms

How Can Bullying be recognised?

Ernulf Academy supports the Cambridgeshire Office of Children and
Young People's Services (OCYPS) adoption of the definition of bullying as:
"The persistent, deliberate attempt to hurt or humiliate someone" (Cambs OCYPS 2007).

It has also been defined as:
"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally"
 (*Safe to Learn*, Department for Children, Schools and Families, 2007).

ERNULF ACADEMY students have further defined potential or actual bullying as follows:

When a student's behaviour, over a period of time, leaves student feeling one
or more of the following:
  o physically and/or mentally hurt or worried;
  o unsafe and/or frightened;
  o unable to do well and achieve;
  o "badly different", alone, unimportant and/or unvalued;
  o unable to see a happy and exciting future;

…it *could* be bullying.

When a person has, or people have, been made aware of the effects of their behaviour on another person, but they continue to behave in the same manner, this
is bullying.

ERNULF ACADEMY also subscribe to the St Neots Schools' Forum's "Bullying – A Charter for Action" and endorse the Forum's adoption of the "4 Ps" test for the description of Bullying, which is that it:
  • abuses *power*
  • is *premeditated*
  • is *persistent*
  • is *painful*.

Types of Bullying

As noted above, bullying is being **intentional**, **persistent**, involves **an imbalance of power** and **has a negative effect on the victim**. Students identified the following examples of bullying:

- *Verbal Bullying*

Is where words are used to hurt or humiliate another person and can often carry a strong hint of violence. Name calling, insulting, making racist/sexist comments and teasing are included in this form of bullying. This type of bullying is the easy way to inflict on other students and can be very damaging.

The use of modern technology means that this kind of verbal bullying can extend beyond the school day and invade life at home.

- *Physical Bullying*

This type of bullying is action orientated and includes hitting, fighting, kicking, biting, scratching, pushing, and tripping up on purpose, extortion of money, personal property of damaging property. Anything that hurts a person by touching them is physical bullying.

This is the easiest form of bullying to identify.

- *Relational Bullying*

This type of bullying whereby the bully convinces their peers to exclude, isolate, or reject the victims from their school connections. This includes indirect bullying behind the targets back and involves rumour spreading and making explicit plans to humiliate someone.

- *Indirect/Collusion Bullying*

Includes spreading rumours or stories about someone, telling others about something that was told to them in private, and excluding others from groups.

- *Racist Bullying*

When someone does or says things that offend someone else, in connection with their colour, background, gender, culture or religion. It can include a range of hurtful behaviour, both physical and psychological, that can make a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. Examples include when a person is:
  - teased or called names because of their culture or the colour of their skin,
  - their religion, the country they come from, their language and the way they
  - talk, the food they eat, clothes they wear or their background;
  - stereotyped by their colour or religion;
  - rejected or excluded from a group because of their colour or religion;
  - made fun of – or their family is made fun of;
  - treated unfairly because of their way of life.

- *Sexist/Homophobic Bullying/Transphobic Bullying*

Is directed towards young people who are openly lesbian, gay, bisexual, transgender or questioning (LGBTQ) are perceived as gay, or show characteristics often associated with the opposite gender. When heterosexual young people are subject to homophobic bullying they can be reluctant to report it, as this may reinforce the stereotypical way in which they are already viewed by others. The bullying is often verbal, but can also be physical, and in serious cases constitutes assault, leading to investigation by the police.

- *Cyber Bullying*

As new technologies develop, new forms emerge, such as text and e-mail messaging, instant messaging, chat rooms, incitement of hatred, trolling, the procurement or distribution of youth-produced sexual imagery and sites that encourage self-harm. Also including Malicious postings on websites and social networking sites. *Cyber bullying* involves sending and/or requesting messages, pictures, images, videos or information using electronic media, computers (email & instant messages), or mobile phones (text messaging & voicemail).

Bullying Outside School Premises

In accordance with the Ernulf Academy *Behaviour Management policy,* members of Academy staff have the legal right to discipline students for inappropriate behaviour, including bullying, which occurs when they are off the school premises, such as on school or public transport. Staff may also take action in relation to 'off-site' bullying that originates in school or has impact on a student's well-being or progress.

Prevention

The ERNULF ACADEMY Statement of Purpose, Values and Outcomes implicitly supports the prevention
and tackling of bullying by working in partnership with students, their families and the wider community to ensure each pupil should:
- be safe;
- be respected as an individual, and;
- enjoy and achieve in school and beyond.

The response to bullying does not start at the point at which a child has been bullied. More proactive approaches, in which Academy staff gather intelligence about issues between students which might provoke conflict, enable us to develop strategies to prevent bullying occurring in the first place, such as:
- discussions with primary school teachers and members of the Locality Team;
- sharing good practice via Student Support Teams and Departmental teams, including
- high levels of staff patrol at break and lunch;
- talking to students about issues of difference, in ECM lessons, through dedicated events
- or projects (Anti Bullying Week) and through assemblies;
- Student Voice
- work with external agency – Anne Frank Trust

Curriculum

Students are reminded of the policy through tutor times and assemblies. Subject teachers are to be alert to classroom behaviour and social interaction between students and will promote acceptable standards of behaviour according the school code of conduct and is linked to Ernulf Academy Behaviour Management policy.

Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place within lessons, assemblies and in the wider school activities and frequent work with outside agencies.

Procedures

How can students voice concern and ask for help?

- ask to discuss the problem with tutor;
- tell a friend and ask for their help in telling a teacher/tutor;
- visit the KS3/4 Pastoral Co-ordinators;
- talk to a parent/carer who will contact the relevant Pastoral Co-ordinator;

There is no single answer to every problem and no single method can be used to deal with all bullying incidents.

Investigations

Where an incident of bullying is reported the school will adhere to the following procedure:

- **Gathering information**

This will be completed by interviewing students and gaining statements from witnesses. These statements will be treated as confidential and only for internal use. The school may also use CCTV footage where available, to build a picture of events.

- **Considering the information gained and forming judgements**

This may involve speaking again with students who are implicated in the statements.

- **Deciding on a course of action**

The course of action to be taken will be considered in the light of the specific context of each case. At this stage outcomes will be shared with parents/carers along with any sanctions imposed.

It is impractical to invite parents/carers to attend each stage of these investigations and they will be contacted once the investigation is complete. In some cases, this will take longer than 24 hours.

When staff are alerted to a problem with bullying we will activate our recording procedures. Ernulf Academy has well established systems of recording key events, both in a paper based student file system and via the School Information Management System (Bromcom). In addition, when there is a reported incident of persistent bullying, a centralised record is kept for the purpose of monitoring. The monitoring process is described later in this document.

The following disciplinary steps can be taken:

- Official warnings to cease offending;
- Detention/Special Report;
- Time in isolation;
- Fixed term exclusion
- Permanent exclusion

Support to the victims of bullying and the bully

A clear message from the student working party was that both parties need support to tackle current bullying and to prevent repeated bullying. However, it is unlikely that a 'one size fits all' cure can be applied. Therefore, once the full extent of the bullying is

clear, members of the relevant Student Support Teams will use a variety of support packages, including Restorative Approaches.

Restorative Approaches

The Academy restorative approaches involve:

Meeting with the victim of bullying….
in which they have an opportunity to outline the upset of their experience. Such a meeting will be designed to ensure the victim has been listened to, feels supported, and has their confidence rebuilt. Once the process is finished the victim should feel stronger and believe that they are safe. During this meeting possible enhanced support will be explored e.g. counselling.

Meeting with the bully ….
in which the bully can be encouraged to develop a sense of empathy for the feelings of the victim and an understanding of the impact his/her behaviour has had. Equally, the bully must be listened to and given an opportunity to outline why he/she has behaved in an inappropriate manner. Such a meeting will explore whether the bully needs additional support to enable a change in displayed behaviour, which could include counselling. Before or after this meeting, and once the investigation has been completed it may be appropriate to issue relevant sanctions due to the level of inappropriate behaviour displayed by the bully. Such sanctions may vary from a reprimand and/or internal exclusion to fixed term exclusion or, ultimately, permanent exclusion.
Further details about Restorative Approach practices which aim to promote mutually respectful relationships and manage behaviour and conflict to build on community cohesion are set out in Appendix 1.

Monitoring and reviewing incidents of bullying
Records of incidents will be stored electronically by the Data Manager. The following monitoring process will then take place:
- Heads of Year together with Pastoral Co-ordinators ensure that all bullying incidents are identified and recorded;
- at the outset of a bullying allegation, a bullying incident form is completed (see
- appendix) and filed with the Key Stage Support offices;
- the Data Manager tags the relevant file electronically and stores the incident form;
- as the investigation progresses statements, file notes and other information are recorded and stored on student files in the normal way; copies of relevant information are placed on the files of all students who have been involved;
- on a half termly basis, the DSL reports on the frequency and types of "bullying incidents" to review progress in on-going cases, and update the relevant incident form;
- school records are routinely destroyed after 10 years; however, using the electronic archived file as an index, relevant electronic files can be identified and stored indefinitely;
- The CPOMS database is the single source of truth in all bullying incidents.

Appendix 1: Restorative Approaches

In the *Learning Behaviour Report* (April 2009), Sir Alan Steer recommends that schools have in place systems to address bad behaviour that are "…swift, intelligent and effective. The interventions must protect the interests of the majority while aiming to change the behaviour of those causing difficulty." Steer also states that "…tough love towards children can be appropriate, but a purely punitive approach is immoral, damaging to society and doomed to failure."

The Restorative Approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed. It is solution focused, personal and more likely to build bridges.

The Restorative Approach has become embedded when all members of the school community see incidents where harm has occurred as 'teachable moments' to be learnt from and seek opportunities to facilitate conversations in which harm can be repaired, thus empowering all those involved to own the situation, and find the solution.
Restorative questioning allows those involved to tell their story, from their perspective and to be listened to in a way which assures no pre-judgement.

Questions:
- What's happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

A restorative intervention is voluntary for all those involved. Paradoxically, it is the voluntary nature of the approach that encourages people to participate.
Once participants have found a way forward, they agree on the best way for the harm to be repaired and what outcome would best meet their needs and ensure that the incident will not be repeated. The agreed actions form an outcome agreement.

Restorative approaches

The purpose of Restorative Meetings:
- A common language to resolve conflict
- Focuses on the needs of the victim
- Allows the wrongdoer(s) to understand the impact of their actions
- Encourages wrongdoer(s) to take responsibility for their actions
- Therefore, creates accountability
- Likely to change behaviour and build character

Further sources of information

DfE resources:
DfE Behaviour and Discipline in Schools Guidance
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Specialist organisations
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/.
Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals, and parents/carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training, and supporting school anti-bullying ambassadors.

Cyber-bullying
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers, and teachers.

Digizen: provides online safety information for educators, parents, carers, and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBTQ
EACH: (Educational Action Challenging Homophobia): provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. Gendered Intelligence is an organisation which supports Transgender students and resources for schools.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents/carers on issues related to SEND and bullying.

Racism
Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.