



THE

ADEYFIELD ACADEMY

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Anti-Bullying Policy

Date:	September 2023
Review Date:	September 2024
Co-ordinator:	Miss C Rose

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

1. Statement of Intent

This policy should be read in conjunction with the school's Behaviour for Learning Policy and the school's Equality of Opportunity Policy.

Every member of The Adeyfield Academy has the right to learn in an appropriate and safe atmosphere. Abuse of any kind is unacceptable. Positive action is needed from all responsible adults. We are committed to the view that everyone is part of our community and we have a shared responsibility to ensure that bullying is unacceptable and not tolerated. Every member of this school is equal and should be treated with respect. We take all instances of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

This policy is underpinned by our school values of ambition, respect, courage, dignity and compassion.

2. Definition of Bullying

Bullying is defined as repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe and the relationship involves an imbalance of power. It can happen face to face or online. It can leave children hurt, distressed or frightened.

Forms of bullying behaviour:

Emotional	Being purposefully unfriendly, excluding, tormenting
Psychological	Deliberately excluding or ignoring people
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">▪ Racial▪ Faith-based▪ Gendered (sexist)▪ Homophobic▪ Biphobic▪ Transphobic▪ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcastic comments, spreading rumours, teasing

Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This can be flaming/trolling, catfishing, outing/exposing, cyber stalking, exclusion, online sexual harassment or denigration
Graffiti	Offensive names, comments written in public or private spaces

Bullying behaviour can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender Identity (Transphobic bullying)
- Special Educational Needs or Disability
- Home circumstance (bullying looked after children or young carers)
- Any identified differences

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take on any of the forms of bullying behaviour listed above and will be appropriately challenged and sanctioned.

A Prejudice-based incident is any incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. These are taken seriously and those involved will be sanctioned in line with our behaviour policy.

Bullying behaviour can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being targeted by bullying behaviour may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying behaviour should be considered a possibility and should be investigated.

Bullying behaviour is not when two children have fallen out.

3. Reporting an incident

All members of the school community; staff, students, parents and carers, have a responsibility to look out for potential signs of bullying behaviour and report it to the relevant staff. The school has a clear and concise system of dealing with issues raised by parents, carers or students.

- Students are encouraged to share their concerns/issues with their Form Tutor, Head of Year, member of the Safeguarding Team or their identified 'Trust Adult' as signposted in their planner
- Once an incident has been reported, all students (separately) will be interviewed and the Head of Year will undertake an investigation
- All those involved will be asked to complete written statements (including any witnesses)

- The Head of Year, in conjunction with the Head of Key Stage will decide whether the incident will be managed internally or whether to involve parents/carers or external agencies
- If a student is injured, details of the injury are recorded and witnessed with the parent/carers permission. If there is a serious injury the Principal is informed and the police may be contacted

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

4. Dealing with an incident

The staff and Governors take reports of bullying behaviour seriously. The school will discuss with all parties the appropriate resolution to any issue that is raised. Whenever possible all parties will be reconciled. Each case will be monitored to ensure that the inappropriate behaviour(s) has stopped.

When an incident of bullying behaviour occurs the school will undertake the following steps:

- Make sure that all reported incidents are taken seriously and dealt with swiftly
- Undertake a sensitive investigation that supports the victim (Form Tutor/Head of Year/Head of Key Stage)
- Work with the people/groups choosing bullying behaviour and try to identify what led to the behaviour
- Undertake restorative work with all parties involved, where appropriate, using external agencies where necessary
- Make sure that all incident(s) are logged on the school's bullying behaviour log
- Take into account neurodiversity / additional needs

Students who are targeted by bullying behaviour will be offered the opportunity to discuss their experience with their Form Tutor or another member of staff, and be offered support in terms of access to counselling to restore self-esteem and build confidence.

Students who have experienced bullying behaviour will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

The following disciplinary steps may be taken:

- Verbal or written warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Return 2 Learn
- Referral to senior staff and/or external agencies
- Internal fixed term exclusion
- External fixed term exclusion

In very serious cases permanent exclusion may be considered.

5. Signs of Bullying behaviour

A student may indicate by signs or behaviour that they are being targeted. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school or of taking the bus/ changes their usual routine
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- self-harms
- attempts or threatens suicide
- runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or possessions damaged / 'missing'
- has dinner or other monies continually "lost" / comes home hungry (money/lunch has been stolen)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is demonstrating bullying behaviour towards other children or siblings
- stops eating
- is upset but frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility.

6. Prevention

As a school we take bullying behaviour seriously. We use a range of proactive strategies to prevent bullying behaviour. These include:

- Effective school leadership that promotes an open and honest anti-bullying behaviour ethos
- Use of curriculum opportunities, in particular tutor periods through discussions from 'theme of the week powerpoints' and PSHE classes where issues of diversity are discussed and anti-bullying behaviour messages are drawn out
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying behaviour, e.g. Anti-Bullying Week
- Whole school assemblies
- Pupil feedback questionnaires through 'every second counts' and bi-weekly student voice meetings
- Poster campaigns
- Improved supervision during breaks and lunch with the support of duty leads in our
- Good Will Ambassadors; a student leadership role whose role is to peer mentor and support other students
- Staff induction and continuing professional development to ensure staff training reflects the anti-bullying behaviour policy and practice of the school
- Advice and information about bullying behaviour and the schools approach is communicated to parents/carers through our social media channels, APA and Parent Pit Stops
- Every student reads and signs The Home School Agreement which clearly states that pupils should treat each other with respect
- The TAA (Tolerance, Awareness and Appreciation) board is our anti-bullying behaviour noticeboard which is prominently displayed within the school. Good Will Ambassadors undertake projects related to the 'be kind' initiative

7. Responsibilities of staff

Our staff will:

- Foster in our students self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students
- Discuss bullying behaviour with classes, so that every student learns about the damage it causes to both the child who is targeted and to the student choosing bullying behaviour and the importance of telling a teacher when it happens
- Be alert to signs of distress and other possible indications of bullying behaviour
- Gather feedback from students annually through our anti-bullying behaviour audit

8. Responsibilities of students

We expect our students to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
- Report to a member of staff any witnessed or suspected instances of bullying behaviour
- Not stand by and watch others be targeted by bullying behaviour - be an upstander, not a bystander
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

9. Responsibilities of parents/carers

We expect all parents/carers to:

- Watch for signs of distress or unusual behaviour in their children, which might suggest evidence of them being targeted by bullying behaviour
- Advise their children to report any bullying behaviour to staff and explain the impact of allowing bullying behaviour of either themselves or others to continue
- Advise their children not to retaliate violently to any form of bullying behaviour
- Inform the school of any suspected bullying behaviour, even if their children are not involved
- Cooperate with the school even if their children are accused of bullying behaviour
- Highlight the impact of bullying behaviour, both for the children who are targeted and those choosing bullying behaviour themselves

10. Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school, SLT and the Governors will be kept up to date with regard to all incidents, interventions and outcomes related to bullying. The school will ask for feedback from both students and parents to further evaluate and review the impact of this policy.

Helpful organisations	Telephone number	Website address
Childline 24hr	0800 1111	<u>www.childline.org.uk</u>
Family Lives	0808 800 2222	<u>www.familylives.org.uk</u>
Advisory Centre for Education	0207 354 8321	<u>www.ace-ed.org.uk</u>
Youth Access	0300 011 5142	<u>www.youthaccess.org.uk/</u>
Bullying UK	0808 800 2222	<u>www.bullying.co.uk</u>
Anti– Bullying Alliance	0800 1111	<u>www.anti-bullyingalliance.org.uk/</u>
NSPCC	0808 800 5000	<u>www.nspcc.org.uk</u>
Children’s Legal Centre	0808 802 0008	<u>www.childrenslegalcentre.com</u>