



CASTLE MEAD
ACADEMY

ANTI-BULLYING POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Vice Principal, will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website.

Version:	2.0
Date created:	14 th March 2019
Author:	Principal
Ratified by:	T.Hague
Date ratified:	01.09.2021
Review date:	01.09.2022

Revision History:

Version:	Date:	Author:	Reason for Change:
2.0	01.09.2021	Nik Murphy	Addition of safe@castle-tmet.uk email address Amended the way in which a lunchtime supervisor can report concerns Amended the way in which parents/carers can report concerns

Statement of Intent:

We are committed to providing a caring and safe environment for all of our scholars, so they can learn in a supportive and secure atmosphere. Bullying of any kind is unacceptable in our school. We believe that preventing and tackling bullying should have a high priority within the school. If bullying does occur, all scholars should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents/carers or a trusted adult.

By law Castle Mead Academy must have measures in place to prevent all forms of bullying. The following laws highlight the need for all schools to encourage good behaviour and prevent all forms of bullying:

- The Education and Inspection's Act 2016 section 86.
- The Education (Independent Schools standards) regulations 2014.
- Education Act 2011 (updating and amending the Education Act 1996).
- The Equality Act 2010- schools and academies are required to comply with the Public Sector Equality Duty (PSED).
- The Children Act 1989.
- Protection from Harassment Act 1997.
- Malicious Communications Act 1988.
- Communications Act 2003.
- Public Order Act 1986.
- Keeping Children Safe in Education guidance and advice.

Other policies which relate to our Anti- Bullying Policy are as follows:

- Behaviour Management Policy.
- Safeguarding and Child Protection Policy and Guideline.
- Staff Code of Conduct.
- E-safety policy.
- Use of electronic equipment including mobile devices.

What Is Bullying?

Bullying is purposefully causing hurt and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens repeatedly and is directed specifically at an individual or group.

We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The school uses this definition to help scholars understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to scholars knowing they should 'Start Telling Other People'. This acronym is used by many of our feeder primary schools in the same way, and therefore the consistency is positive for our scholars.

Bullying can be:

- **Emotional:** being unfriendly, excluding, isolating, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** misuse of the internet to intimidate, including by email and social media sites, mobile threats by text messaging and calling, misuse of associated technology, i.e. camera and video facilities, sexting -

when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied.
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: e.g. racist name calling, taunts, graffiti or gestures.
- The sexuality of the victim: e.g. homophobic bullying.

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above and maybe seen as indirect bullying.

All staff should also be aware to the possibility of a member of staff bullying a scholar. Should anyone suspect that this is taking place this should be reported immediately to the Principal. If the Principal is suspected of bullying, the matter should be reported to the Chair of our Academy Council.

Castle Mead Academy will not tolerate any form of bullying or harassment. All incidents will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or expulsion from the school. Furthermore, individuals who bully or harass may be subject to criminal and/or civil prosecution.

Defining bullying:

- It is important to understand that bullying is not an occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Scholars do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a scholar's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
- Bullying involves an imbalance of power between the perpetrator and victim which may manifest itself in several ways: it maybe physical, psychological, derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
- Cyberbullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience. The Education Act 2011 amended the power in the Education Act 1996 to allow staff who have been authorised by the Principal to examine data or files on mobile devices, and delete these, where there is good reason. In addition, Castle Mead Academy will report any issues to the police and other agencies if necessary, if staff believe an offence may have taken place or scholars are at risk of harm.
- If not addressed or known about, bullying can lead to peer on peer abuse.

Bullying is defined as Several Times on Purpose (STOP):

Why is it important to respond to bullying?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Scholars who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All academy councillors, teaching and support staff, scholars and parents/carers should have an understanding of what bullying is.
- All academy councillors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All scholars and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Scholars should be assured that they will be supported when bullying is reported.
- To protect the most vulnerable scholars in school including those with Special Educational Needs, those new to school and those that are at risk of harm, this policy links directly to the Safeguarding and Child Protection Policy and Guidelines.
- Bullying will not be tolerated.

Signs and Symptoms:

A scholar may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a scholar:

- Is frightened of walking to or from school.
- Doesn't want to go on public transport including buses and taxis.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or 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 books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay someone who has asked them for money)
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other scholars or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone or always needing to be on social media.
- Hypervigilance around others.
- Is nervous and jumpy when a cyber-message is received.

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

Procedures - Reporting:

Scholars:

- Scholars are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Scholars will also have the ability to report bullying incidents online in a confidential but secure manner via safe@castle-tmet.uk email address.
- Scholars who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Staff:

- All staff are responsible for the health and wellbeing of the scholars and have a duty to respond seriously to any claim of bullying.
- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the Head of Year, class tutor, SENDCo alternatively it will be passed onto another member of staff who is more able to deal with the incident.
- If staff are unable to investigate the matter they must refer it immediately to the Lead Behaviour and Safeguarding Officer.
- The Principal will also be informed if the incident is of a very serious nature and consequences beyond D3 are required.
- If bullying is confirmed it will be logged in the school bullying log on SIMS. All instances of bullying will be recorded and monitored for patterns of behaviour.
- Lunchtime supervisors report to the Heads of Years on duty who in turn reports to the SENDCo or Head of Safeguarding and Pastoral Care as appropriate.
- Where the incident is racially motivated, the Incident form will be logged as a racist incident.
- Where the incident is homophobic, the Incident form will be logged as a homophobic incident.

Parents:

- Parents/Carers are encouraged to share any concerns with their scholar's the Tutors or Heads of Year.
- In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

Procedures - Outcomes:

Victim:

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to the school counsellor/school nurse may be considered appropriate.
- Following investigations, staff will periodically 'check in' with scholars that have been the victim of bullying to ensure that the scholar feels happy and secure at school.
- Interventions may be put in place to support the victim and support them in developing appropriate skills to protect themselves from bullying behaviours.

Perpetrator:

- Importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Scholars are helped to reflect upon their actions and to empathise with how the bullied scholar may feel and restorative work will take place.
- Scholars who have bullied are supported to modify their behaviour - this may be through individual or group interventions, including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as detention after school and at break/lunch times, D3 reflections, D4 provision, report cards, bespoke timetable, or loss of other 'privileges' in school.
- Fixed term exclusion for one or more days may be considered if appropriate.
- A change of class and/or tutor group, and bespoke provision may be considered in exceptional situations.
- Escalation to other sanctions including Alternative Provision and/or a Managed Move to another school will also be considered.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The school works closely with the local police to make sure that any incidents outside school are reported to the school so that scholars involved can then be monitored inside school as appropriate.

Parents:

- Parents/carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parents/carers views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation:

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Scholars will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.
- Some scholars will be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours.

Procedures - Recording:

- All serious behaviour incidents are recorded on SIMS. Where an incident is also a safeguarding concern, this will also be logged on CPOMS.
- Concerns about scholars are recorded by the Head of Year and shared with relevant staff.
- Half termly reports are analysed and evaluated by the Pastoral Care Team to measure the success of our policies of poor or challenging behaviour.
- The year teams are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.

Prevention:

We aim to help scholars to prevent bullying, by reinforcing our policy through:

- Ethos of good behaviour within school and following our academy values and “Castle Way”.
- Encouraging to “Start Telling Other People”.
- Scholars are encouraged not to be bystanders.
- Senior Leadership Team, Pastoral Care Team, Curriculum Leaders and lunchtime supervisors support at unstructured times.
- A cross-curricular focus on anti-bullying as part of schemes of work, where appropriate.
- Assemblies and events to support appropriate behaviours.
- Tutor time activities.
- Stop the Clock events/activities related to anti-bullying.
- Citizenship and PSHE lessons.
- Individual or group interventions.
- Restorative justice.
- Individual mentoring or support from in school teams.
- Liaison with Special Educational Needs faculty where necessary.
- Referral to school nurse and/or counsellor.
- Referrals to other agencies to support.
- Mentoring and attendance at Leicester Partnership School (LPS).
- Whole school surveys.
- Regular PSP meetings where relevant.
- Reports and behaviour contracts.
- Anti-bullying ambassadors.
- Starter buddies for Year 7 scholars and other new scholars to school.
- Information shared with parents/carers through parents’ evenings and events, newsletters and messages home.
- The role of Academy councillors with regards scrutinising trends and the results of surveys, and external reviews where necessary, to ensure prevention of bullying is as effective as possible.
- The school has formed a group of ‘Anti Bullying Ambassadors’ in order for scholars to take an active, lead role in reducing bullying.
- We take part in the National Anti-Bullying week in November each year, involving all scholars in discussions about acceptable behaviours and ensuring all scholars know what procedures should be followed.
- The school has introduced interventions to provide scholars with more opportunities to discuss their feelings and attitudes and to help create a positive climate in school and encourage co-operative behaviour.
- The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
- Records of Behaviour for Learning and consequences are kept which may be used to reveal patterns of behaviour, which may be indicative of bullying.
- Staff have regular training to support their understanding of bullying, advice and guidance is shared with them.
- Vulnerable scholars may be flagged with staff to support vigilance.
- The school takes a pro-active stance towards challenging behaviour at break and lunchtime.
- The school works closely with the local police and other agencies to make sure that any incidents outside school are reported to the school so that scholars involved can then be monitored as appropriate.
- Both scholars and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying and to report such incidents to school and the police when appropriate.
- Above all scholars are encouraged to ‘Start Telling Other People’ if they feel they are being bullied or if someone they know is being bullied.

