



BERWICK ACADEMY

ANTI-BULLYING POLICY

AIMS OF THE POLICY

We are committed to valuing every individual. We seek to promote an environment where every student has the right to be a confident, happy and successful learner. We challenge any action or process, be it physical, verbal or psychological, that intimidates or demeans an individual. Anti-social behaviour such as bullying is not tolerated. However, should this happen, appropriate action will be taken to prevent any recurrence.

PROMPT ACTION AGAINST BULLYING IS IMPORTANT

- **bullying leads to a culture where violence and anti-social behaviour are accepted**
- **bullying creates unhappiness and low self esteem**
- **bullying disrupts students' concentration on their learning**
- **bullying may result in truanting or absenteeism**
- **the Academy's reputation as effective and caring depends on prompt action being taken against bullying.**

A DEFINITION OF BULLYING

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. Bullying happens when a person is subjected to aggressive acts by another person or persons. These acts may be isolated or repeated. If bullying happened to adults, it would be called harassment, assault, mental cruelty, extortion, criminal damage, racial abuse, sexual abuse and so on. Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do, cyber bullying. Bullying also includes abuse by age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. (The Equality Act 2010)

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.”
DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies

EXAMPLES OF BULLYING BEHAVIOUR

Emotional/psychological

Verbal:

- Teasing
- Name calling
- Ridiculing/mimicking
- Belittling
- Stereotyping
- Criticising constantly
- Sarcasm
- Threatening
- Spreading malicious tales
- Inciting others to commit an act of bullying

Racist Bullying

A child or young person is targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comic or magazines into the Academy
- Racist inciting of others
- Racist graffiti or other written insults including against food, music dress or custom
- Refusal or co-operation in work or play

Sexual bullying

Sexual bullying impacts on both genders and is characterized by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content
- Sexual assault
- Rape

Sexual orientation

Pupils do not have to be gay or bi-sexual to experience this type of bullying. In most cases being different is enough.

Pupils can experience verbal, physical and cyber bullying.

Disabilities

Children and young people with special needs or disabilities are often at great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Non verbal:

- Ignoring/shunning
- Invading privacy
- Graffiti designed to embarrass
- Withholding love and affection

Physical:

- Hitting
- Punching
- Pinching
- Unwanted touching
- Roughing up
- Finger jabbing
- Inappropriate touching
- Jostling
- Cornering
- Interfering with property
- Vandalism
- Extortion
- fighting

Cyber Bullying:

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying with technology providing the bully with another route to harass their target. However it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyber bullying takes different forms: threats and intimidation; harassment or “cyber-stalking”, (e.g. repeatedly sending unwanted texts or instant messages through BBM, Snapchat), vilification/defamation; exclusion or peer rejection; impersonation; unauthorized publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images); and manipulation through use of Photoshop.

COMMON MISCONCEPTIONS ABOUT BULLYING

- It is a minority problem;
- It does no real harm;
- It is character forming;
- Bullies are instantly recognisable.
- Victims are instantly recognisable.

FACTS ABOUT BULLYING

- Bullies thrive on their sense of power and look for signs of weakness and defensiveness. A firm rebuff can help prevent bullying.
- Bullies depend on a code of silence for their success. Breaking that code is often the first step in prevention.
- Those who watch bullying take place without doing anything about it collude in the bullying.
- Victims **and** bullies need help.

ACADEMY POLICY

1. The eradication of bullying is an important part of the philosophy of the Academy.
2. A HOK has a specific responsibility for promoting Academy-wide anti-bullying strategies and awareness. This includes regularly canvassing student opinion through questionnaires.
3. There will be an immediate response to all repeated or observed incidents of bullying and cyber bullying. The Code of Practice will provide the framework for such a response.
4. Bullying/cyber bullying issues and advice will feature in the assembly programme and will be raised as an issue with form groups initiated through HOK Team meetings, in Preparation for Life (P4L) days and every year in November as part of Anti-bullying Week. It is also part of the Year 9 Induction program in September where students are introduced to Tootoot, Berwick Academy's online reporting system .Opportunities may also be provided elsewhere within the curriculum to deal with the issues.
5. The ethos of being a "telling school" is to be encouraged. Students should be urged to "tell" someone if they notice bullying or suffer from it - bullying is too important not to report it.
6. Liaison with Middle Schools will provide an important part of the monitoring of potential problems.
7. Support will be given to the victim and the bully and all incidents will be recorded by the HOK and discussed at Student Support Team Meetings. Appropriate action will be taken by the HOK depending on the nature of the problem and the frequency of the occurrence.

8. Recording of the incident by the HOK is crucial: it will provide information on pupils involved, locations and issues, and will allow some evaluation of the impact of the policy.
9. In extreme or persistent cases, sanctions may involve formal suspension and the involvement of the police.
10. Attention will be paid to the location of bullying incidents and duties adjusted accordingly to minimise the risk of such incidents.
11. Lunch-times are seen as particularly vulnerable times of the day for victims and supervised areas will be provided.

CODE OF PRACTICE

1. Instances of bullying including cyber bullying will be dealt with through the Academy's Student Support system. **Serious incidents should be referred initially to the victim's HOK**, who will then co-ordinate an appropriate response.
2. The HOK will interview the victim, the bully and students who were witnesses to the incident. A written record of the incident will be required from those involved. The person being bullied through misuse of information and communications technology will usually have examples of texts or emails received, and should be encouraged to keep these to aid any investigation.
3. All incidents will be recorded by HOKs
4. HOK will take steps in the case of cyber bullying to identify the person responsible. Steps can include looking at the Academy system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider. Mobile phones can be confiscated to contain the spread of illegal content. It is important to refer to the Acceptable User Policy for internet and mobile use, and apply sanctions where applicable and practical. Technology specific sanctions for pupils engaged in cyber bullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the Academy site. Refer also to the e-safety policy, Safeguarding policy, Mobile Phone policy and network security policy.
5. Appropriate action will be taken to deal with the incident. This will involve support for the victim and counselling/sanctions for the bully. In all cases parents will be involved, and also outside agencies where appropriate. (Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable

cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

6. Where students are involved as an aggressor in repeated instances of bullying, it is likely that a short fixed term exclusion will be applied. It may also be necessary to involve the police and request that a formal warning be issued. In all cases where police involvement is contemplated the Assistant Head Teacher (Pastoral) should be consulted. **(Criminal law:** Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications 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. DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

7. **(Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

8. If procedures fail to prevent further incidents of bullying, a permanent exclusion from the Academy will be considered.
9. Through assemblies all students will be made aware of the support structures available in school.
10. Students will be reassured of the many different ways bullying can be reported : Class teacher, Form tutor, HOK, Academy Student Mentor, Peer Mentor, and anonymously through Tootoot.
11. The Academy Student Mentor will offer drop in sessions at break and lunch time for students with a bullying issue.
12. The Academy Student Mentor may also offer individual support and counselling sessions to students.
13. The Academy Student Mentor may also offer a mediation service along with HOK3, self-esteem workshops, assertiveness workshops and Group support.
14. The Academy Student Mentor has trained several "Peer Mentors". This team works to support individual pupils experiencing difficulties.
15. Tootoot a dedicated online reporting tool has been set up for students in Years 9 and 10. The aim is to roll out this reporting tool to all students in Berwick Academy. Tootoot is currently being managed and monitored by HOK3 and Berwick Academy's ICT Network manager

"Tootoot is a secure, encrypted, mobile-friendly, web-based system allowing students of all age ranges - from Primary right through to University - to report: incidents of bullying, problems at home, problems within education, and anything else in a completely confidential and discrete manner. These individual cases are monitored, managed and resolved by teachers/pastoral care within their own institution. Tootoot not only encourages students to report incidents of bullying, it also encourages them to work together and strengthen communication links between them and their teachers by removing barriers."

www.tootoot.co.uk

Revision Record of Issued Versions				
Author	Approved date	Committee	Version	Status
Berwick Academy S Stones	10/10/2012	Full Governing Body	1.0	Final Version
Berwick Academy S Stones	14/10/2014	Full Governing Body	1.1	

APPENDIX

HELPING BULLIES : SOME GUIDELINES

- Simply exercising punitive treatment towards the bully/harasser may well reinforce their view that when they are in a position of power, they will be able to use bullying tactics again. Education and awareness raising is more effective and consistent.
- Most bullies are happy enough to talk about what has happened, so long as they think you are being reasonable and empathising.
- When dealing with the bully, defuse the situation; do not exacerbate it by being angry, sarcastic or indignant.
- The goal is to try to persuade the person who is using bullying behaviour to feel concern for the victim.
- Try to communicate with the perpetrator on equal terms, rather than from a hierarchical position.
- Accept the bully's account initially to keep them talking.
- When challenging a bully about his/her behaviour and working towards a resolution, try the following statements/questions:
 - "I would like to talk to you because I've heard that X has been having a rather bad time."
 - Or "I need your help...X has been rather upset recently".
 - "What do you know about all this? What have you seen?"

After you have made the first couple of statements, remain silent and wait for the perpetrator to respond. (This may seem to take for ever, but wherever possible don't rescue them by talking to ease the tension.)

- While the bully tells you her/his side of the incident, do not interrupt but encourage her/him with nods, phrases such as 'Oh', 'Really', 'That's interesting', 'Mm', etc.
- When you detect in the bully a note of concern for the victim, stop the conversation. Reinforce the notion that you both agree that something is wrong with X.
- Elicit constructive solutions - 'What shall we do about it?'
- Accept the bully's suggestions, if reasonable, then tell her/him that you will meet again in a few days to discuss how things have gone. Arrange a time/date/place to meet.
- Aim to bring bully and victim together for a constructive talk. This may take some time to achieve and is not always advisable.

Adapted from Anatol Pikas, 'The common concern method for the treatment of mobbing', in Roland & Munthe (eds), *Bullying: an International Perspective*, David Fulton, 1989.

HELPING PEOPLE WHO HAVE BEEN BULLIED

- It is important, in the first instance, to listen sympathetically to the victim's account of what happened and to reassure them that they have acted correctly in coming to you.
- Actively listen to them (stop what you are doing, look at them, respond by nodding and make supportive sounds).
- Ask them to tell you what happened by posing neutral questions such as :
 - 'Tell me what happened?'
 - 'Who was involved?'
 - 'When and where did this happen?'
 - 'What did you say or do at the time?'
 - 'How often has this happened, or is this the first time?'
 - 'Was there anyone who saw or heard this?'
 - 'Have you spoken to anyone else about this incident/these incidents?'
 - 'How have you been affected by this?'
- It is not helpful to anyone if you conduct an interrogation or if you make comments or ask questions that make them feel that in some way they were responsible for the behaviour, or that their complaint is trivial or time wasting. In other words, do not convey the impression that the recipient should feel guilty about being bullied and needing to seek help.

Useful Publications

Cyber bullying – Safe to learn: Embedding anti-bullying work in schools
Department for children, Academy and families

Homophobic bullying – Safe to learn
Department for children, Academy and families

www.teachernet.gov.uk/publications



Department
for Education

Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (March 2014) Ref: DFE-00292-2013

Supporting children and young people who are bullied: advice for schools (Published: March 2014) Ref: DFE-00094-2014