



THE DUKERIES ACADEMY

Anti- bullying statement and Policy

Policy reviewed by Academy Transformation Trust on	
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This policy links to:	Located:
<ul style="list-style-type: none">• Safeguarding policy• E-safety policy• Social Media policy• Behaviour for Learning policy• Equalities policy	

Review Date:



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our academies to reduce or eliminate incidents of bullying.

Introduction

Academy Transformation Trust is committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The Trust recognises the importance and value in dealing with the issue of bullying. The Trust believes the effective management of bullying is a shared responsibility which involves staff, parents/carers, children and young people and professionals involved with children who are victims or perpetrators of bullying behaviour.

There is no justification for bullying behaviour and it should not be tolerated in any form. We will ensure fair treatment for all, regardless of age, race, culture, disability, gender, religion, sexual orientation or home circumstances and we will encourage understanding and tolerance of different social, religious and cultural backgrounds.

The Trust expects that:

- there is an agreement in the academy community of what is meant by bullying
- all bullying concerns will be dealt with sensitively and effectively
- students feel safe to learn
- the policy is explicit about the approach to cyber-bullying
- all pupils and staff accept and follow the anti-bullying policy
- all reported bullying incidents will be dealt with promptly, logged and actions recorded.
- the writing of the academy's anti-bullying policy will involve members of the academy community. This includes pupils of all ages and disabled pupils and those with special educational needs.

Definition of bullying

“Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.”

(DfE Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies. October 2014)

THE DUKERIES ACADEMY

ANTI-BULLYING POLICY

This policy is an integral part of our Behaviour for Learning and Rewards and Sanctions Policies.

Every student has the right to feel emotionally and physically safe in our academy. We recognise the worth of each individual and demonstrate our shared values in the way that we work with and behave towards others.

As such, bullying and prejudice related behaviour of any kind is unacceptable in our academy. The academy expects a high standard of behaviour from all students. The Academy operates a policy of **NO PHYSICAL CONTACT**.

When dealing with students involved in incidents, the academy's aims are to:

- a) Support and counsel the victim.
- b) Sanction where appropriate and correct the behaviour of those responsible through educational intervention.

The academy acknowledges the importance of clear and transparent communications between all parties concerned in minimising and dealing with any bullying and prejudice related incidents in the academy.

Policy Objectives

- To continue to build and sustain an ethos of understanding, tolerance and celebration within the academy - focusing on the message of '**Aspire. Achieve. Contribute**'
- To ensure that all staff, students, parents and carers have a clear understanding of what bullying and prejudiced behaviour is
- To ensure that all governors and staff know and understand the academy policy on bullying and prejudice related incidents and follow it when bullying or prejudice is suspected or reported
- To ensure that all staff, students, parents and carers know the academy policy on bullying and prejudice related incidents, and feel confident to activate the anti-bullying systems promoted at the academy and in the wider community
- To challenge attitudes about bullying and prejudice related behaviour

DEFINITIONS

The academy defines **bullying and prejudice** as 'repeated behaviour which is intended to hurt someone either **emotionally** or **physically**, and is often aimed at certain people because of

their **race, religion, gender or sexual orientation** or any other aspect such as **appearance or disability.**'

Bullying is a **FORM OF ABUSE**, known as "**peer on peer abuse**" and can happen within friendship groups. Bullying can happen in person, online; through gossip, and by manipulating mutual friends and peers.

Examples of **Peer on peer abuse** include;

- Banter
- Sexual violence and harassment
- Physical abuse
- Sexting
- Initiation ceremonies

The academy considers any such conduct unacceptable and supports strategies, which minimise the incidence of bullying and prejudice and deal with it effectively when it does occur.

Examples of Bullying Behaviour

Bullying can be a one-off incident or repeated over a period of time. It can be carried out by individuals, or by groups. It can be racist, homophobic, gender based, disability, social exclusion, psychological, verbal, name calling, text messaging, telephoning, internet cyber bullying, threatened violence, actual violence, intimidation, ridicule, demands for money or food.

All bullying and prejudiced behaviour is designed to make the victim(s) feel threatened, humiliated and unsafe.

Signs of bullying or prejudiced behaviour

Physical: bruises, scratches, cuts, damaged clothing, damaged belongings

Health: loss of appetite, stomach-aches, headaches, soiling/bedwetting

Emotional: unwilling to attend, withdrawn, or secretive behaviour, unhappiness, unusual display of temper, refusal to speak about problems, high level of anxiety

Change of routine: requests to be taken to academy, coming home for lunch, taking longer to get home, asking for money, change of route to academy, lost or missing personal items

Academic: loss of concentration, missing pieces of work, damaged work

The academy sees a role for the following parties in preventing bullying and prejudice in helping to raise awareness of it:

Students - behaving with expected degree of decency and tolerance towards one another, offering appropriate support to victims. Take responsibility as a community member and not act as a passive bystander.

Senior Leadership Team - supporting the implementation of the academy's policy and helping to raise awareness of it through active promotion of positive behaviour. Training for staff on

how to deal with bullying issues. Also to raise awareness of documents such as Keeping Children Safe in Education and sharing updates. It is important also that the SLT work to create capacity within middle leader and tutor teams to support bullying issues.

Progress Leaders – investigate major incidents of bullying. Monitor behaviour issues for their year group(s). Co-ordinate with outside agencies for support where appropriate. Provision of high quality PSHE on anti-bullying (eg. assemblies).

Progress Leader's Assistants – collection of statements for reports of bullying. Initial investigation of incidents. Update the progress leader on the outcome of statements for further action.

Governors - supporting the academy in its implementation of the policy

1. Recording information of incidents.
2. Dealing with all reported incidents in accordance with the academy policy.
3. Contacting and working with the parents of victims and offenders.
4. Contacting and working with external agencies where appropriate.

Tutors - encouraging adherence by students to the academy rules, being the initial point of contact for concerned students and their parents / carers. Taking an active role in addressing incidents of bullying through restorative justice and sanctions. Delivery of a PSHE programme that includes high quality anti-bullying activities.

Parents of victims - supporting their children and the academy in its efforts to deal with the problem.

Parents of perpetrators - supporting the academy's efforts to correct and educate to avoid such behaviour.

Subject teachers – engendering a safe and supporting learning environment, vigilant in identifying changes in behaviour of students and reporting to pastoral team

External agencies, e.g. Early Help Unit, Public Health Practitioners – Responding to academy staff, students, parents in accordance with academy policy

STRATEGIES TO REDUCE BULLYING and PREJUDICE RELATED INCIDENTS

Prevention is better than cure

- Raise awareness amongst students of academy's position and ethos e.g. assemblies, displays, tutorials, and student surveys.
- Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.
- Vigilance by everyone at the academy and a commitment to take reports of incidents seriously. This is inclusive of “banter” as a form of peer on peer abuse.
- There is guidance on the academy website and on posters around the academy about the action a student should take if they experience or witness bullying and prejudice related incidents.
- Minimise the occurrence of situations in the academy day, which make bullying or prejudice likely to occur, e.g. internal supervised areas always available to students.

- Provide positive reinforcement of good behaviour both informally and formally, e.g. through the academy rewards system.

Reporting Bullying and Prejudice related incidents

- Anyone who has been bullied or on the receiving end of prejudice related behaviour or has witnessed this type of behaviour, should feel confident in reporting it to any member of staff. We believe that we have an open environment at The Dukeries Academy, where students feel as though they can approach any member of staff to discuss an issue. Key members of staff are Form Tutors, Progress Leaders, Progress Leader's Assistants and the SENCO. Other key members of staff include those highlighted on the academy safeguarding team posters – The Attendance Officer, the Assistant Principal for Behaviour, Head Governor and the Principal.
- The Dukeries Academy also offers an email system for students and parents to report incidents of bullying. antibullying@dukeries.atrust.org.uk has been set up to divert to the inbox of the Senior Leader for Key Stage 3 Achievement and Transition. The reporting party receives an acknowledgement email thanking them for reporting the issue, which is then processed by the Senior Leader. In some cases, the incident is forwarded to the form tutors or other key workers of the students involved. In other cases, often more severe, the Senior Leader can resolve the issue. The rationale for the email system is to support those students who may struggle to come forward in a face-to-face situation.
- Incidents will be recorded by the Progress Leader's Assistant on SIMS.
- Prejudice and safeguarding-related incidents will also be logged on the academy's safeguarding platform CPOMS.

Responding to Bullying and Prejudice related incidents

- **We do not tolerate bullying in our academy.** We are aware that sometimes there are bullying-related issues both in and out of school. Students responsible will be punished via seclusion, contact with parents and possible exclusion.
- We also understand that bullies can also have been victims, so we help to educate them about a better way of behaving towards others through **restorative justice**.
- Staff will use restorative justice to discuss issues relating to the incident with those involved, in a way suitable to their age and level of understanding. Students involved will be offered supportive interventions via the inclusion team.
- **Bullying is a form of abuse ("peer on peer") as mentioned previously in the statement and is dealt with as such.**
 - Often, young people can attempt to pass off peer on peer abuse as "banter".
 - All students attend an assembly on anti-bullying that discusses "banter" in detail.
 - Staff are informed as part of induction and training to look for signs of unwanted "banter", understanding that the types of behaviour that come along with it (name calling, mocking ability, subtle physical aggression, teasing and humiliating in groups) should be dealt with in the same way as peer on peer abuse.

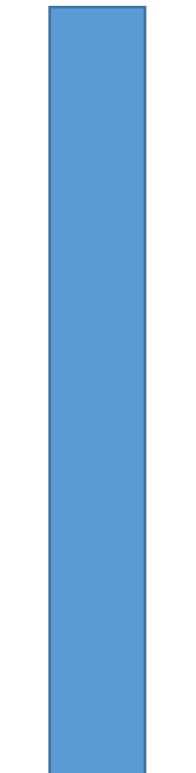
- o Peer on peer abuse is recorded on CPOMS and followed-up by the most relevant member of staff (see “who you should tell”)

One or more of the following actions will be taken with the student accused of bullying or a prejudice related incident:

- A report will be made and filed onto SIMS / CPOMS.
- Restorative Justice approaches used where appropriate.
- Contact with the parents of those involved.
- Feedback to victims, perpetrators and other concerned parties, e.g. Tutors and parents about progress made in dealing with the incident.

Consequences of Bullying

The Dukeries Academy uses a behaviour consequences policy that any peer-on-peer abuse will be linked into. The flow chart below can be used for reference;

<p>Incidents of unkind behaviour / peer-on-peer abuse / play-fighting / inappropriate physical contact / bullying are reported home to parents via a phone call.</p>	
<p>Break, lunch and after-school detentions are used as appropriate for the first incident of unkind behaviour.</p>	
<p>Meetings with parents / guardians of perpetrators in school to deliver a warning about future conduct.</p>	
<p>Seclusion room facility is used to take the perpetrator out of circulation for a fixed period of time.</p>	
<p>Use of supervised lunch for an extended period of time, particularly in repeat offences.</p>	
<p>Fixed-term exclusion for further repeat incidents.</p>	

Reporting of serious online bullying to the police.	
Principal's and Governor's hearings as final warnings	
Consideration of alternative placements for any student who continues bullying.	

Information for Students

If you are bullied or on the receiving end of prejudice related behaviour

- Remember that it is not your fault.
- Report your concerns early and speak to someone (see 'Who you should tell')
- Try to stay in a friendly group
- Try to be confident even if you do not feel it. Remember walking away is not cowardly
- If you are worried you can go to your year office or Q2 at break or lunchtime
- Keep a diary recording what happened, when, and with whom

Who you should tell:

- Your form tutor
- Your Progress Leader
- Your Progress Leader's Assistant
- Any member of staff you feel happy to talk to
- Your parent/carer or anyone at home
- Your friend
- antibullying@dukeries.atrust.org.uk

Updated: JUNE 2019 Mr M Snowden & Mrs J Ferris