SOUTH AXHOLME ACADEMY

Contents

1 Statement of Intent

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and ensure that pupils are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of South Axholme Academy community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practises regularly, updating parents of any changes made to our anti-bullying polices or procedures, and signposting them to any resources they may feel useful.

2 Defining Bullying

Bullying is: "Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (DfE definition).

The various types of bullying are:

Verbal bullying - involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called 'cyber bullying'); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.

Physical bullying - consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.

Indirect bullying - involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them form their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyber bullying can be multifaceted and therefore the following protection is in place:
An Acceptable Use Policy (AUP) that includes clear statements about e-   communications. Assemblies highlighting cyber bullying and CEOP (The Child Exploitation and Online Protection (CEOP) Centre delivers a multi-agency service dedicated to tackling the exploitation of children. That means building intelligence around the risks, tracking and bringing offenders to account either directly or with local and international police forces and working with children and parents to deliver our unique ThinkuKnow internet safety programme).

Information for parents on the school website homepage via an 'internet safety' link.

3 Procedures for Reporting Bullying Incidents:

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone is being bullied. Incidents of bullying will be referred to trained personnel and dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be referred to the appropriate Progress and Achievement Leader as quickly as possible.

Staff suspecting an incident of bullying should:
- Reassure the young person that their concerns are been taken seriously and will be investigated.
- Staff should avoid labelling pupils as 'a bully' and 'a victim' – after an incident both pupils may need support to rebuild and reinforce self-image and esteem or restorative facilitation.
- Contact the relevant Progress and Achievement Leader as soon as possible with details of the incident.
- Record the incident details on our MIS system as an 'Incident'.

Progress and Achievement Leaders will investigate all reported incidents of bullying using the following procedure:
• Appropriate students will be interviewed by the relevant Progress and Achievement leader and statements will be taken.
• If the investigation confirms a bullying incident has taken place the Progress and Achievement Leader will complete a 'Reported Bullying Incident' form (Appendix 1) outlining details of the event, evidence and clearly outlining the response. The response will include: support for the recipient of bullying, details of contact with parents and support and sanctions for the perpetrator.
• The incident will be recorded on our MIS system alongside copies of statements collected and a report sheet will be stored on Sharepoint.
• The recipient and perpetrator of the bullying will be monitored by the appropriate Progress and Achievement Leader and the first follow up meeting will take place within three weeks. A follow up meeting will then take place within the next three weeks. Parents of both parties will be contacted and updated on progress made.

4 Roles
The Role of the Progress and Achievement Leader:
- Provide advice, support and assistance to any student who complains of bullying. Where wider family support is required, it will be delivered through the Early Help process.
- Accept referrals from members of school staff on individual students who are causing concern (both recipients and perpetrators of bullying).
- Ensure that bullying is a standing item of Progress and Achievement leader's termly meetings.   These will focus on the issues presented during the term to ensure appropriate tracking and intervention for all students.
- Report to the Principal.

- Where appropriate (if the student and victim are in agreement) Progress and Achievement Leaders may use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. This is conducted in a safe and supported environment with trained members of staff. Agreements would then be reached which would allow a new relationship to be established.
- Where appropriate assign fully trained peer mentors to support both the recipient and the perpetrator.
- Refer vulnerable students to appropriate services, e.g. counselling.
- Run discussion groups and work with students who have been identified as perpetrators of bullying in order to reduce the number of bullying incidents on the school site.
- In collaboration with the Principal and other staff seek opportunities to promote the Antibullying strategy at South Axholme Academy, e.g. via Assemblies, displays and promotion of national awareness campaigns.

Role of Senior Leadership Team:

- Respond to pupil and parent voice to review and amend anti-bullying practices.
- To monitor, review and update anti-bullying policy and incidents of bullying in order to ensure the safety of all members of the school.
- To ensure that all staff have a clear understanding of the South Axholme Anti-bullying policy
- To ensure that the policy is implemented through Progress and Achievement Leader meetings and that procedures are in place to meet at least Department for Education guidelines for Preventing and Tackling Bullying, last reviewed in July 2017.
- Strive to enhance the quality of safeguarding work in relation to bullying.
- To formally consult parents about their child's safety and well-being once a year, for example, through parents' evening surveys.

Role of Governors:
- To ensure that an anti-bullying policy is in place and is reviewed annually
- To ensure that any serious incidents of bullying are communicated in the termly governors report

Role of parents and carers:
- To regularly speak to their child in order to promote a social conscience and awareness that reporting bullying is the right thing to do.
- To be aware of and support the school's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour.
- To support the school's actions in dealing with proven cases of bullying

- To work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the school's anti-bullying procedures.
- To engage in the Early Help process if wider support is required.
- To be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, you are responsible to ensure that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on Youtube or report it to the local police.

5 Appeals process for bullying incidents

At all times the Academy will seek to work with parents and students to ensure that incidents of bullying are dealt with to the satisfaction of all concerned.

If at this point an agreement cannot be reached, the matter may be dealt with through the formal complaints procedure detailed on the website.

6 Promoting the Anti- Bullying Policy, Culture and Ethos.

South Axholme Academy has a clear protocol for sustainable promotion of the Anti-bullying Policy, and developing an academy wide culture and ethos which supports tackling bullying. This is multifaceted:

- Through appropriate citizenship embedded as part of the General Studies curriculum, pupils will be shown that bullying in any form is unacceptable.
- Through the tutor time, South Axholme Mindset, SMSC programme, which develop discussion, raise awareness of and understanding of the impacts of bullying.
- Cyber bullying mentors/ anti-bullying week activities take place throughout the year with Anti-Bullying co-coordinators promoting the Anti-Bullying message throughout the school community.

7 Document Control

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