



# Holbrook Academy

## Anti-Bullying Policy

<b>Date Approved</b>	Governing Body	13 <sup>th</sup> July 2021
<b>Signed</b>	Louise Cullen Chair of Governors	
<b>Minuted</b>	13 <sup>th</sup> July 2021	

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	T Maltby
Governor with responsibility for this policy.	Q&M Committee
Policy review date.	Summer 2022
What is the purpose of this policy?	To respond swiftly and effectively in response to any bullying at Holbrook Academy
What are its headline targets? (using quantitative and qualitative measures)	Increase % of students who have never experienced bullying to above 95% **
How is this policy to be judged as successful?	A cohesive and clearly defined strategic approach to bullying; restorative approaches embedded in our practice.

*\*\* Update: The most recent student survey shows a reduction from 7% to 3% of students who have experienced bullying. This shows that 97% of students have never experienced bullying.*

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## **1. Intent and Ethos**

### **Academy Intent**

Following a significant review of our Anti-bullying policy in Summer 2021, Holbrook Academy is fully committed to adopting a Restorative Approach in response to incidents of bullying. The Academy intends to train key professionals throughout the school to ensure that the voice of the victim/s is acknowledged and heard in the very early stages of any unkind or intimidating behaviour. A restorative approach promotes interpersonal skills such as listening, self-reflection and empathy to help deliver a long term solution to incidents of bullying. A restorative approach will be at the core of our behaviour and pastoral approaches and, it is intended, it will become a defining feature of our school community ethos.

### **Ethos**

The governors expect the Academy to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where the Holbrook characteristics are promoted and good behaviour is the norm. The Academy understands that rewards can be more effective than punishment in motivating students. The Academy is committed to promoting and rewarding good behaviour and to the eradication of bullying.

The Academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. The Academy must always take into account the mental health of all those affected by bullying.

In all cases of misconduct, including those outside of the Academy, the Headteacher will consider whether the Police or social services should be notified of the disciplinary action taken. The Police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's child protection procedures will be followed.

All pupils should be able to feel safe and secure in school, the school ethos aims to develop a mutual respect and tolerance of different faiths and beliefs, encouraging fundamental British values. (Please also refer to Strategy for Prevention of Extremism and Radicalisation).

Bullying behaviour is always unacceptable and will not be tolerated at the Academy because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- it interferes with a student's right to enjoy his / her learning and leisure time free from intimidation; and
- it is contrary to all our aims and values, our internal culture and the reputation of the Academy.

## **2. Bullying Behaviour**

2.1 Bullying is the behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Our expectation of all members of the Academy community is that:

- a student or a member of staff who witnesses or hears of an incident of bullying will report it;
- a complaint of bullying will always be taken seriously; and
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

## 2.2 Bullying may be :

- **Physical:** Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions;
- **Verbal:** Name-calling, taunting, teasing, insulting or demanding money;
- **Exclusionary behaviour:** Intimidating, isolating or excluding a person from a group;
- **General unkindness:** Spreading rumours or writing unkind notes, phone texts or e-mails; or
- **Cyberbullying:** Using the internet, mobile telephones, social networking sites deliberately to upset someone else; (Please also see Acceptable Use policy)
- **Sexual** - talking to or touching someone in a sexually inappropriate way;
- **Sexist** - related to a person's gender;
- **Racist**, or regarding someone's religion or culture;
- **Homophobic** (related to a person's sexual orientation);
- Transphobic (related to an individual's gender identity)
- **Related to a person's disability, special educational needs, learning difficulties, health or appearance.**

2.3 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. The Academy should always acknowledge the feelings of those involved in incidents of bullying. A bully who does not respond appropriately to advice or sanctions would ultimately be permanently excluded from the Academy.

2.4 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of his / her age, physical appearance, nationality, colour, race, sexual orientation, religion, culture or disability, or because he / she is new in the Academy, appears to be uncertain or has no friends. He / she may also become a target because of an irrational decision by a bully.

2.5 Bullying can take place in a number of locations and at various times, they include:

- Travelling to and from school, including on the buses.
- Walking around school between lessons.
- Social times, including break, lunch, before and after school.
- In lessons and registration.
- At home and/or outside of school, especially through the use of mobile phones, email and through social media. If bullying does take place outside of school, we encourage parents to let the police know. Sometimes we will speak to the students to try to calm things down, sometimes we write to all the families concerned to let them know what we would recommend. Sanctions may be applied for incidents of bullying by pupils outside of the Academy grounds; including the use of exclusions should it be deemed appropriate.
- The Academy's revised Home / School Agreement makes explicit the responsibilities we expect from teachers, students and parents in responding to any incidents of bullying

## 3. Dealing with reported bullying

3.1 A student who is being bullied, or who is worried about another student being bullied, should complain without delay and can do so in several ways :

- tell his/her parents;
- tell his/her tutor;
- tell the Behaviour Manager;
- tell any other teacher;
- tell the Child Protection Co-ordinator.

3.2 Parents who are concerned that their child is being bullied should inform their child's Form Tutor without delay; if they are not available then the Behaviour Manager should be contacted.

3.3 It is recognised that a staff member could be a victim and on occasion may be perceived to be being bullied. Staff members who are concerned about being bullied or harassed should discuss this directly with the Headteacher or, if the concern relates to the Headteacher, with the Chair of Governors. Students or parents who feel that a member of staff is bullying should also report this directly to the Headteacher. Complaints against any member of staff will be dealt with in accordance with staff disciplinary procedures.

3.4 A person in authority who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim then;
- report the allegation to the Form Tutors both of the victim and of the alleged bully as soon as possible; and
- ensure the Form Tutors agree on a strategy, determine who will take the lead, and ensure that the Behaviour Manager is informed.

3.5 The victim's Form Tutor will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s) - physical? verbal? exclusionary? etc
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behaviour by an individual or a group?
- Has physical injury been caused? Who should be informed – parents? Designated Safeguarding Lead?
- Can the alleged bully be seen on a 'no-names' basis?
- What is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully or
- the complaint is justified in whole or in part, and further action will be needed (see 3.6).

3.6 If a Form Tutor believes that serious bullying behaviour:

- has occurred involving a student; or
- has recurred after warnings have been given to the "bully" he / she must inform the Behaviour Manager, who may refer it on higher if appropriate.
- The Behaviour Manager will then interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. S/he may decide to ask a member of the Senior Leadership Team to be present.
- A summary of his / her findings will be sent to the Deputy Headteacher.
- The Deputy Headteacher will interview the alleged victim and bully separately to confirm the facts of the case if considered necessary and to decide on the action to be taken in accordance with the range of action set out in 3.7 below.

- The Behaviour Manager / Deputy Headteacher will notify the parents of the victim and bully giving them details of the case and the action being taken.

3.7 When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate;
- advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the Academy's child protection procedures will be followed;
- a restorative meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict led by a member of staff who has been trained in Restorative Approaches
- a disciplinary sanction against the bully, in accordance with the Academy's Rewards & Behaviour Policy. In a very serious case or a case of persistent bullying, a student may be permanently excluded;
- action to break up a "power base";
- moving either the bully or victim to another class after consultation with the student his / her parents and the relevant staff;
- involving core Social Services, the Police or other external agencies;
- notifying the parents of one or both students about the case and the action which has been taken;
- such other action as may appear to the Head to be appropriate; and
- noting the outcomes in the relevant incident book.

3.8 The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with students in the class so that they may be alert to the need to monitor certain students closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the Academy; and
- liaison between senior staff, the outcome being recorded in the incident books.

3.9 All incidents of bullying shall be recorded on the bullying log held by the Behaviour Manager.

3.10 If the victim or his / her parents are not satisfied with the action taken, they should be advised to make a formal complaint to the Headteacher and Governing Body.

## **4. Prevention of Bullying**

4.1 The Academy use the following to help prevent bullying:

- Anonymous bullying surveys carried out at least termly.
- Bullying awareness and education through the PSHE curriculum, assemblies and cross curricular links.
- Participating in Anti-Bullying awareness initiatives, including anti-bullying week.

## **5. Roles and Responsibilities**

### **Deputy Headteacher**

- To ensure that Holbrook Academy is a harmonious, supportive and safe environment.
- To review and update all practice relating to anti-bullying work to ensure we are effective in this area.
- To ensure the anti-bullying policy is effectively implemented.
- To take all allegations of bullying seriously and to act upon the allegations in an appropriate manner.
- To develop, lead and evaluate the anti-bullying strategies of Holbrook Academy.
- To produce and implement the Anti-Bullying policy.
- To actively promote Holbrook as a 'telling school'.
- To oversee all cases of repeated bullying.
- To ensure all staff understand and are familiar with the policy and feel confident in all procedures. Providing appropriate CPD.

### **Behaviour Manager**

- To provide zero tolerance of bullying across the Academy.
- To respond swiftly to all bullying reports ensuring victims and parents are confident that the issue is being addressed.
- To ensure tutors are proactive and effective in identifying and dealing with incidents.
- To ensure a record of incidents is kept.
- To provide CPD as appropriate.
- To deliver and support whole school initiatives for the promotion of anti-bullying.
- To have an overview of all bullying incidents within the Academy.
- To ensure the Deputy Headteacher is informed of all cases and subsequent action.
- Liaise with outside agencies as required.

### **Form Tutor**

- To promote zero tolerance of bullying.
- To take a proactive approach to tackling and preventing bullying behaviours.
- To promote anti-bullying initiatives to ensure all pupils feel safe and secure and that they are aware Holbrook Academy is a 'telling school'.
- To ensure that all students are aware of who they can approach and how they can report bullying.
- To respond immediately to pupil concerns.
- To respond to and keep parents informed regarding issues raised.
- To create a culture of fairness and respect across the year groups – cultivating positive relationships.

### **Class Teacher**

- To be aware and confident in following the Academy's Anti-Bullying policy.
- To report any concerns to Form tutor/Behaviour Manager as appropriate, to document clearly and accurately.
- Ensure that a pupil reporting feels that their concern is listened to and acted upon promptly.
- To ensure that the learning environment in the classroom as well as corridor is safe and supportive.

### **SENCO**

- To ensure that no student is discriminated against or bullied as a result of SEND.
- To promote positive relationships between students.
- To liaise regularly with parents / outside agencies to ensure that all students feel safe and are able to reach their full potential.
- To provide CPD for staff as appropriate.

### **All Staff**

- To model high standards of personal and social behaviour and enforce expectations with pupils.
- To teach issues of bullying and emotional awareness in the curriculum through PSHE/citizenship and in their subject.
- To respond to and deal with issues of bullying inside and outside the classroom.
- To take all allegations of bullying seriously and to act upon the allegations in an appropriate manner.

### **Students**

- All students have a role in ensuring Holbrook Academy is a caring community.
- All students have a responsibility to report bullying to a relevant member of staff.
- No student should stand by and watch someone being treated unkindly. It is important that you speak up.
- To complete the termly bullying student survey.
- All students are expected to support each other and treat others how they would want to be treated.

### **Parents/Carers**

- To be aware of how to report bullying.
- To communicate with the school early if you have any concerns.
- To attend meetings with the school as requested.
- To support the school in ensuring it is an effective and successful community where all are secure and able to learn effectively.

### **Governors**

- To review the Anti-Bullying policy annually.
- To hold the Academy to account for the implementation of the Anti-Bullying policy.

## **6. Signs and Symptoms**

A child 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 child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be 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 bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above



- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

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

## **7. Malicious Allegations against Staff**

7.1 Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy.

7.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

## **8. Monitoring and Review**

**The Deputy Headteacher will:**

- Each term, survey a sample of students who have been reported as victims of bullying regarding their general perceptions about the Academy's management of bullying to ascertain the effectiveness of measures taken and report their findings to the Headteacher;
- Ensure induction of new staff and training is available for staff as appropriate;
- Review the PSHE and Citizenship curriculum plan and its implementation with regards to supporting the anti-bullying policy; and
- Undertake a review of the policy every year.

## **9. Links to other policies**

This policy links with these policies and procedures:-

- Rewards & Behaviour
- Child Protection & Safeguarding policy
- SEND policy
- Equality policy