

Anti-Bullying Policy

Livingstone Academy,
Bournemouth

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Anti-Bullying Policy Statement

Livingstone Academy is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our Academy. If bullying does occur, all students should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell staff. This policy should be read in conjunction with our safeguarding policy.

This policy is available on the Academy website, and electronic shared staff area and by request from either the Principal or member of the Senior Leadership Team.

What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017)

Preventative measures:

It is central to our Academy's aims that students are safe and happy in school so they can enjoy their learning. We aim to create a calm, caring and purposeful environment based upon supportive relationships and mutual respect. The following are aspects of our Academy systems that we hope will prevent bullying from occurring or support students who feel they are victims of bullying:

- A School System where students are comfortable working with older members of the school.
- A Tutor who acts as a daily point of contact for all students and who, via the tutor group, builds an environment in which students feel welcome and secure.
- The Senior Leadership Team works closely with a team of tutors in creating a positive School identity and ethos and encourages participation at all levels.
- All staff encourage and promote opportunities for students to participate in activities both within school and the wider community.
- A member of staff will always be available for support of students.
- Tutorial programme provides an environment and atmosphere in which members of tutor groups can share their concerns.
- Proactive work within the Rights Respecting Schools framework means that all students are aware of their personal rights and know where to turn should they feel they are being abused.
- Anti-bullying ambassadors assigned who will undertake training from The Diana Award.
- A student voice system consisting of: Tutor Forum and School Council/Parliament. Through this, all students have the chance to offer their views and suggestions on whole school issues.
- Through our curriculum and assemblies, the Academy will educate our students on the harm of bullying and the action students can take to reduce its incidence and overcome its consequences.
- We will publicise across the Academy, and at regular opportunities, guidance to students on who they can approach for support should they be bullied.
- All members of staff are responsible for the welfare of our students which includes looking out for behaviour or actions that could be construed as bullying.

- A student-friendly version of the Anti-Bullying Policy with guidance on what to do if they, or someone else, are being bullied is in every classroom. This is reviewed regularly by students.

Characteristics and components of bullying

Four key characteristics of bullying:

- Repetitive and persistent.
- Intentionally harmful.
- Involving an imbalance of power.
- Causing feelings of distress, fear, loneliness or lack of confidence.

The five essential components of bullying:

1. Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends who tease each other in a 'good-natured' way does not constitute bullying, but a person teasing another with the intention to deliberately upset them does constitute bullying.
2. Harmful outcome: one or more persons are hurt physically or emotionally.
3. Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
4. Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
5. Unequal power: bullying involves the abuse of power by one or several persons who are (or perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Homophobic	Focusing on issues of sexuality
Hate Crime	Is any offence committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation. Hate crimes can include: threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes, harassment. Hate crimes should be reported to the police.



Steps to take if you are being bullied or are concerned someone is being bullied

What to look for:

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, clinging to adults or unexplained changes by displaying disruptive behaviour.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

The student may have unexplained cuts/bruises – or give unconvincing explanations.

There may be unaccountable and repeatable damage or loss to bags, books, equipment and money.

Members of staff and all members of the Academy community must be alert to the signs of bullying; legal responsibilities are known, and community members should act promptly and firmly against it, in accordance with Academy policy. Sometimes people, either through lethargy, peer group pressure, or complacency for what is going on, fail to act.

What to do:

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise. Tackling bullying is everyone's responsibility including all school staff, students and parents.

If you are the person being bullied:

Share your feelings with someone you can trust, whether a friend, member of staff, parent or other family member.

Say what you feel and ask for help.

If possible, talk to a member of staff - your Tutor is probably the best person in the first instance.

Some students may have a particular teacher they feel most comfortable talking to.

If you would rather not go straight to a member of staff, talk to your friends; talk to a peer mentor, one of the Anti-Bullying Ambassadors or any trusted adult.

They may well be able to advise on an appropriate course of action or will be able to involve other people who can.

What to do if a student should see a bullying incident:

Support the person by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to share how they are feeling with a member of staff.

Accompany the person to a trusted adult or suggest that you see their Tutor/Anti-Bullying Ambassador on their behalf.

Procedure for members of staff should you witness an incident of bullying or it is reported to you:

Reassure and support the students involved.

Advise the student that you are required to pass details on to Tutor/Member of Staff by filling out the Record of Concern Bullying Reporting Form.

When there is "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm" (Children Act 1989) the Pastoral Leader will refer to the Designated Safeguarding Officer who may refer to Children's Services.

Reporting Process

1. Victim reports an incident.
2. It is formally logged and investigated as per staff 'Bullying Incident Flow Chart'.
3. Alleged perpetrator and victim are interviewed separately, and a written record taken.
4. Any witness information will be collected/written.
5. The incident will be investigated to ascertain if it constitutes a bullying/friendship issue.

6. Friendship issues/one offs will be dealt with by issuing appropriate sanctions in accordance with Academy Behaviour Policy.
7. Actions can be taken to prevent further incidents taking place, these actions may include:
 - a. Imposition of sanctions.
 - b. Obtaining an apology or restorative mediation.
 - c. Informing parents of both victim and perpetrator.
 - d. Student either being bullied or at risk of being bullied, offered support on a continual basis until such time as the student and their parent/carer are satisfied that conditions have returned to normal.
 - e. Written record on student files.
 - f. Referral to external agencies.
 - g. Contact the police.

The Academy will keep a written/electronic record of the incident, investigation and outcomes. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed, they should seek assistance from the police.

People outside of the Academy who can help

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: Provides online safety information for educators, parents, carers and young people.

Internet Matters: Provides help to keep children safe in the digital world. Think U Know Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS): Has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia) Provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Proud Trust: Helps young people empower themselves to make a positive change for themselves

and their communities through youth groups, peer support, delivering training and events, campaigns, undertaking research and creating resources.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Cyberbullying & Children/Young People with SEN & Disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND Programme of Resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice & Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, Religion & Nationality

Educate Against Hate: Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual Harassment and Sexual Bullying

Ending Violence Against Women & Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

References

- DCSF Safe to Learn, Embedding anti-bullying work in schools
- DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (2017)
- Equality Act 2010 Part 6 (Education) Chapters 1-4
- The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/advice/supportfrom-the-sector/>
- www.cyberbullying.org