



LONG FIELD
SPENCER ACADEMY

Anti – Bullying Policy

Approving Body	Full Governing Body
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1.0 Introduction

- 1.1 At Long Field Spencer Academy, we aim to encourage an ethos where independence is celebrated and individuals can achieve within a supportive environment. Every student has the right to be safe and happy in school, and to be protected when they are feeling vulnerable. This policy provides grounds for complaint against bullying, giving students, parents and staff the confidence to raise the alarm in the knowledge that concerns, or incidents, will be taken seriously and dealt with promptly and effectively.
- 1.2 Bullying is a whole school issue. Therefore, all members of teaching and support staff have a responsibility to ensure that students can learn in a non-threatening environment. In line with the Academy's approach to other aspects of behaviour management, it is important to seek to prevent bullying rather than simply seeking to respond to it when it occurs. Bullying affects everyone, not just the bullies and the target. It also affects those other children who watch and may get drawn in. The Academy is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the Academy where appropriate. The Academy also recognises the needs of the target and the bullies and cases will be handled with sensitivity and discretion.
- 1.3 Students are encouraged to report bullying as staff can only act if they know that incidents have occurred. As an Academy we aim to:
- Raise awareness of bullying within the school by creating an ethos of disclosure, openness and trust between students, staff and parents.
 - Develop a centralised system for reporting, recording and reacting to bullying incidents.
 - Regularly monitor, analyse and evaluate incidents of bullying within school with a view to responding to specific trends.

2.0 Our Aim

- 2.0 This policy was formulated by the Inclusion Team. During its conception due regard was given to the following:
- DfE guidance, "preventing and tackling bullying"
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
 - The opinions of key stakeholders (staff, parents and students). These were ascertained by our annual Surveys, parents' forums and staff meetings.
 - Governors were also consulted at Governor Meetings.

3.0 Definition of Bullying

3.1 The intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face-to-face or online.
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying>

3.2 How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the target to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the target might be in danger then intervention is urgently required.

3.3 What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

3.4 Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying). Bullying can take place between:

- young people

- young people and staff
- between staff
- individuals or groups

3.5 Why are children and young people bullied?

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying.

Discriminatory language

Homophobic language is terms of abuse used towards lesbian, gay, bisexual or transgender people or those thought to be LGBTQ+. It is also used to refer to something or someone as inferior. Homophobic language may be used to taunt young people who are different in some way or have gay friends, family members or their parents are gay.

Racist language is terms of abuse used to marginalise individuals based on the colour of their skin, ethnicity, nationality, or citizenship. It is offensive, derogatory and hurtful.

Dismissing any form of discriminatory language as banter is not helpful as even if these terms are not directly referring to a person's sexuality, gender, race, culture, or SEND they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of discriminatory language in our school even if it appears to be being used without any offensive intent. Use of discriminatory language will be dealt with as with any other form of bullying.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their target. This is often referred to as Cyberbullying or online bullying. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviours. Whilst most incidents of Cyberbullying occur outside the Academy we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

4.0 Roles and Responsibilities

The Principal has overall responsibility for this policy and will appoint the most senior member of the Inclusion Team to oversee its implementation. This will usually be an Assistant Principal.

The Assistant Principal for Inclusion will be responsible for:

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents where appropriate
- Coordinating strategies for preventing bullying behaviours

5.0 Reporting and responding to bullying

5.1 Our Academy has clear and well publicised systems to report bullying for the whole community (including staff, parents, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviours (bystanders).

5.2 We ensure that students can express their concerns in the following ways:

- Contact with a teacher, house tutor, a member of the Inclusion Team or any other member of staff.
- Email reporting system - enabling students and parents to report incidents of bullying at any time (help@longfield.leics.sch.uk)

5.3 How to report as a parent

Concerns about bullying must be reported to the Academy – they will be taken seriously and dealt with promptly. The process is as follows:

- Reports of bullying can be made to the Academy by telephone, e-mail or in person via an appointment.
- Contact will be made with the parent within 24 hours of the report being made to acknowledge receipt of the alleged incident and provide an update of action taken so far.
- Details of any incidents will be completed on an incident form and subsequently entered onto the Bullying Log. The case will then be passed immediately to the relevant member of staff for action.
- The matter will be investigated as appropriate. Depending on the incidents reported this may include collating statements from relevant students, discussions between students and possible apologies, meeting with parents, meeting with the Academy's Police Liaison Officer.
- The actions and outcomes will then be entered onto the incident form and paper copies will be filed in the student's records.
- Incidents will be monitored and on a half-termly basis and analysed for emerging patterns.

5.4 The Academy hopes that parents will take all reasonable steps to assist in the implementation of this policy and, in particular that they will:

- Be aware of the Academy's Anti-Bullying Policy.
- Maintain contact with the Academy over any reported incidents of bullying involving their child and seek to work co-operatively with the school to resolve the problem.

6.0 Procedures

6.1 All reported incidents will be taken seriously and investigated involving all parties. The steps we will take when an incident of bullying is reported are set out below. All staff are aware of and follow the same procedures:

- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the Academy's Behaviour Policy. These are graduated according to the seriousness of the incident but should send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Keeping in touch with the person who reported the situation.
- A wide range of relevant support strategies may also be considered. This may include restorative justice of individual work with the victim and/or perpetrator.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Using the Early Help process where appropriate to involve other agencies who may be able to support.

6.2 If a parent is unhappy with how an allegation of bullying has been handled by the Academy, then they will be directed our Complaints Policy.

7.0 Recording bullying and evaluating the policy

7.1 Bullying incidents will be recorded by the member of staff who deals with the incident. The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in half termly meetings. This information will be presented to the governors as part of the annual report. This policy will be reviewed and updated annually.

8.0 Strategies for preventing bullying

8.1 As part of our ongoing commitment to the safety and welfare of our students we at Long Field Spencer Academy have developed the following strategies to promote positive behaviour and discourage bullying.

At Long Field Spencer Academy we seek to create an ethos of awareness, openness and disclosure regarding bullying through:

- Our motto of Together Enjoy Achieve (TEA)
- Assemblies and House Time
- Our Bites curriculum - content includes what to do if bullying takes place, how to report bullying and learning strategies to help to deal with bullying incidents. In addition to this, all staff are encouraged to use other opportunities which may arise within their subject to reinforce the Academy's position on bullying.
- Key Stakeholders being involved in reviewing the anti-bullying policy.
- Email address and inclusion team to report issues regarding bullying.
- Students are encouraged to speak out to other adults.
- Anti-Bullying Week. The week is early in the academic year (typically November) to reinforce the Academy's anti-bullying message and procedures early. Planning of the week involves the Student Ambassadors and includes the 'Stay Safe' assembly.
- The introduction of the cashless catering system to reduce bullying for financial gain.

9.0 Additional prevention methods

9.1 The following sanctions will be used as appropriate to deal with cases of bullying:

- Child spoken to by member of staff
- Liaison with parents
- Supervision at break and lunchtime
- Detentions
- Withdrawal from lessons
- Suspensions (and Permanent Exclusion)

9.2 It is useful to bear the following points in mind when working with the perpetrator of bullying:

1. Be critical of the behaviour, not the person.
2. Offer opportunities to make amends and change behaviour.
3. Provide protection, support and reassurance.
4. Help them to develop self-confidence and self-esteem.
5. Help them to develop a more effective range of social skills.
6. Explore whether the perpetrator themselves is a victim of abuse.

10.0 Responsibilities of Students

10.1 At all times, students are expected to observe the principles of behaviour that underpin the Academy's Behaviour Policy. These are:

- Allow teachers to teach and students to learn.
- Respect the work of all members of the school community.
- Respect people's safety, feelings and property.

- Protect the school environment. Students are expected to tell an adult if they have been bullied or if they have witnessed, or are aware of, the bullying of another student.

11.0 Reference documents

DfE guidance, Preventing and tackling bullying (last updated July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DFE guidance, Cyberbullying: Advice for headteachers and school staff (last updated July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

DFE guidance, Advice for parents on cyberbullying (last updated July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

DFE Case studies, Approaches to preventing and tackling bullying (published June 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf

DFE guidance, No place for Bullying (published June 2012)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf

Useful organisations

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. <https://www.anti-bullyingalliance.org.uk/>

BullyingUK (part of family lives): A bullying prevention charity with an emphasis on working directly with families. They provide support via a dedicated helpline and further bespoke programs. <https://www.bullying.co.uk/>

Childline: A charity who give advice and guidance as well as support for children and young adults. They offer a free, private and confidential service where you can talk about anything including any of the types of bullying mentioned in this policy.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. <https://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people. <https://www.digizen.org/>

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. <https://www.kidscape.org.uk/>

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. <https://diana-award.org.uk/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. <https://www.bullyinginterventiongroup.com/what-is-it/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>

Restorative Justice Council: Includes best practice guidance for all forms of restorative practice including restorative justice. <https://restorativejustice.org.uk/>