



# **ANTI-BULLYING POLICY**

## TORQUAY ACADEMY

Date of Review:	Signed by:

### Anti-Bullying Policy

#### RATIONALE

At Torquay Academy we are committed to providing a caring, supportive and safe environment that allows all members of the community to:

- work in a secure and purposeful atmosphere
- learn without threat or fear
- achieve their full potential

This anti-bullying policy will be reviewed and updated annually.

We believe that bullying is:

*repeated behaviour (verbal, emotional and physical) that causes any member of the Academy community to be threatened, intimidated or distressed.*

We define a bully as:

*a person acting either independently or in a group to cause others to be threatened, intimidated or distressed.*

We define the bullied as:

*a person who is harmed by the bullying behaviour of other people and who does not have the resources or skills to counter that behaviour.*

There are various forms of bullying behaviour. This can be direct, indirect, simple or complex. We have set out below some examples of bullying behaviour but this list is not exhaustive and is for example only:

**Direct bullying:** includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

**Indirect bullying:** includes persistently ignoring a student so that they feel socially isolated, spreading malicious rumours or insults, often via social network sites on the Internet, or writing offensive graffiti.

**Cyber bullying** uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night.

Torquay Academy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures (see separate Child Protection & Safeguarding Policy document). This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

## **PRINCIPLES**

- Everyone will be valued and respected.
- Through this policy and all associated policies the Academy will make it clear that any form of bullying is unacceptable.
- In all curriculum areas, awareness of bullying and its impact on the community will be featured.
- Prevention of bullying is our first priority followed by dealing effectively with incidents when they occur by implementing the process of Restorative Justice Approach meetings at an early stage.
- Support and/or sanctions will be provided for the bullied and bully and where appropriate outside agencies will be involved.

## **PRACTICE**

- The Academy will consistently communicate its definition of bullying to students, staff, parents and to the wider community.
- All allegations of, or information about bullying will be taken seriously.
- Bullying affects everyone and, therefore, all members of the Academy community need to be regularly informed about the need to pass on information concerning bullying.
- Details of bullying incidents will be recorded by the tutor in the students' electronic files of the bullied and bullies. Anti-bullying data will be collected by Progress Leaders through SIMS record sheets.
- Professional judgement will be used in choosing from a range of strategies to remind individuals and groups of their responsibility to prevent bullying and help to deal with it if it happens. Restorative Approaches will be used at an early stage, together with other agencies if required.
- Parents/carers of both the bullied and the bully will be informed so that the process of Restorative Approaches can be implemented quickly.

- ❑ Sanctions to counter bullying will be in line with the Academy Behaviour for Learning policy. External agencies will be involved when this is appropriate.
- ❑ Students who have the role of peer mentors and prefects will be given training in identifying and passing on information about bullying.
- ❑ The Academy will monitor and analyse data provided by record sheets.
- ❑ Students will be invited to take part in regular reviews of the anti-bullying policy through tutorial activities and the Student Council.

## **ROLES AND RESPONSIBILITIES**

### **Governing Body:**

- ❑ Regularly review the Behaviour for Learning policy which the Principal must consider in determining measures to promote good behaviour and discipline.
- ❑ Bring to the Principal's attention such further measures as they consider necessary and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of students.

### **Principal and Senior Leadership Team:**

- ❑ Have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.
- ❑ Ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that students are listened to and that their concerns are appropriately addressed.

### **Assistant Principal responsible for Behaviour for Learning:**

- ❑ Will be directly involved when appropriate.
- ❑ Receive data from Progress Leaders on bullying incidents.
- ❑ Report to the Senior Leadership Team, staff and governors on the working of the policy.
- ❑ Liaise with tutors and Progress Leaders over contact with other agencies.
- ❑ Make recommendations to the Principal about appropriate sanctions as required.

### **All Staff:**

- ❑ Share responsibility for ensuring that the policy and procedures are followed and consistently and fairly applied.
- ❑ Strive to create an atmosphere and ethos that minimise the chances of bullying happening.

- ❑ Must be aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse and are always alert to signs of bullying and take any information seriously and act with discretion and sensitivity.
- ❑ Report all incidents that they perceive to be bullying to tutors and Progress Leaders. All staff are responsible for responding appropriately to any incidents of bullying.
- ❑ Organise regular opportunities for individuals and groups to review their part in preventing bullying and countering incidents if they occur.

**Form Tutors:**

- ❑ Act as focus for information about their students.
- ❑ Will be the first point in resolving an incident.

**Progress Leaders:**

- ❑ Work with tutors to support students who feel bullied and help those who bully to change their behaviour.
- ❑ Organise Restorative Approaches sessions as required.
- ❑ Ensure there is appropriate communication with parents.
- ❑ Liaise with appropriate staff and contact other agencies when appropriate.

**Students:**

- ❑ Must be encouraged to tell someone (an adult if possible) about bullying if they experience it or know that it is happening to others (silence is the bullies' greatest weapon).
- ❑ Should be appropriately taught about bullying so that they are able to develop understanding of the difference between teasing and bullying.
- ❑ Should be taught to make it clear to friends and others that they meet that bullying is unacceptable.
- ❑ Should take part in reviews of the anti-bullying policy.
- ❑ Should have the opportunity to become a prefect or a peer mentor.
- ❑ Should have the opportunity to sign up to the Academy's anti-bullying pledge.

**Parents:**

- ❑ Should be advised to be alert to signs that their child is experiencing difficulty which may constitute bullying.

- ❑ Should be advised to reassure their child that the Academy will take information seriously and deal with matters sensitively.
- ❑ Should be informed to contact the tutor if concerned about their child.
- ❑ Should be encouraged to work with the Academy in dealing with incidents that may constitute bullying.
- ❑ Should be encouraged to support the process of Restorative Approach meetings.

## **REPORTING BULLYING**

Students are encouraged to report all forms of bullying, whether carried out by another student or by an adult. Information can be reported to a member of staff, a Form Tutor, a Progress Leader or a member of Senior Management. All staff should first immediately secure the safety of the young person before following the Academy's procedures.

When a problem occurs outside of school and immediate advice or support is required, Childline, for example, would provide an alternative, particularly if a child did not feel comfortable discussing the matter with a parent, family member or carer.

## **RESPONDING TO STUDENT BULLYING**

Torquay Academy adopts a three-stage approach to dealing with bullying:

### **STAGE 1: Prevention**

This stage involves implementing measures designed to encourage students to behave positively towards one another, thereby discouraging bullying. These measures include:

- Requiring students to sign an anti-bullying statement at the transition stage;
- Requiring students to sign an anti-bullying pledge designed by the School Council (Appendix 1);
- Student supervision at non-lesson times;
- Providing safe places for vulnerable students to go at break times and lunchtimes;
- Supervision of corridors between lessons;
- Providing opportunities for students to discuss bullying issues during tutor time, PSHE lessons or in assemblies.

### **STAGE 2: The Restorative Approach**

When an allegation of bullying has been made, statements will be taken from all relevant parties and stored on file. In the case of student bullying, a member of staff will complete a 'Record of Bullying Incident' form (Appendix 2), indicating the type of bullying and the names of the victim(s) and perpetrator(s). Information from the form will be stored on the

School Information Management System (SIMS) together with any other information or communication with students and parents. The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends or to indicate which measures are most successful in ensuring that further bullying is prevented.

In the first instance, and where appropriate, the Academy will adopt the Restorative Approach. This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators by increasing their understanding of the difficulties caused by bullying, and encouraging perpetrators to take responsibility for their actions. The situation will be monitored in the first instance and the Academy will work closely with parents and the victim to discuss if any action should be taken. Where appropriate a Restorative Justice meeting will be held with all those involved. This could involve asking students, staff and parents to share their views within a meeting chaired by a facilitator who would ensure that all participants are able to state how they have been affected by the bullying behaviour and what needs to change. At this meeting a way forward would be discussed and if appropriate and agreed upon, a contract would be written between students. Following this there would be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

### STAGE 3

If those involved do not keep to the agreements made at the Restorative Justice meetings, or if there is repeated bullying behaviour towards other individuals, this will be treated as defiance. The school would then use a range of sanctions against the students, including loss of break time/lunchtime, after school detentions, internal exclusion or, in extreme cases, fixed term or permanent exclusion.

Consideration will also be given to whether the bullying of a student would constitute a child protection concern which would be the case if there is reasonable case to suspect that a child is suffering, or is likely to suffer, significant harm. In the case of a child protection concern, the Academy must report their concerns to the Local Authority's Safeguarding Services and in some cases to the police.

A flowchart setting out the Academy's approach to dealing with issues of student bullying is set out at Appendix 3.

As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

This Policy was adopted on ..... 15.3.16 ..... Date  
Signed ..... *[Signature]* .....  
Chair of Governors/Committee  
Date of next review ..... March 2017 .....



# Torquay Academy

Cricketfield Road Torquay TQ2 7NU

## An Anti-Bullying Pledge Supporting Friendship & Respect

We will not accept bullying at our Academy. Our goal is to develop and support respectful friendships.

We agree that it is everyone's responsibility to stop bullying.

It is up to each of us to make sure that bullying does not take place.

We will:

- ◆ Treat others with fairness and respect
- ◆ Find ways to help others feel included in our activities
- ◆ Speak out against bullying
- ◆ Refuse to let others be bullied
- ◆ Report bullying to an adult
- ◆ Refuse to bully others
- ◆ Be responsible bystanders who are part of the solution
- ◆ Help others feel safe and comfortable at our Academy

I agree to follow and support the Anti-Bullying Pledge

Signed: ..... Date: .....

# TORQUAY ACADEMY

## Record of Bullying Incident

<p><b>Bullying:</b> Repeated behaviour (verbal, emotional and physical) that causes any member of the Academy community to be threatened, intimidated or distressed.</p>	<p><b>Date:</b></p> <p><b>Time:</b></p> <p><b>Place:</b></p> <p><b>CCTV:</b></p>	<p><b>Name(s) of students involved:</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>Notes describing the incident:</b></p>		
<p><b>Record of action taken and follow up required:</b></p>		
<p><b>Parents contacted:</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><b>Staff member(s) making the report:</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><b>External agencies involved:</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>Restorative Approach:</b></p>		

ECP/RECORDOFBULLYINGINCIDENT/AMW/RS

**Anti Bullying**

