



ANTI-BULLYING POLICY

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

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.
- ❑ 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. Every incident is treated individually. The victim is treated with respect and a satisfactory resolution is achieved through proportionate support and sanctions.

PRACTICE

- ❑ The Academy will consistently communicate its definition of bullying to students, staff, parents/carers 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 on CPOMS. Anti-bullying data will be collected and discussed in year group meetings.
- ❑ 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 such as relationship building and creating a sense of community can be used at an early stage if appropriate.
- ❑ Parents/carers of both the bullied and the bully will be informed so that the process of Restorative Approaches can be implemented quickly where appropriate.
- ❑ Sanctions to counter bullying will be in line with the Academy Behaviour for Learning policy. External agencies will be involved when this is appropriate.
- ❑ The Academy will monitor and analyse data provided by record sheets and report annually to governors
- ❑ Students will be invited to take part in regular reviews of the anti-bullying policy through the Student Council and wellbeing questionnaires at least annually.

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.
- ❑ Monitor bullying data annually.
- ❑ 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.

Vice Principal responsible for Wellbeing & Expectations:

- ❑ Will be directly involved when appropriate.
- ❑ Receive data from year teams - Behaviour on bullying incidents.
- ❑ Report to the Senior Leadership Team, staff and governors on the working of the policy.
- ❑ Liaise with staff where appropriate 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 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 via CPOMS ensuring the bullying tab is clicked to alert the relevant staff. 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 a focus for information about their students.
- ❑ Will be the first point in resolving an incident.

Pastoral 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 or alternative actions if more appropriate.
- ❑ 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 taught to make it clear to friends and others that they meet that bullying is unacceptable.

Parents/Carers:

- ❑ 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 or year team 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.

BULLYING OUTSIDE SCHOOL PREMISES

The principal has a specific statutory power to discipline students for poor behaviour outside of school premises. Section 89(5) of the education inspections act 2006 gives head teachers the power to regulate students conduct when they are not on school premises. This can relate to any bullying incidents that occur anywhere off the school premises such as on public transport, outside local shops or in the surrounding area. Where bullying outside school is reported it will be investigated and acted on.

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 Pastoral 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:

- Student supervision at non-lesson times;
- Providing safe places for vulnerable students to go at break times and lunchtimes;
- Supervision of corridors between lessons and during lesson time;
- Providing opportunities for students to discuss bullying issues during tutor time, PSHE sessions 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 record details on CPOMS. 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/carers and the victim to discuss if any action should be taken. Where appropriate a Restorative Justice meeting will be held with all those involved. The school will ensure that parents/carers are kept informed. Following this it would be closely monitored to ensure that problems had not re-emerged.

STAGE 3

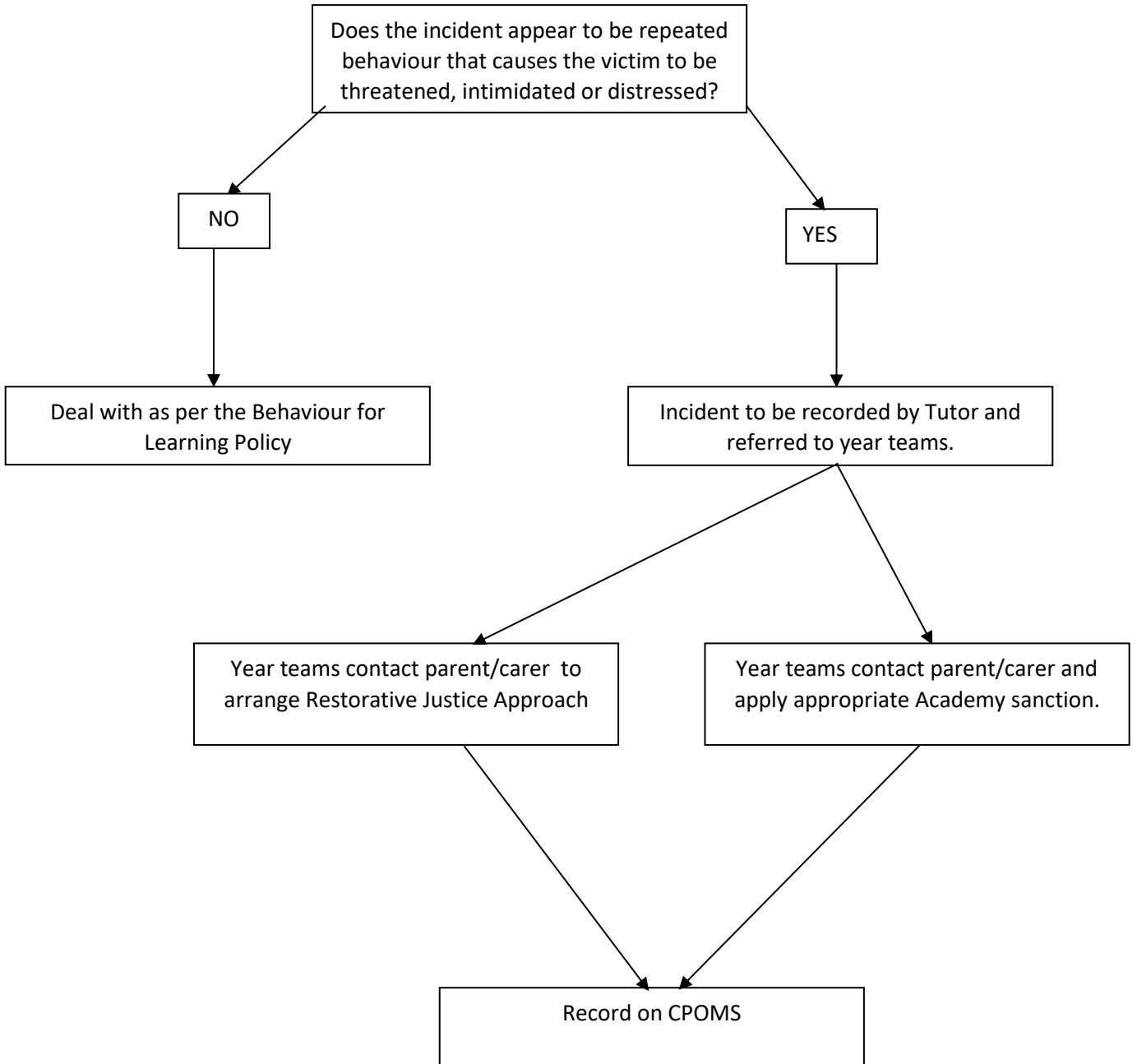
If those involved do not keep to the agreements made at the Restorative Justice meetings, or if there is repeated bullying behaviour towards other individuals, this will be treated as defiance. The school would then use a range of sanctions against the students, as per the behaviour for learning policy: These may include 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 1.

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.

Anti Bullying



Useful links and supporting organisations

. Torquay Academy - Behaviour for learning policy

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

NSPCC: www.nspcc.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net