

June 2024



ANTI-BULLYING POLICY

**HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

DOCUMENT CONTROL	
ISSUED	CHANGES FROM PREVIOUS VERSION
Date reviewed: June 2024 Date of next review: June 2025 Reviewer: KT Date of ratification by Governing Board:	<ul style="list-style-type: none"> • "School" changed to "Academy" where appropriate • If a member of staff believes that bullying is taking place, they should allow and enable the victim to talk communicate their experience whilst reassuring the pupil that the school will deal with it sensitively but firmly. • Talks with victim • Asks and enables victim to communicate their version of events. • Talk-Enables the alleged bully to communicate their experience with- alleged bully. • Asks and enables victim to communicate their version of events. • Talk-Enables the alleged bully to communicate their experience with- alleged bully. • Informs the parent/carers of both parties. • Tries to resolve the problem through counselling using the young person's preferred method of communication and engagement/talking. Sanctions <ul style="list-style-type: none"> • The school will endeavour to maintain counselling, using the young person's preferred method of communication and engagement, even when sanctions have been applied.

INTRODUCTION

Every child should be able to learn in our Academy environment free from bullying of any kind and they should feel safe and supported. There is no place for bullying in our Academy. Each of us involved in education has a role in creating a culture in our Academies where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We at Horizons Education Trust recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people in Britain today.

Bullying has no place anywhere in our Academy community, and this applies both to the bullying of pupils and teachers. Providing a safe and happy place to learn is essential to achieving Academy improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of our Academy community.

AIMS

We need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice driven bullying (recorded with the Local Authority) and cyber-bullying. Academy staff with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps our Academies to safeguard the well-being of the pupils and staff as well as playing their part in creating a society in which we all treat each other with dignity and respect.

When bullying does occur the Academy needs to respond promptly and firmly. We need to apply disciplinary sanctions as necessary. We need to work with bullies so that they are held to account for their actions and accept responsibility for the harm they have caused. We need to, as well, support those being bullied.

The full DCSF Guidance 'Safe to Learn, Embedding anti-bullying work in schools' sets out what the law says Children's Services, Authorities and Academies should do about bullying, in order to promote the well-being of young people and ensure they stay safe:

At Horizons Education Trust through our policies and more importantly through our actions, our pastoral care and our schemes of work we are sending a strong message to all that bullying is not acceptable in our Academies.

Pupils know that they do not need to "*suffer in silence*". All Academy staff and pupils have the tools and confidence they need to prevent and tackle bullying whenever and wherever it occurs and confidence in the readiness of the Academy's senior management, the whole Academy community and of course our parents to support them in doing this.

BULLYING

Definition - Bullying is the wilful conscious desire to hurt, threaten or frighten or exclude somebody. To be bullying, action must be persistent rather than on a single occasion.

"Behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, by those in a position of power, which is formally or situation defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification."

Physical Bullying – to use superior strength, size or numbers to force *one's will onto another, against their wishes.*

Verbal Bullying – can be in the form of:

- Persistent teasing
- Name-calling
- Taunting
- Intimidation
- Exclusion from a group
- Forcing another to act against their will
- Damaging, hiding or stealing another person's equipment, property or belongings.

Cyber-bullying – Cyber-bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers who may or may not be lesbian, gay or bisexual.

Bullying around race religion and culture

Our Academy needs to be at the heart of tolerant and diverse community. Racism and bullying should have no place. Every child deserves respect and

a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect. We also know that racist bullying is an aspect of bullying that some Academies find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism. Academies, like all public bodies, have a duty at law to promote race equality. We work hard to create an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, it is one way in which we as a, Academy fulfil that duty, and one aspect of the Academy's race equality policy.

We offer the following definition of racist bullying:

"The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status".

While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying. (See definition of bullying)

Bullying related to special educational needs and disability

'Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind.' (Thomas Hammarberg, 1997)

Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving children with special educational needs (SEN) and disabilities.

It is designed to help to:

- Support learners with SEN and disabilities.
- Understand, prevent and respond to bullying of children with SEN and disabilities.
- Eliminate disability based discrimination and harassment.
- Develop a non-bullying ethos and by doing so raise achievement and participation in safe, positive environments.
- Meet legal safeguarding obligations and comply with the Disability Discrimination Acts and other legislation.
- Build on the requirements of the SEN Code of Practice.
- Uphold the fundamental human right of children to be free from abuse.

SEN AND DISABILITY: WHO DO WE MEAN?

Two main definitions are used to inform decisions about supporting children with SEN and disabilities. They are: the Disability Discrimination Act 1995's definition of a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' and the special educational needs definition of children who have learning difficulties or disabilities that make it

harder for them to learn or access education than most children of the same age.

Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

Bullying will not be tolerated and should always be followed by an immediate and appropriate response.

Any kind of bullying is unkind, thoughtless, selfish and undesirable and will not be tolerated.

RAISING AWARENESS OF BULLYING

- Application of Academy Values throughout the Academy.
- Through the curriculum, PSHE lessons, SEAL sessions, Assemblies, work with class groups and Anti- Bullying Alliance initiatives, Anti Bullying week, NSPCC etc.
- Staff training.
- Peer training and mentoring.

FOLLOWING A REPORT OF BULLYING

- If a member of staff believes that bullying is taking place, they should allow and enable the victim to communicate their experience whilst reassuring the pupil that the Academy will deal with it sensitively but firmly.
- The member of staff must refer any incidents of bullying to the Assistant head, Deputy Head or Head teacher.
- The Assistant head discusses with the Head/Deputy Head and decides on action to be taken.
- Asks and enables victim to communicate their version of events.
- Enables the alleged bully to communicate their experience-
- Informs the parent/carers of both parties.
- Tries to resolve the problem through counselling using the young person's preferred method of communication and engagement.
- If allegation is proven and serious the Head teacher may take disciplinary action.
- Can provide support for the victim via their Class teacher, peer mentoring or external agencies.
- Assistant head liaises with class teacher to monitor the situation, checking that further bullying is not occurring.
- All involved should record the incident and action taken.

GUIDANCE ON ADVICE TO VICTIM AND PROTAGONIST

To the victim:

- revenge is not appropriate.
- involving other pupils, friends may not help.
- report future fears, incidents to an appropriate adult.
- reconciliation or avoidance should be considered.

To the protagonist:

- behaviour is unacceptable.
- is recognised as designed to cause distress.
- serious sanctions may follow.
- reconciliation or avoidance should be considered.

To the parents:

- do keep the Academy and staff informed by asking their child to tell the teacher or inform the Academy as soon as possible.
- reassure that the Academy does its best to resolve all cases.
- parents who are made aware that their child is bullying other children are asked to explain that what he/she is doing is wrong and makes other children unhappy.
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SANCTIONS

- Parents informed.
- Pupil withdrawn from social contact at lunch/break times.
- Exclusion from lessons.
- Temporary exclusion.
- Permanent exclusion.

The Academy will endeavour to maintain counselling, using the young person's preferred method of communication and engagement, even when sanctions have been applied.

ANTI-BULLYING STRATEGIES

The aims of Academy anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- Preventative strategies include:

- Effective Academy leadership that promotes an open and honest anti bullying ethos.
- Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages).
- Use of opportunities throughout the Academy calendar and at certain times of the Academy day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November each year; and whole Academy assemblies).
- Engaging pupils in the process of developing the Academy anti-bullying policy and promoting open and honest reporting.
- Improving the Academy environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers.
- The Academy undertakes to target their attention on key times and locations where bullying is more prevalent; and works with pupils to establish when and where those times and locations are.

Any disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. Refer to Policy on Behaviour – Restorative Approaches

STAFF PROFESSIONAL DEVELOPMENT

The Academies are mindful of the need to review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the Anti-Bullying Policy and practice of the Academies.

Where specific training needs have been identified for particular members of staff, the Head teacher will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Policy agreed on: JUNE 2024 _____

Signed on behalf of the Trustees: _____

Committee: TEACHING, LEARNING & WELFARE _____

Author: KIM TAYLOR, CEO _____

Review date (optional): JUNE 2025 _____

Website Y/N