



# ANTI BULLYING POLICY

Ratified by Governors/Principal:	Children, Families and the Community Governor Committee
Current ratification date:	Summer 2016
Review frequency:	Two years
Next review date:	Summer 2018
Responsibility of:	Ray Donnison

## **VISION STATEMENT**

We want to create a vibrant learning community in which young people are inspired and motivated to achieve excellence, whilst immersed in a positive, can do culture.

As an Academy we are passionate about raising standards of attainment for our students through an innovative curriculum, quality first teaching and learning and a swift and easy response to the needs of learners to ensure that support enables them to reach their full potential.

Although at Freebrough Academy instances of bullying do not happen routinely, we recognise that it happens, we deal with it swiftly and we want to take every step to reduce its occurrence.

## **LINKS TO OTHER POLICIES**

This policy has specific links to the other policies within the Academy such as: Behaviour for Learning, Safeguarding, Student Equality and Diversity, E-Safeguarding and the Data Protection policy; these can be located on the Academy website.

## **BULLYING DEFINITION**

At Freebrough we believe everyone has the right to learn and work in an environment free from harassment, discrimination and bullying, in which they feel safe.

Freebrough Academy believes that the definition of bullying is as follows:

- A persistent, deliberate attempt to humiliate or hurt someone
- Deliberate hurtful behaviour, often repeated over a period of time.

There may sometimes be a misunderstanding about the meaning of the term “bullying”: one off incident, whilst they may be very serious and must always be dealt with, does not fall within the definition of bullying.

### **Bullying is not:**

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy

### **In most cases you will find that:**

It is deliberate hostility and aggression towards the victim, the victim is weaker and less powerful than the bully/bullies and the outcome is always pain and distress for the victim

There are various types of bullying but most have three things in common:

- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves
- It is deliberate and hurtful behaviour

### **Bullying can be:**

- Verbal
- Intimidation
- Physical
- Emotional
- Cyber
- Transphobic
- Homophobic
- Sexual
- SEND
- Racial

### **DfE DEFINITION OF BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via a text message or internet) and is often motivated by prejudice against a particular group, for example on the grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgement about a specific case.

### **Signs to look out for:**

If someone is being bullied they may demonstrate some of the signs below

- Cuts, bruises or aches and pains, which are not adequately explained
- Frown or look unhappy
- Clothes or possessions are damaged or lost
- The child or young person requests extra money or starts stealing
- The child or young person starts leaving home or returning home at an earlier or later time, or uses a different route.
- The child or young person starts to avoid the company of a particular person or group of people
- The child or young person loses interest in a previously favoured activity
- The child or young person is reluctant to return to a particular place or activity
- A marked change in the child or young person's behaviour
- Attendance begins to suffer
- Concentration and school performance deteriorate
- Behaviour becomes more immature or there is a re-appearance of previously resolved problem behaviour
- Behaviour becomes withdrawn, moody, aggressive or uncooperative.
- Child or young person tries to move away from the aggressor
- Do not take turns, the aggressor remaining dominant throughout
- Attract other children or young people's attention
- There is sleep (including bed wetting) or appetite problems

## **Forms of bullying**

Freebrough Academy recognises the different types of bullying. Verbal, physical, emotional and cyber tend to be the most common. However in the event homophobic, racial, SEND, sexual or transphobic occur the academy is equipped to combat these forms of bullying.

### **Verbal**

Verbal bullying occurs when someone uses language to gain power over his or her peers. The verbal bully makes use of relentless insults and teasing to bully his or her peers. For instance, a verbal bully may make fun of a peer's lack of physical capabilities, may tease a peer, and/or may call a peer names based on appearance. Forms of verbal bullying are:

- Name calling
- Graffiti
- Threatening of physical violence

### **Physical**

Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include:

- kicking
- punching
- hitting
- tripping
- spitting
- other physical attacks

Physical bullying may also involve taking someone's possessions and threatening to hurt someone. It can also include, stealing or damaging others property.

### **Emotional**

Emotional bullying is when someone deliberately causes distress resulting in someone developing low self-esteem, avoiding situations and becoming withdrawn (quieter than usual). Emotional bullying can be:

- spreading rumours;
- excluding the individual, for example, from games;
- talking about others behind their back;
- intentionally hurting someone's feelings

### **Cyber**

- The Academy website includes a definition of E-Safety which indicates how students can keep themselves safe and also assures parents that their child can access the internet safely when in school. There is also a link to CEOP which allows students to report abuse. This also has a link to the CEOP website in which there is a multitude of information, advice and tips on how to not only tackle Cyberbullying but also how to prevent it from happening.
- We also have a link to the Thinkuknow.co.uk website which again offers support and guidance to our students.

- In our Library we have a Cyberbullying display for students and staff to access with leaflets offering support and guidance. There is a definition displayed and advice on how students can keep themselves safe when on the internet.
- During Anti Bullying week the FAB team lead assemblies and students take part in group discussions around the issues of bullying during tutorial.
- Also on our website we have a section on internet safety that both students and parents can access.

Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. Forms of cyber bullying are:

- Mobile Phones
- Ipods
- Social networking sites such as Facebook
- Xbox/DS/ Playstation
- Webpages
- Chat Rooms
- Hate Websites
- Videos and Cameras

## **SEND**

Bullying related to children with a Special Educational Need either physically or mentally including a sensory impairment and hidden impairment, the effects on the learners ability to carry out normal day to day activities are adversely substantial and long term. These may include:

- Deaf
- Autism
- ADHD/ OCD/ ADD
- Learning disabilities
- Dyslexia
- Epilepsy
- Diabetes

They also may be less able to accurately report what has happened, meaning that bullying of these children is often more difficult to pick up on and resolve.

## Racial

The school follows the guidelines laid down for supporting racial equality and cultural diversity as set out in the race relations. Racial bullying includes behaviours such as:

- treating people badly because of their racial or ethnic background,
- saying bad things about a cultural background,
- calling someone racist names, or telling racist jokes.

Racist bullying can also include abuse towards travellers or due to a person's religion.

## Sexual

Sexualbullying includes behaviours such as:

- leaving someone out or treating them badly because they are a boy or a girl
- making someone feel uncomfortable because of their sex
- making sexist comments or jokes
- touching
- pinching
- grabbing someone in a sexual way
- making crude comments about someone's sexual behaviour
- spreading a sexual rumour about someone
- calling someone gay, a fag, a lesbian, or other names like that

Sexual bullying can also include rude gestures, spreading rumours and sometimes it may include sexual harassment and bullying can even become physical.

## Sexist Bullying

Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Young people's expectations and attainment can be limited to sexist attitudes, sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

## Homophobic

Homophobic bullying is defined as bullying behaviours that are motivated by prejudice against a person's actual or perceived sexual orientation or gender identity. Homophobic bullying may be an isolated incident or a repeated pattern of behaviour. It can range from seemingly simple comments to physical violence. Homophobic bullying often happens in secret. Homophobic bullying includes:

- Name calling
- Public ridicule
- Hitting, kicking
- Social isolation
- Teasing
- Frightened by a look or stare
- Belongings taken
- Sexual assault
- Rumour spreading

## Transphobic

Transphobic bullying is aimed towards someone who is transgender. Transgender is an umbrella term that describes someone whose sense of gender or gender identity is seen as being different to the typical gender norms. Anyone whose expression of their gender identity may be interpreted as different from wider cultural or social norms of being male or female may experience bullying related to this. Boys and girls may be equally affected and is commonly underpinned by sexist attitudes.

## **How bullying is dealt with in Freebrough Academy**

Bullying is taken very seriously at Freebrough Academy and is something which we as an Academy do not tolerate. In the event that bullying occurs there are number of ways in which bullying is dealt with which are both efficient and effective.

If parents wish to report any form of bullying they are welcome to contact the Academy via the telephone and ask to speak to the relevant Pastoral Leader. We will then ensure that the incident is dealt with both efficiently and effectively. Parents are involved in the process from start to finish in order for them to know that their child is safe and to reassure them that the Academy takes all forms of bullying seriously and every child is treated equally. Alternatively, if parents wish to make an appointment to speak to a staff member in school you are more than welcome to do this by contacting the main office and asking to speak to the relevant staff member. Please refer to the flowchart on page 13 which indicates the process we take when dealing with any bullying incident.

### Pastoral Leader

In the first instance of bullying, students normally come and report it to their Pastoral Leader, who is a member of staff that is responsible for their pastoral care. The Pastoral Leader will then take an incident sheet from the student which includes details of the incident. The first form of dealing with the bullying is to speak with the students involved and make clear to them the consequences of their actions. Any incidences that arise are logged onto the Academy bullying log and parents are always informed.

### Tutor

The tutor is there to support any student with regards to problems they may be experiencing. The students see their tutor on a regular basis and they make sure that any incidences are dealt with effectively. The tutor liaises with the relevant Pastoral Leader with regards to any bullying issues. The tutor will also contact parents.

### Anti-Social Behaviour Officer

In the event that the bullying is more serious, the Anti-Social Behaviour Officer is invited into school to speak with the students involved. This leads to a letter been sent home to parents which informs them that their child has been spoken to and details the incident that they have been involved in.

### Counsellors

The school counsellor may also become involved in bullying incidences in which they offer mediation work for all students involved. This allows the students the opportunity to begin building their relationships with the peers and to allow them to work on strategies that may support them in the future.

### Tutors and teaching staff

In the event that a young person is experiencing bullying, they may report this to their tutor or teacher. They then liaise with the Pastoral Leader in how to tackle the bullying and ensure that they support the student and deal with the incident quickly and effectively. It may be that the member of staff re arranges their seating plan in order to support the student.

## FAB Team (Freebrough Against Bullying)

Ofsted recognise the success of the FAB team and the support that they offer our students. The team have been awarded the Diana Ambassador Award and through our work with feeder primary schools, are recognised not only in the local community but also in the wider areas such as Hartlepool. All FAB members are trained to become Anti-bullying ambassadors. Visitors to the Academy comment on the ethos of our school and the polite and respectful way that students and staff treat each other. Parents can feel confident that their child is safe and happy when in the Academy.

The FAB Team are one of the most important teams in the building. They consist of a group of students from all ages who work closely with Miss Vodden to prevent bullying in the Academy. The team have implemented a number of strategies to support this and the students within the Academy which are as follows:

- Comment Corner – a paper and online provision whereby students can confidentially ask questions/ make suggestions on any aspect of Academy life. Responses are displayed on notice boards around the Academy
- Publicity is managed by the FAB team in which all posters, banners, leaflets etc. are discussed and designed by members of the team
- Each member of the team is a peer mentor to the younger and vulnerable students. They hold regular 1:1 meetings with the students and support them with their needs
- Regular assemblies are held in which the team give regular updates to both the students and staff within the Academy on new events
- The team meet every Monday lunchtime to discuss the weekly events, make suggestions and to discuss the next steps in terms of bullying in order to make Freebrough a No Bullying Zone
- The team go into local primary schools and speak with the younger students on the work and support that they have on offer at the Academy. They also work alongside the younger students and are a familiar face to them when they start the Academy.
- The FAB team complete a bullying log with regards to any incidences that may have arisen and inform the Pastoral Leader.
- Lead on tutor group activities based on Anti Bullying

## Dealing with bullying of specific types

### Tips for tackling SEN

- Be alert for changes in what is usual for SEN children. Some SEN children will not be able to tell you if they are being bullied so look for unspoken signs too.
- If you use a communication system, make sure it allows children to tell you about bullying. You could make some picture cards or learn some new signs to communicate this.
- Make sure that all children are fully aware of what bullying is.
- Prepare the whole class if a child is being placed with you whose behaviours may appear strange/ confusing to other children.
- Make sure any bullying problems are included at the annual review, even if this is only to say that they have now been sorted out



### Dealing with Racism

Racist incidents will be dealt with in a similar way bullying. Pupils will be helped to understand why their words are unacceptable. Should a child persist in racist name calling after being told why it is wrong, it will be treated seriously and parents will be informed. All racist incidents will be recorded.

### Dealing with Sexist, Sexual or Transphobic Bullying

When responding to an incident of sexist, sexual and transphobic bullying, the school needs to ensure it is engaging with: the individual or group who have experienced bullying, the individual or group engaging in bullying behaviour and the wider community. Schools must always consider whether safeguarding children processes need to be followed in order to protect a child or young person experiencing sexist, sexual or transphobic bullying (which could constitute sexual abuse or intimidation) from the perpetrator of the abuse, or to protect a perpetrator whose behaviour is thought to be underpinned by abuse taking place at home or another setting. School staff need to be fully trained in how to do this. Relevant support structures need to be in place within the school. This can include the training counsellors and pastoral support staff. It may also include referrals to specialist support organisations.

### Responding to students who engage in bullying behaviour

This involves applying appropriate disciplinary sanctions to arrest the bullying behaviour and putting appropriate support in place to address the attitudes and problems that underlie the bullying behaviour. School staff should be trained to ensure they respond consistently, appropriately and proportionately to students engaging in sexist, sexual and transphobic bullying. Schools should determine what sanctions to use in light of the specific bullying incident. It is important to remember that displaying bullying behaviour of this nature may in some cases expose underlying problems such as abuse at home so again staff need to consider whether safeguarding processes should be followed. Specialist external agencies may need to be involved in responding to bullying behaviour. For example the police or education programmes that work with young men.

### What students being bullied can expect

You will be listened to and taken seriously.

Action will be taken to help you stop the bullying.

You will be involved in the process of deciding what action to take to help and stop the bullying and any worries that you might have will be listened to and respected. This might include:

- Daily/ weekly check in with a member of staff
- Support from the FAB team
- Peer Support
- Safe area arranged
- Parents informed

If the bullying persists you will be given the opportunity to talk about the way that the bullying is making you feel and to find strategies to deal with these feelings and to understand and cope with the bullying behaviour. You will have the opportunity to gain support from

- Anti-Bullying and Behaviour Consultant
- Counselling Mediation
- Self – esteem group
- FAB Team
- Peer Mentors
- CAMHS
- The Junction

#### What the bullies can expect

Your bullying behaviour will be challenged.

You will be treated fairly.

You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This might include:

- Daily/ weekly check in with a member of staff
- Peer support
- Break/ Lunch privileges removed
- Parents informed

If the bullying persists you will be expected to work with trained staff to look at the reasons that you have been bullying to find out and put into practise ways of behaving.

If the bullying still persists you will be offered the chance to talk to staff from other agencies such as CAHMs, school nurse, Anti Bullying Coordinator, Targeted Youth Support and your parents will be invited to this meeting.

If the bullying persists further you and your parents will be given the opportunity to discuss it with the principal and further steps would include the Chair or Governors.

#### What parents can expect

All parents/ carers can expect to be kept informed of the Academy's anti – bullying work as and when it is carried out during the academic year. Staff will do their best to address concerns that you might have about bullying; and you will be asked to co-operate with the Academy in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied you can expect that:

- You and your child will be listened to and believed
- Staff will ensure that you are involved in the process of supporting your dealing with the bullying
- Staff will do their best to address any concerns you might have
- Wherever necessary the Academy will put you in contact with outside agencies that can help to support you and your child in addressing his/her experience of being bullied – see page 10

If your child is bullying another student, you can expect that:

- You and your child will be listened to
- Your child will be treated fairly
- Your child will be expected to change his/ her behaviour and supported and encouraged in doing so by staff. This might include Restorative Practise work being carried out with your child
- Wherever necessary, the Academy will put you in contact with outside agencies that can help support you and your child in addressing his/her bullying behaviour.
- All staff receives appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying.
- Staff consistently model positive behaviour in their interactions with each other, with parents and carers and with pupils.
- Pupils and staff understand the importance of using inclusive and non-derogatory language.
- Difference between banter and interactions that can threaten or hurt
- Firmly challenge inappropriate interactions including prejudice based and aggressive language.

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The role of the staff:

- Promote an environment that is constructive and safe for all students through their own teaching practise and actions
- Follow the procedures set out in this policy when you are dealing with bullying
- Staff need to be visible and interacting with students both in the outside area and dinner are
- Work in cooperation with staff, students, parents/carers, staff from other organisations in the local community and the Academy's chair of governors to help combat bullying
- Take a whole approach – all staff must deal with bullying the same way
- Feedback – to young people and where appropriate parents to be informed
- Strong communication between staff
- Staff consistently model positive behaviour in their interactions with each other, with parents, carers and with students
- Students and staff understand the importance of using inclusive and non-derogatory language
- Students are helped to understand the difference between banter and interactions that threaten or hurt
- All staff receive appropriate and regularly updated training to give them knowledge, skills and confidence to teach students about diversity and the effects of bullying
- Staff consistently and firmly challenge inappropriate interactions including prejudice based and aggressive language
- In order to support our new Y7 students we have in place early transition. Early transition allows students to start Freebrough Academy three weeks before the summer holidays. During this time the students meet their new teachers, tutor, are placed in their small school and have the chance to work with our students. Early transition eliminates any concerns or worries that the parent or student may have about starting their new school. We are the only Academy in the area that offers this to students and it is very successful. Students have the chance to work with the FAB team and are given a peer mentor who ensures that the student's first days at school run smoothly for them. Our SENCo visits the primary schools to meet with our new students and again this allows them to build positive relationships with both staff and students.
- During the London 2012 Olympics we adopted the Olympic Values as our Freebrough Values. We try to show the values in everything we do, the values include:

- Friendship
- Courage
- Determination
- Inspiration
- Respect
- Equality
- Respect
- Excellence

During tutorial sessions we work on SMSC (Social, Moral, Spiritual and Cultural) in which students take part in debates and discussions on topics which include Anti Bullying. We have also recently taken part in a social norms survey in which students gave their opinion on certain aspects of school life and these are displayed around the Academy. We also have displayed our SMSC tiles in which students created visually what they believe SMSC stands for and how we can embed them in our everyday school lives. OFSTED recognise the work of the Freebrough Against Bullying team and the support that they offer to students. Through the peer mentoring programme students are given one to one sessions with their mentor during tutorial time and students are confident that they can speak to both staff and each other about their issues. There are also posters displayed around the school and in each classroom we have placed the flowchart which indicates support and how bullying is tackled. The FAB team also have designed their own postcards which again indicate the support they offer and students have access to this.

What governors can expect:

- Give their feedback on the monitoring and evaluation of the anti-bullying policy and practices in the Academy
- Publicly support the Academy's anti-bullying messages
- Provide an anti-bullying link governor to support the anti-bullying Academy leader
- Attend bi annual anti-bullying training
- Providers of initial teacher education should ensure that trainees learn about bullying including prejudice based bullying and language as part of their training on behaviour.
- Develop systems to independently seek the views of students, parents, carers and staff on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all learners
- Require the school's analysis of bullying and the actions taken to be included in the Principal's reports to governors and challenge and support the school accordingly

## How bullying is dealt with in Freebrough Academy

