



MacIntyre Academies Discovery Academy

Anti-Bullying Policy

Person Responsible:	Principal
Date of first draft:	June 2015
Date of staff consultation:	
Date adopted by the Trust Board:	July 2015
Date of implementation:	July 2015
Date reviewed:	July 2016
Date of next review:	July 2019

1. Purpose

This policy sets out the procedures governing the action to be taken in respect of bullying concerns relating to Children and Young People at Discovery Academy.

2. Scope

This policy applies to all MacIntyre Academies employees, including volunteers and supply/agency staff, as well as Local Advisory and Trust Board Members.

3. Introduction

This policy is written in accordance with:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Keeping Children Safe in Education 2016
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- SEND Code of Practice 0-25 years, 2014

The policy should be read alongside Discovery Academy:

- Curriculum
- Safeguarding & Child Protection
- Positive Behaviour Policy
- e-Safety Policy
- Complaints Policy

Definition of Bullying

Bullying may be defined as “Behaviour by an individual or group, usually repeated over time and on purpose, that intentionally hurts another individual or group either physically or emotionally”. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils. Bullying results in pain and distress to the victim.

There is no legal definition of bullying, however, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting. embarrassing (e.g. hiding books, threatening gestures).

- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: Relating to race, religion or culture. Can include Racial taunts, graffiti, gestures,
- Sexual/sexist: Unwanted physical contact or sexually abusive comments
- Homophobic: Abuse because of, or focussing on the issue of sexuality
- Verbal: Name calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, such as email and chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera & video facilities

Our young people also may be vulnerable to bullying related to their Special Educational Needs, appearance or health conditions, or related to their home circumstances (they may be home carers, or looked after children).

4. Bullying and Autism

Children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with an ASD to understand other people's intentions, and makes them an easy target for bullies. Because children and young people with autism may be unaware that others 'judge' their behaviour they may be especially vulnerable to bullying in the community.

Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASD. For example, a vulnerable pupil may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him/her to do things for them. Another example may be where a pupil with autism becomes obsessional about another pupil and targets them in either a positive or negative way.

Additionally, due to theory of mind impairments, most pupils with autism have very little understanding of the feelings of others. It is difficult therefore, to be sure that the behaviour was 'deliberately hurtful'. For example pupil A may frequently shout at pupil B not because he wants to upset him but because he is curious about B's reactions.

Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the pupil learns about the impact of their remarks and how to interact more appropriately.

Such issues will be explored through staff training and all Discovery Academy staff will be trained to understand and address these from an autism specific perspective.

Bullying and Wellbeing

'Mental health is defined as a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community' (Promoting Mental Health: Concepts, Emerging Evidence Practice. World Health Organisation (WHO, 2005)

At Discovery Academy we want to provide an environment that promotes good wellbeing, and prevention of bullying and discrimination is key to this. Bullying has a significant impact on young peoples' emotional wellbeing and identity. Many of the young people at our school have identified mental health issues which means that they may be more vulnerable to bullying and its effects. We ensure that young people are supported with their mental health

needs in a non-stigmatising way.

We understand that disruptive, bullying or challenging behaviour can be a result of difficulty to express distress. We support the emotional needs of those who are bullied and who bully others.

We must respond to bullying effectively, listening to young people to prevent young people from developing other coping strategies such as self-isolation or self harm, which would affect their ability to engage in learning and their wider relationships. We support young people to talk about the affects of bullying.

Key contacts in School

Leads who have a special interest in bullying are the safeguarding leads for school and the Trust.

Designated Safeguarding Lead (DSL) and named contact for this policy:

Matthew Pike (Principal)

Training Completed 3/07/2015, also booked in for 18/10/16 and 3/11/16

Deputy Safeguarding Lead:

Kendrick Poxon (Deputy Principal)

Training Completed 22/9/15 and 1/10/15

Nominated Safeguarding Lead LAB member:

Kirsty Firth (Parent Representative)

Training Completed 03/02/16

Nominated Safeguarding Lead Trustee:

Brenda Mullen, CEO

Training completed 04/09/15

5. Underlying Principles

At Discovery Academy we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We are inclusive and celebrate diversity. Bullying of any kind is unacceptable at Discovery Academy. If bullying does occur, we want all pupils to be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING School. This means that anyone who knows that bullying is happening is expected to tell the staff so it can be dealt with.

We believe that:

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- We do not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

6. Aims

We aim to provide a caring, positive and safe environment, where children feel safe, secure and respected, where they feel protected and confident that they will be listened to. We recognise that our children are vulnerable to bullying and some have experienced or witnessed it. We aim to:

- To teach our pupils how to treat each other with respect.
- To enable pupils to understand when they are being bullied and to give them strategies to be able to speak out and deal effectively with these situations, wherever they may occur.
- Make pupils and parents feel assured that they will be supported when bullying is reported.
- Seek to learn about good practice in antibullying, from other schools, organisation and the local authority.

7. Objectives

To achieve our aims we will ensure that:

- All advisory board members, teaching and non-teaching staff, pupils and parents are trained or informed to have an understanding of what bullying is, be aware of the signs of bullying and how to raise concerns.
- We teach pupils about bullying and how to abide by the anti-bullying policy, ensuring they understand that concerns will be dealt with sensitively and effectively.
- We raise awareness during anti-bullying week.
- We train and support staff to promote positive relationships and implement the PHSCE curriculum, supporting social development for pupils.
- We discuss, monitor and review our anti-bullying policy on a regular basis at team meetings and LAB meetings.
- All pupils and parents know what the policy is on bullying at Discovery Academy, and what they should do if they have concerns about bullying.
- We respond to all concerns raised about bullying, reporting back to alertors on actions taken.
- We involve other agencies in developing our policy and practice, seeking advice and training.

8. Responsibilities

Principal

- To oversee the implementation of the policy, including in induction and ongoing training for staff, volunteers and pupils on placement and to oversee the review and updating of the policy every two years.
- To ensure appropriate and timely training is delivered to all staff.
- To ensure the ethos of a caring, respectful and safe environment is evident throughout Discovery Academy.
- To ensure effective joint working with Quest Academy, MacIntyre Endeavour Academy and other organisations/agencies.
- To make recommendations to LAB for any amendments to policy or procedure.
- To ensure appropriate learning opportunities, regarding bullying, are delivered to pupils.
- To oversee the monitoring and investigation of all allegations of bullying, ensuring parents are informed and that appropriate interventions are put in place.
- To review bullying data on a half termly basis.
- To analyse data and report to the local advisory board on bullying incidents and concerns on a termly basis.

All Staff

- To notify their line manager of incidents of bullying and to follow the appropriate Discovery Academy procedures.
- Senior leaders are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings.
- All employees have a duty of care that requires them to act in the young person's best interest and to treat all young people we support fairly, with respect and understanding.
- All persons have a duty to report any concerns about bullying to the Principal, or if appropriate to the LAB or CEO.
- To respond to all young people in a calm and positive manner.
- To provide positive role models to all pupils ensuring that their behaviour reflects the good practice of Discovery Academy.
- To value every young person and their right to learn free from bullying and discrimination.
- To enable and support pupils to understand what bullying is, how it may affect them and others and how to manage challenging situations.
- To work with their team, staff in other settings, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach.
- To liaise with other agencies regarding the prevention of bullying relating to pupils following inclusion programmes.

Volunteers and pupils on placement/work experience

- To follow the anti-bullying policy and guidance given
- To request support and advice when necessary

Our Pupils

- To respect those around them and treat them as they would wish to be treated.
- To work with staff to develop and follow a set of ground rules.
- To report all incidents of bullying to a member of staff.

Parents and carers

- To keep Discovery Academy informed about concerns, problems and family circumstances which may affect their child's behaviour or well being.
- To work with staff to plan and implement individual support plans that recognise and combat bullying.

9. Procedures

Why is it Important to Respond to Bullying?

Bullying hurts and can have a long term and serious impact upon a person's life and well being. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

All educational settings have a responsibility to respond promptly and effectively to issues of bullying. At Discovery Academy we understand that bullying may be considered a form of abuse and will be treated as a child protection/safeguarding concern. We also understand that bullying may be a criminal matter under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Prevention

At Discovery Academy we are committed to preventing bullying. We use the following methods:

- We provide young people with clear message and expectations to promote respectful relationships, language, and positive behaviour.
- We recognise and celebrate diversity.
- Invest in staff training and skills e.g. to understand LGBT pupils.
- We work with students to develop ground rules and codes of conduct for positive behaviour.
- We ensure that pupils have appropriate targets in their IEPs relating to behaviour.
- Our PSHCE curriculum helps pupils to understand what constitutes bullying, its impact and the roles of people involved including bystanders.
- We support pupils to develop the personal, social and emotional skills that help protect them from bullying.
- Pupils are taught and encouraged to report bullying incidents to staff.
- We address online safety with pupils and parents/carers.
- Have defined levels of supervision for pupils between lessons, at breaks and lunchtime.
- Provide pupils with safe places and people that they can go to if they are feeling vulnerable.
- Using social stories about bullying.
- Using Anti-bullying week to revisit staff training and to raise awareness throughout Discovery Academy.
- Displaying signs saying what to do if pupils are worried, upset or being bullied.
- We have annual staff training prior to Anti-bullying week.

Interventions

- Pupils and parents/carers can raise concerns with any member of staff about bullying, or report an incident of bullying. Lead people are identified in the policy introduction.
- Pupils witnessing bullying should provide support to their peer and bring this to the attention of an adult.
- Staff will record and investigate all incidents of reported bullying promptly using Discovery Academy standard incident recording form.
- Any alert will be responded to by a member of the school's safeguarding team the DSL or ADSL.
- The school will respond to any alerts or concerns involving its pupils, even if it has taken place outside of school. Appropriate investigations will be undertaken to gather the facts about any alleged bullying incident in or out of school.
- The DSL or ADSL will make a referral to the Local Authority Safeguarding Board or police if appropriate.
- Parents/carers will be informed and, in serious cases, will be asked to come in to a meeting to discuss the problem.
- Interventions will be planned to enable pupils to recognise what bullying is and to develop

- strategies to overcome it.
- Short and longer term monitoring will be used to ensure that strategies to overcome a bullying incident have been successful.

Supporting a victim of bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- active listening;
- advice;
- assertiveness training;
- named pupil/ staff member to provide appropriate support;
- regular checking with the pupil regarding their well-being.

Outcomes

- Where necessary interventions will be planned to help bullies to acknowledge their responsibility, to recognise the harm caused and to support them to change their behaviour.
- The bully (bullies) may be asked to genuinely apologise. Restorative justice strategies may be used.
- If possible, the pupils will be reconciled.
- All necessary steps will be taken to safeguard the victim of bullying.
- As per our behaviour policy we will not impose a generic sanctions system for bullying incidents or other acts, instead we take a “some actions bring particular consequences” stance to support learning.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not recur.

Monitoring Compliance and Impact

We will review this policy at least once every two years, or following an incident that suggests the need for review. We will also take into account developments in technology that impact on bullying. We will monitor bullying by:

- Recording and investigating all reported incidents of bullying
- Reviewing records every half term
- Reporting on bullying to the LAB on a termly basis, or as requested

We will consider that we are succeeding if:

- A high percentage of pupils are able to demonstrate an awareness of what bullying is and what to do to stop it.
- Students say they would go to a member of staff if they were feeling unhappy or worried.
- Staff demonstrate understanding of this policy.
- Analysis of data shows a decrease in reported incidents of bullying.

Appendices:

1. Signs and symptoms of bullying
2. Expert Advice and Specialist Organisations

Signs and Symptoms – a useful checklist

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from Discovery Academy
- doesn't want to go to Discovery Academy on the school /public bus
- begs to be driven to Discovery Academy
- changes their usual routine
- is unwilling to go to Discovery Academy (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in Discovery Academy work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- begins to harm or cut themselves
- begins to wet or soil themselves at night

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Expert Advice and Specialist 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.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>

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.

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.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.