

DOVE HOUSE SCHOOL ACADEMY TRUST

Anti-Bullying Policy

Policy Title	Anti-Bullying Policy	
Author / Reviewer	Senior Leadership Team	
Trustee Committee	Delegated to the Headteacher	
Signed by: Tom Pegler (Headteacher)		
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STATEMENT OF INTENT

Dove House School Academy Trust believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

Current legislation outlines a number of legal obligations regarding the school's response to bullying. Schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behaviour Policy, which is communicated to all students, staff and parents/carers.

All staff, parents/carers and students work together to prevent and reduce any instances of bullying at the school. There is a **zero-tolerance** policy for bullying at Dove House School Academy.

1. Legal framework

This policy has due regard to appropriate statutory legislation and DfE guidance.

2. Definition

- 2.1. For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2. Bullying is generally characterised by:
 - Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
 - Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
 - Targeting: Bullying is generally targeted at a specific individual or group.
 - Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

3. Types of bullying

- 3.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 3.2. Bullying can be acted out through the following mediums:
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyber)
- 3.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- 3.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4. Prevention

- 4.1. The school clearly communicates a whole-school commitment to addressing bullying and is regularly promoted across the whole school.
- 4.2. All reported or witnessed instances of bullying in the school are challenged by a member of staff.
- 4.3. Staff encourage student co-operation and the development of interpersonal skills through the use of group work and pair work.
- 4.4. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- 4.5. Changing and organising seating arrangements in class helps to prevent instances of bullying.
- 4.6. Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 4.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, house/tutor activities, sporting activities and cultural groups.
- 4.8. All members of the school community are made aware of the school's Anti-Bullying Policy.
- 4.9. All staff members receive training on identifying and dealing with the different types of bullying.
- 4.10. A safe, supervised place is available for students to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

5. Signs of bullying

- 5.1. Some of the signs that a student may be victim of bullying include, but are not limited to, the following:
- Being frightened to travel to or from school
 - Asking to be driven to school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning

- Decreased involvement in schoolwork
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - Asking for extra money or stealing
 - Cuts or bruises
 - Lack of appetite
 - Unwillingness to use the internet or mobile devices
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered
 - Change in behaviour and attitude at home
- 5.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

6. Staff principles

- 6.1. Prevention is at the forefront of the school's Anti-Bullying Policy.
- 6.2. Staff treat reports of bullying very seriously.
- 6.3. Staff do not ignore signs of suspected bullying.
- 6.4. Unpleasantness from one student towards another is always challenged and never ignored.
- 6.5. Staff act immediately; this applies to all staff, not solely teaching staff.
- 6.6. Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.
- 6.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

7. Roles and responsibilities

- 7.1. It is the responsibility of all staff to be alert to possible bullying of students and to deal with incidents as the highest priority.
- 7.2. The Senior Leadership team and pastoral team reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 7.3. The Assistant Headteacher keeps a record of all reported incidents including which type of bullying has occurred to allow for proper analysis of the data collected.

- 7.4. The Assistant Headteacher analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 7.5. The Headteacher arranges appropriate training for staff members.
- 7.6. Each Head of Key Stage corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- 7.7. Teachers, LSAs and Form tutors are alert to social dynamics in their class and are available for students who wish to report bullying. They also provide follow-up support after bullying incidents.
- 7.8. Teachers, LSAs ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's form tutor of such observations.
- 7.9. All staff will avoid gender stereotyping when dealing with bullying.
- 7.10. Parents/carers are advised to inform their child's Form tutor if they are concerned that their child may be bullied or be involved in bullying.
- 7.11. Students are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- 7.12. Students are taught not to make counter-threats if they are victims of bullying.
- 7.13. Students are taught to walk away from any dangerous situations and avoid involving other students in incidents.
- 7.14. Students are advised to retain all evidence of cyber bullying.

8. Procedures

- 8.1. Minor incidents are recorded on CPOMs and investigated by either the Form tutor or the pastoral team.
- 8.2. When investigating a bullying incident, the following procedures are adopted:
 - The victim, alleged bully and witnesses are all interviewed separately
 - Members of staff ensure that there is no possibility of contact between the students interviewed, including electronic communication
 - If a student is injured, members of staff take the student immediately to the school nurse for a medical opinion on the extent of their injuries
 - A room is used that allows for privacy during interviews
 - A witness is used for serious incidents

- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
 - Premature assumptions are not made, as it is important not to be judgemental at this stage
 - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
 - All concerned students are informed that they must not discuss the interview with other students
- 8.3. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

9. Sanctions

- 9.1. If the tutor or member of the pastoral team is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 9.2. The tutor or member of the pastoral team informs the student of the type of sanction to be used in this instance (detentions, loss learning time) and future sanctions if the bullying continues.
- 9.3. If possible, the tutor or member of the pastoral team will attempt reconciliation through restorative justice techniques.
- 9.4. The bullying student is helped to understand that some students do not appreciate the distress they are causing, and that they should change their behaviour.
- 9.5. Parents/carers are informed of bullying incidents and what action is being taken.
- 9.6. The Head of Key Stage informally monitors the students involved over the next half-term.

10. Support

- 10.1. The Form tutor or pastoral team will lead in ensuring they 'check in' with any victims of bullying to ensure the bullying has stopped and they feel happy and safe in school. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 10.2. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

- 10.3. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

11. Follow up support

- 11.1. The progress of both the bully and the victim are monitored by their Form tutors. One-on-one sessions to discuss how they are progressing may be appropriate.
- 11.2. If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.
- 11.3. Students who have been bullied are supported in the following ways:
- Being listened to
 - Having an immediate opportunity to meet with their head of Key Stage or a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate
- 11.4. Students who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
 - Being able to discuss what happened
 - Reflecting on why they became involved
 - Understanding what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents/carers

12. Bullying outside of school

- 12.1. Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 12.2. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff.
- 12.3. The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate students' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

- 12.4. The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student.
- 12.5. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed

13. Policy review

- 13.1. This policy is reviewed every two years by the Senior Leadership team and pastoral team. The Headteacher approves the policy.