



THE ACADEMY OF  
**ST FRANCIS  
OF ASSISI**

# Anti-Bullying Policy

<b>Review Period</b>	Biannually
<b>Person Responsible for Policy</b>	Headteacher
<b>Policy written by</b>	Ms J Leech
<b>Governing Committee</b>	Full Governing Body
<b>Updated</b>	October 2021 January 2023
<b>Approved by FGB</b>	Due February 2023
<b>Date for Review</b>	January 2025

Our community is based on our values of respect, ambition, pride, happiness, peace and reconciliation. We are committed to providing a safe and caring environment that is free from disruption, violence, and any form of harassment so that every one of our students can develop to their full potential.

We treat all our pupils and parents fairly and with consideration and we expect them to reciprocate towards each other, the staff, and the school. Any kind of bullying is unacceptable.

### **The aims of this policy**

- To provide a safe supportive learning environment, in partnership with home and school, and help reduce the incidence of bullying in the Academy
- To safeguard and support the victim
- To discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.
- To prevent bullying and to know that bullying is not tolerated by raising awareness through education.
- To ensure that everyone, including governors, teaching and nonteaching staff, pupils and parents/carers should understand what bullying is
- To ensure that there is an effective system of monitoring bullying incidents in place
- To give guidance so that bullying incidents can be dealt with consistently
- To set out a programme of awareness raising and education with the whole school community
- To provide for a means of support for both victim and bully

### **The law**

The Academy of St Francis of Assisi endeavours to comply with the legal requirements placed on schools and governing body to maintain acceptable standards of discipline and regulate the conduct of pupils (rules, rewards, sanctions, and behaviour management strategies) to “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils”, Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty; ‘The Equality Act 2010’. The public sector equality duty has three aims:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. Foster good relations between people who share a protected characteristic and people who do not share it.

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they will seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. (DFE Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

Our school has an allocation of time from a Safer School Police Officer.

### **What is bullying?**

According to the DFE (2017):

***“There is no legal definition of bullying. However, it’s usually defined as behaviour by an individual or group that is:***

- ***Repeated over time***
- ***Intended to hurt someone or a group either physically or emotionally***
- ***Often motivated by prejudice against certain groups, for example because of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.***

***It takes many forms and can include:***

- ***physical assault/violence***
- ***emotional***
- ***teasing***
- ***making threats/intimidation***
- ***name calling***
- ***cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)”***

Specific types of bullying include bullying related to race, religion or culture; SEN or disabilities; appearance or health conditions; sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The DFE in their advice: Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017, state that,

***“Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.”***

**Bullying can take place:**

- Between pupils (child on child abuse)
- Between staff
- Between pupils and staff
- Between parents and staff
- And by individuals/groups who may bully pupils as they arrive at or leave school. Such bullies might include pupils who have recently left school.

It can take place face to face, indirectly or using a range of cyber bullying methods.

**Acts of bullying can be:**

- **Physical:** pushing, kicking, hitting, pinching, and any other forms of violence including threats of violence.
- **Verbal:** name-calling, taunting, mocking, sarcasm, making offensive comments, spreading rumours, threats, persistent teasing.
- **Social (indirect verbal comments):** unkind comments made in the proximity of the victim.
- **Emotional:** excluding (i.e. ignoring), tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation.
- **Racist/faith related:** racial taunts, graffiti, gestures, words/phrases and/or stereotyping which includes reference to or signify a dislike or demeaning outlook on someone’s skin colour, hair type, religion, culture or faith.
- **Sexual:** unwanted physical contact, abusive comments, sexual gestures, sexting.

- **Homophobic/biphobic/:** ridiculing, name calling, unkind comments, humiliation which directly links to a young person's actual or perceived sexuality.
- **SEND related:** SEN and disability targeted bullying.
- **Gender:** ridicule, victimisation, humiliation, harassment which links directly to someone's gender including transgender and cisgender students.
- **Online/cyber:** covering all areas of internet, email and social networking sites e.g. Facebook and chat room misuse, setting up 'hate websites', sexting, sending text messages, emails and abusing the victims via their mobile phones, sending offensive or degrading images by phone or via the internet

### **Cyber bullying – preventative measures:**

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the Internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with the school's behaviour policy. In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this and may impose a sanction.

In addition to other measures mentioned, the Academy:

- Expects all students to adhere to the Acceptable Use Policy.
- Ensures that certain websites are blocked by our filtering system.
- May impose sanctions for the misuse or attempted misuse of the Internet.
- Operates a policy whereby mobile phones are not allowed on site and will be confiscated from students if seen.
- Will not allow the use of cameras on mobile phones in school.

The school follows the advice set out by the DfE in **Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017:**

*'Widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.'*

*The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.*

*Electronic devices such as mobile phones are prohibited in school. If an electronic device has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.'*

### **Recording and reporting incidents of bullying:**

Pupils and parents are encouraged to report bullying to any member of staff. You can do this in several ways:

- Form tutor
- Head of Year
- Senior Leader

Incidents are in the first instance referred to the pupil's Head of Year to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures. When incidents do occur, they will be dealt with quickly.

Our messages are reinforced via assemblies, Anti-Bullying Week, PSHE and during form time. Our Behaviour policy reinforces the school's expectation as to how members of the school community should conduct themselves. All bullying incidents and actions are recorded. Any racist/homophobic incidents are dealt with in accordance with the LA guidance.

This policy will be regularly reviewed and feedback from pupils will be considered when amending this policy.

The Academy has developed this policy in accordance with the principles set out in the DCSF document 'Bullying – A Charter for Action' and 'Safe to Learn: Embedding Anti-Bullying Work in Schools' and 'Preventing and Tackling Bullying, Advice for School Leaders, staff, and Governing Bodies'. This policy should also be viewed with other school policies such as the Behaviour policy, Safeguarding/Child Protection policy, Attendance policy, Online Safety policy and PSHE policy.

### **Bullying outside school**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere outside of the school.

### **Signs and Symptoms of Bullying:**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour

These signs are not exhaustive and could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Dealing with bullying Incidents:**

It is the responsibility of all staff to deal with incidents of bullying that are reported, seen, or heard.

See Appendix 1 for a simple flow chart showing the procedures to follow.

### **Teaching Staff:**

1. Take all bullying seriously
2. Respond to the incident reported
3. Listen carefully and decide as to the seriousness of the issue and whether it is appropriate to be dealt with by you, the form tutor, the HOY, a member of SLT or a member of the Safeguarding Team.
4. Talk separately to each student involved in a non-threatening way to ascertain the nature of the problem. Record the details using Appendix 2 and log on CPOMs.
5. Acknowledge the suffering of the student being bullied and give support by discussing strategies on how they can contribute to finding a solution to the current problem and how they can effectively deal with bullying situations in the future.
6. Talk to the student who is thought to be bullying and clarify the situation by discussing the problem and together considering strategies to overcome the problem.
7. Explore ways of reconciling the students involved.
8. Monitor the situation and within a week talk to the students again to discuss progress made.
9. Always inform the HOY of the bullying and give a written account of the incident.
10. With persistent bullying, appropriate action will be taken which may involve sanctions and the involvement of parents.

### **Support Staff:**

1. Listen to the student and take the incident seriously.
2. Report the incident to the appropriate HOY.

Bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). We will respond to all bullying incidents following the procedures outlined above, and will ensure that:

1. Children and young people are aware they can report bullying incidents to staff.
2. In cases of bullying, the incidents will be recorded by staff.
3. In serious cases parents / carers should be informed and will be asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

Where pupils have a complaint about bullying by a member of staff this must go directly to the Headteacher.

### **Recording:**

The Academy will treat seriously all incidents which are brought to the attention of the staff. The victim will be listened to. A record of the incident will be documented on Arbor and appropriate actions will be taken. Parents/carers will be notified and kept informed. Witnesses will be interviewed, and a record made in Arbor/CPOMs. The potential perpetrators will be interviewed, and a course of action will be decided dependent on individual circumstances.

- Bullied pupils should record the events in writing.
- The bully should also record the events in writing.

- Discussions with both parties should be fully documented, as soon as possible after the events. Appendix 2 can be used to ensure uniformity in terms of questions asked and for record keeping.
- All details must be logged on Arbor/CPOMs.

#### **Intervention – support for students who are bullied:**

We are a 'telling' school that has a whole school approach to preventing bullying through:

- Promoting an open and honest anti-bullying ethos in the school
- Investigating all allegations of bullying
- Developing a PSHE programme to discuss issues such as diversity and anti-bullying messages particularly education students about becoming bystanders in situations.
- Holding activities during anti- bullying week
- Using poster and leaflet campaigns
- Delivering assemblies that promote a sense of community
- Encouraging class discussions and role plays in Drama, English and RE that draw out anti bullying messages
- Ensuring that all students sign our Acceptable Internet Use policy, and online safety is discussed in ICT lessons.
- Ongoing staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- A clear Home school agreement signed by all pupils and parents
- Student Voice activities such as students completing a questionnaire about Behaviour and Safety or Happiness survey
- Inviting external agencies to work with students through theatre activities or workshops

#### **Strategies for dealing with the perpetrator:**

- Disciplinary sanction imposed either exclusion or period in the isolation room
- Engage promptly with parents to ensure their support and involvement
- Restorative Practice approaches, as appropriate
- One to one interview with staff or peer mentors
- Counselling offered
- Work with Head of Year, Emotion Coach and/or the educational psychologist
- Anger management strategies discussed
- Possible involvement of our Safer School Police Officer

If the incidents continue, our school exclusion procedure may begin as outlined in the school behaviour policy.

#### **Strategies to support the victim:**

- Disciplinary sanctions as appropriate applied to the perpetrator
- Counselling offered
- 1-1 support by Pastoral staff
- Mediation and restorative practice
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview parental support and involvement
- Self-assertive strategies discussed

Pupils must feel that they have confidence in us.

#### **Prevention:**

Our school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This includes talking to pupils about issues of difference, through the curriculum and PSHE programme, through dedicated events or projects, and through regular assemblies.

Topics and themes will be revisited taking account of the students' development. Topics will include:

- feelings and relationships;
- personal safety;
- lifestyles and culture;
- growing up;
- conflict resolution;
- peer pressure.

We have an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. The value of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. Students and parents feel comfortable in reporting any concerns.

#### **Monitoring, Evaluation and Review:**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Records will be kept of all reported bullying incidents by the Deputy Headteacher. A record will be made about the age and gender of all students involved, the nature of the incident and type of response made. The bullying record will be monitored and follow up restorative practice with students will be implemented, and/or disciplinary actions where appropriate.

A half termly overview report will be produced by the Deputy Headteacher and scheduled as an agenda item for Governors' meetings within the Safeguarding report. A nominated Safeguarding Governor will have a link role between the Academy and Governing Body.

#### **Other policies to support the Anti-Bullying framework:**

This policy should be viewed in conjunction with other policies:

- Behaviour
- Attendance
- Child protection
- Online Safety
- PSHE
- Equality Objectives and Accessibility Plan

#### **Further sources of information**

##### **1. DfE resources**

Make Them Go Away (SEND DVD):

<https://www.youtube.com/user/educationgovuk/search?query=make+them+go+away>

Lets Fight it Together (Cyberbullying DVD):

<http://www.youtube.com/watch?v=dubA2vhllrg>

##### **2. Legislative links**

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>



The Equality Act 2010 [http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

### **3. Resources from external organisations**

[The Anti-Bullying Alliance](#)

[Stonewall](#)

[BeatBullying](#)

[ChildNet](#)

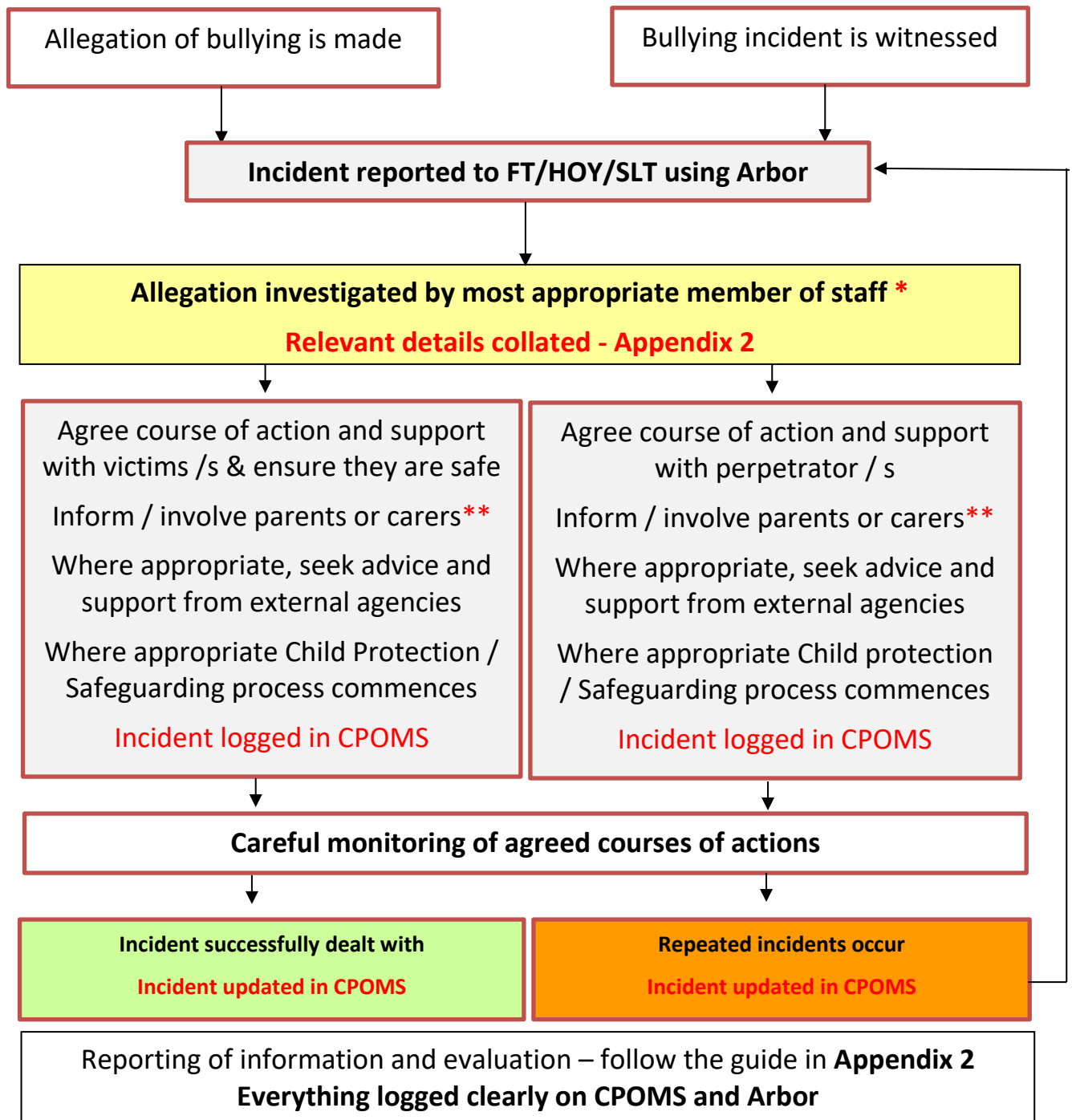
[The Diana Award](#)

General bullying issues with expertise in SEND bullying.

Expertise in homophobic bullying and LGBT issues

Expertise in cyber-bullying

## APPENDIX 1: SUGGESTED PROCEDURE FOR DEALING WITH ALLEGATIONS OF BULLYING



\* Investigations should ensure that all parties are involved – victim, alleged perpetrator, bystanders etc.

\*\* Where appropriate, parent / carer and child / young person are made aware of their right to report incident to the police

**APPENDIX 2: QUESTIONS TO COLLATE DURING INVESTIGATION OF ANY ALLEGED BULLYING INCIDENT**

<b>Sex: M / F</b>		<b>Year:</b>		<b>Name:</b>		
What has happened/is happening? (Take a separate written statement if appropriate)						
Where did it happen?						
When did it happen?						
Who was doing the bullying?						
Did anyone else see it happen, and if so, who?						
Was the bullying a one-off incident or part of a bigger problem?						
How did the bullying make you feel?						
Were you physically hurt during the incident?						
Did you need medical help?						
Have you told anyone else about the bullying?						
Friend	Brother / sister	Parent / carer	Teacher	Youth worker	Doctor / nurse	Other family member (please tell us who)
If you haven't told anyone else, what has put you off doing so?						
What sort of help would you like to stop the bullying (e.g. someone to speak to the bullies and monitor the situation to ensure it doesn't get worse)?						

Do you have any worries now that you have reported the bullying?
What type of bullying should this be recorded as? Physical    Verbal    Emotional    Racist    Homophobic/Biphobic    Sexual    Online    Other
Have you informed parents? YES / NO Have you met with parents? YES / NO Have you logged the incident in CPOMS? YES / NO
Signed _____ Name _____ Date _____

**APPENDIX 3: SUGGESTED MONITORING PROCESS FOR THE REPORTING OF BULLYING INCIDENTS**

