Hayle Academy
Anti-Bullying Policy

School Name: Hayle Academy

Dissemination: Website and T: Drive

Date policy to be approved by Governors: February 2020

Date policy becomes effective: Immediately

Review date: February 2021

Person responsible for Implementation and Monitoring: Head of School

Links to other relevant policies: Safeguarding Policy, Behaviour Policy, SEND Policy, Disability Policy, Exclusion Policy

Introduction

This policy has been put in place by Hayle Academy to ensure that every child is able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.

At Hayle Academy we are committed to eradicating bullying from our school. We respond to bullying incidents in a reasonable, proportionate and considerate way to prevent the continuation of harmful behaviour. This includes the use of disciplinary procedures and the provision of support for students as appropriate.

We will:

- Train and support staff to quickly identify and respond to bullying;
- Make students aware that we listen and that all bullying issues will be dealt with sensitively and effectively;
- Continually work to create an anti-bullying culture;
- Ensure that parents/carers views about bullying are listened to and considered;
- Take action to resolve issues between students at an early stage;
- Provide preventative education and actions that eliminate bullying from our school community;

This policy is written in accordance with 'Preventing and tackling bullying. Advice and guidance for headteachers, staff and governing bodies' – DfE July 2017.

Incidents of bullying are rare, and we pride ourselves on providing an extremely safe and secure learning environment in which all students can flourish and achieve their potential. Rare incidents of bullying are addressed on an individual basis. The focus of our intervention is to achieve a resolution in a way that best serves the students involved, both victim and bully. Appropriate consideration of

the student's wishes will be considered in deciding on a course of action. We will always seek to involve parents / carers of those students involved in bullying.

All members of the school community share responsibility to be vigilant for signs of bullying and to take action to eliminate bullying from our school.

It is also possible that bystanders or observers of bullying may become both facilitators of bullying by allowing actions to take place, by not reporting concerns and by encouragement of the bully.

Contents

1. Definitions

Bullying is a repetition of behaviour that is intended to hurt someone either physically or emotionally. Bullying may be aimed at certain groups or at individuals e.g. because of race, gender, sexual orientation, academic ability or social background.
Bullying takes many forms and can include:

- Physical assaults;
- Teasing, "banter" and other forms of verbal abuse and intimidation;
- Threatening behaviour;
- Bullying via mobile phone or online (cyberbullying);
- Sexual harassment.

2. Objectives

The Behaviour & Safeguarding Team lead and co-ordinate the School's anti-bullying procedures. All staff: support staff, tutors, teachers, faculty and senior leaders are committed to proactively supporting our anti-bullying ethos. We expect all students to behave in a considerate and respectful way towards their peers and staff, both in lessons, during social time, on their way to and from school and during 'non-school' time. The school will take appropriate action to address bullying that happens outside school, linked to a child's membership of Hayle Academy. We share a common understanding that bullying will inevitably impact on students' safety and education.

3. Systems and Procedures

We use a staged approach in response to bullying and staff are trained to recognise when behaviour or relationships need to be elevated to the next level. Our approach includes action/support from

- The form tutor and classroom teacher.
- Referral to the Behaviour & Safeguarding Team for investigation or further support, and communication home.
- Senior Leadership Team involvement including that of the Designated Safeguarding Lead (DSL) .
- Outside agency support. e.g. targeted youth workers, police, social care where appropriate.

We seek to use every possible opportunity to raise students' sensitivity to bullying. We actively seek students' views on the school context through the school council and through Global Values lessons. Our Global Values Curriculum contains the following contents relevant to our anti bullying core values:

> Y7 How to identify unhealthy relationships and how to get help?
>
> Y8 What is the difference between bullying and banter?
>
> Y9 What further support is available?
>
> Y10 Diversity and tolerance – when does freedom of speech cross the line?
>
> Y11 What is inequality and how do we address it?

In addition, during tutor time our Hayle Edge programme includes the following units:

> Y7 Harmful actions
>
> > Introduction to e-Safety

What is a digital footprint? How 'muddy' is yours?

Y8 Everyday kindness

Y9 Online behaviour using social media

Y10 A world without harm

We also offer students the following Global Values drop down days, including:

Y7 All students have a session with local police on bullying with a particular focus on cyberbullying

Y8 All students have a session with local police on the requesting and sending of indecent images and what to do if you feel pressured into this situation

4. A staged Approach to Eradicate Bullying

We use a staged approach unless it is deemed necessary because of the seriousness of an incident to start a student at a higher stage. Students will remain on each stage for a minimum of one term at which point it will be reviewed. The outcomes of the review will include: a) the option to remove from the stage b) extend the stage c) an increase in the stage d) review of education provision.

The stage descriptors below outline the response to the perpetrator. In addition, the parents/ carers of the victim would be spoken to following each incident, our aim being to keep them fully informed in the process. Also, at each stage the situation would be shared with the Pastoral team, including the Designated Safeguarding Lead, as a check that we were doing everything possible to ensure the safety of our students.

4.1 Warning

The Head of Lower or Upper School will phone parents / carers involved and a letter will be sent warning them of the behaviour and that any further incidences could result in being moved to Stage One (or higher) of the Anti-Bullying Policy.

4.2 Stage One

The student will meet with the form tutor, Head of Lower or Upper School and/or a trusted teacher to review issues and identify a course of action to address them. Parents / carers will be phoned. A letter will be sent home confirming the student is at Stage One. School records updated including the bullying log. Student asked to sign an anti-bullying contract during meeting (Stage One).

4.3 Stage Two

The student will meet with the Head of Lower or Upper to talk through issues, identify a course of action to address them and build on any work that has been done already by the tutor (if applicable). Meeting with parents / carers to discuss concerns. Involvement of outside agencies if appropriate. A letter will be sent home confirming the student is at Stage Two. School records updated including the bullying log. Student signs an anti-bullying contract during meeting (Stage Two).

4.4 Stage Three

The student will meet with the Head of Lower or Upper School and member of the Senior Leadership Team, parents / carers and representative from outside agency (if appropriate) to discuss issues, identify a course of action to address them and build on previous work. Sustained input from external agencies e.g. Bloom, CAMHS, Police, Youth Support, Early Help Hub as appropriate. A letter will be sent home confirming the student is on Stage Three. School records updated including the bullying log. Student signs an anti-bullying contract during meeting (Stage Three).

4.5 Stage Four

A member of the Senior Leadership Team and Head of School meet with students and parents / carers to discuss issues and consider appropriate further actions including exclusion for persistent bullying / antisocial behaviour. A letter will be sent home confirming the student is at Stage Four. School records updated including the bullying log. Student signs an anti-bullying contract (Stage Four). Alternative education provision discussed. Risk of exclusion discussed.

4.6 Stage Five

Students who persist in bullying risk permanent exclusion from Hayle Academy. A Governor Panel will meet with the students and parents / carers to review conduct.

5. Ongoing Communication and Support

When students have been the victim of bullying they will be assigned a link member of staff; this may be their tutor or a member of the behaviour or pastoral teams. This member of staff will meet regularly with the student to ensure no further incidents have occurred. This member of staff will also be the key link for the parents/carers of the victim. There will be an agreement about the frequency and method of communication. This support will continue until the pupil, parents and link member of staff agree that it is no longer necessary.

There are different types of support that can be put in place depending on the nature of the bullying. Typically, our support strategies include:
- Talking with the victim about where and when they feel most vulnerable and agreeing a plan around minimizing any risk. For example, students may feel safer in the library or canteen during breaks as these areas are closely supervised and students are sat down. We can also ban the bully from these areas at certain times;
- When appropriate, organising a restorative meeting between the bully and the victim with staff present to talk through the issues and find ways of moving forward;
- When the bullying is quite subtle but persistent, asking the victim to report incidents immediately to the link member of staff or to keep a diary or to tell parents/ carers that evening so they can let the link member of staff know;
- Ensuring subject teachers know about the situation so they can be vigilant and sit students apart

6. Implementation and Monitoring

The Designated Safeguarding Lead will be responsible for the implementation and monitoring of this policy.

7. Cyberbullying

Cyberbullying is defined as the use of information and communications technology (ICT), particularly mobile phones and the use of the internet, to deliberately upset or intimidate someone. Cyberbullying can be the extension of face-to-face bullying and can take many forms, such as: threats, intimidation, harassment, stalking (repeatedly sending unwanted messages), manipulation or publication of private information or images.

Some incidents of cyberbullying may be unintentional and the consequences on the victim may also be unintentional. It is also possible that bystanders or observers of cyberbullying may become perpetrators of bullying by allowing actions to take place, by not reporting concerns and by encouragement of the bully.

The Hayle Academy Anti-Bullying Policy applies to cyber bullying. We also use the following strategies to eradicate cyber bullying from our school community:

- Monitoring the use of ICT during school time;
- Having a clear policy with regards to the use of mobile phones during school hours;
- Confiscating mobile phones where use is inappropriate;
- Restricting access to ICT provision during school hours, including robust filtering of the internet;
- Working closely with Police to report concerns at the earliest opportunity.

8. Possible Signs of Bullying

Students, parents / carers and teachers work in partnership to identify possible instances of bullying. All school staff are trained to be vigilant for:

- Items of clothing, property, school work, etc. that are damaged or lost more often than 'usual';
- Frequent injuries to the child (bruises, cuts, etc.) especially those which a child is reluctant to explain;
- Withdrawal, which may lead to low participation in school and other activities, isolation or self-harm;
- Children spending unusual amounts of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares, or are reluctant to attend school. Teachers within school may be aware that the student always appears tired or absence is higher than expected;
- Educational progress reducing;
- A reluctance to attend school. It may only be noticed by the school through absenteeism or lateness;
- Poor self-esteem, which inhibits students from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work;
- Anxiety which can lead to intermittent and longer-term absence from school, physical illness or psychosomatic complaints;

- Request to be accompanied going to and from school, or to go by a different route. If this is longer than the previous one, it could indicate that bullying has been occurring along the previous route or that the child does not feel safe on the way to / from school
- The child comes home hungry. This could be due to a bully taking their lunch or money. School staff may notice a student who always stayed for lunch no longer does so;
- Money in the house or school going missing;
- Reluctance to eat or play normally. Student appears generally unhappy, miserable, moody and/or irritable;

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a reason to suspect it. If a student is showing signs of, or experiencing ANY of the above, it can be an indication that all is not well, the student is not happy and therefore, whatever the cause it should be reported to the Designated Safeguarding Lead and investigated.

9. Action Guidance Notes for Teachers and Parents

Once concerns have been brought into the open, school staff, parents / carers and students need to work together, to seek resolution. By making it clear that anti-social behaviour is not condoned, there will be nowhere for the bully to hide. If no perceived improvement is noted and bullying continues, the Head of School will consider exclusion in order to protect the safety of the students in the school.

The following suggestions have not been separated into actions to be taken by the students, by the parents, by the staff, by the Head of School, Governors, etc.

It is the combination of action appropriate to individual circumstances that will bring about the greatest results.

VIGILANCE: School staff are required to be vigilant for changes in behaviour, patterns of absenteeism, unaccustomed excuses and anything unusual. Staff must not draw conclusions from what might be a one-off incident. Concerns must be reported to the pastoral team for further investigation.

LISTEN: School staff and required to provide opportunities for children to talk to an adult they trust. There may be a problem which needs resolving quickly. Confidential information must be handled sensitively. Safeguarding concerns must be reported to the Designated Safeguarding Lead.

ACT: All school staff are required to be good role models and to proactively resolve conflict resolution and disagreements. We teach students to value individual differences and not to tolerate racist, sexist, homophobic and any other form of discrimination. We instil in students the importance of reporting bullying to a member of staff. Students must take action to seek support from a trusted adult in school, for themselves or on behalf of their peers.

The following contacts may be useful when seeking help:-
- *Childline - 0800 1111 www.childline.org.uk*
- *National Society for the Prevention of Cruelty to Children – 0808 800 5000 www.nspcc.org.uk*
- *Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk*
- Cornwall Healthy Schools – *www.cornwallhealthyschools.org/anti_bullying*