PIMLICO ACADEMY ANTI-BULLYING POLICY

1. Aims:

The Academy will provide a safe and challenging environment in which each member of the school community (students, parents and staff) is valued, irrespective of ability (either mental or physical, culture, gender, social background, home circumstance, races, religion or sexuality).

With these aims, Pimlico Academy is committed to creating and maintaining a working atmosphere in which all students feel safe and valued, as we recognise that students only learn effectively when they feel safe. This includes ensuring that we do everything possible to ensure bullying of all types does not take place on the school site and respond quickly and effectively when it does.

2. Legislation

We believe this policy relates to the following legislation:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Safeguarding children and young people (Children Act 1989)
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- The Public Order Act 1986

3. Roles and Responsibilities

3.1. The Principal

The Principal has overall responsibility for the implementation of the policy and will liaise regularly with Academy staff the governing body, parents/carers and outside agencies.

3.2. The **Vice Principal With Specific Responsibility For Anti-Bullying**

Tony Macdowall is the Vice Principal with specific responsibility for anti-bullying.

His duties are:
- To develop and review the policy, involving staff, governors, parents/carers & related agencies;
- To implement the policy, and monitor and evaluate its effectiveness in practice;
- To ensure that evaluative feedback informs the policy review;
- To manage the reporting and recording of bullying incidents;

- To assess and coordinate training and support for staff and parents/carers where appropriate;
- To coordinate strategies for preventing bullying behaviour.

3.3. **Heads of Year** are responsible for:

- Managing bullying incidents;
- Ensuring that Pastoral Support Manager & Tutors follow anti-bullying protocol.

3.4. **All Staff**

All teaching and non-teaching staff are responsible for applying the policy and its procedures consistently, visibly and fairly across all aspects of school life. This will be carried out with mutual support from all teaching and non-teaching staff.

3.5. **Parents**

Parents are encouraged and expected to work in partnership with the Academy to maintain high standards of behaviour. The expectation of this involvement is positively sought and expected to be maintained throughout a pupil's school career. Parents will be given the opportunity to raise issues arising from the operation of the policy with the Academy.

3.6. Pupils

Pupils will be expected to think about making the 'right choice' and will, therefore, be encouraged to take personal responsibility for their behaviour. Pupils will be encouraged to be proactive and take responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Staff will ensure that these reports are received in a supportive environment.

4. **Definition of Bullying**
   4.1. **What is 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 text messages or the internet), and is often motivated by prejudice against particular groups, for example on 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.

   4.2. How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
   - There is a deliberate intention to hurt or humiliate.
   - There is a power imbalance that makes it hard for the victim to defend themselves.
   - It is usually persistent.

4.3. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

4.4. What Is Cyber-Bullying?

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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5. How to Recognise Bullying
5.1. Bullying can take a number of forms:

- Physical – for example hitting and kicking;
- Emotional or verbal – for example name-calling, taunting, mocking, making offensive comments, harassment, excluding people from groups, threatening and coercion, gossiping and spreading hurtful and untruthful rumours;
- Cyber bullying- inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet;
- Damage to property - for example lunches or books, theft or producing offensive graffiti;
- Constant low-level /minor activity – for example nudging when working, items knocked on the floor, deleting/damaging work on the computers.
- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become 'bystanders' or 'accessories to bullying'.

5.2. Specific types of bullying include:

- Bullying related to race, socio-economics, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying related to sexual orientation;
- Bullying of young carers or looked after children or to children due to other home related circumstances;
- Sexist or sexual bullying.

5.3. There is no hierarchy of bullying- all forms should be treated with equal seriousness and dealt with appropriately.

5.4. Bullying can take place between:

- Young people;
- Young people and staff;
- Members of staff;
- Individuals or groups.

5.5. Staff and students should be aware that:

- Bullying is usually deliberate, hurtful behaviour;
- Bullying is often repeated over a period of time;
- It is difficult for victims to defend themselves against bullying;
- The bully may find it difficult to learn new social skills.
- The bully often exercises inappropriate power over his/her victim.

6. The Academy's Response When a Student is Bullied

We will endeavour to create a secure atmosphere through education, intervention, monitoring and evaluation. As part of our ongoing commitment to the safety and welfare of our students, we at Pimlico Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

6.1. Education

- We promote a *'telling culture'* at Pimlico and strongly encourage everyone to report bullying incidents.
- Bullying is part of the I Development programme. Term 1 with anti-discrimination and combating prejudice, Term 2 with empathy sessions (tying in with empathy week), and term 6 with anti-racism and anti-homophobia sessions.
- We also regularly deal with such issues through Hot Topics – we do not prescribe the subject matter, but many stories in the news this year have led to relevant discussions – e.g. the shooting of Trayvon Martin and subsequent racial tension.
- Anti-Bullying Week is celebrated annually in November as *'Empathy Week'*.
- Anti-bullying advice leaflets are available to both students and parents.
- Regular school assemblies are given on the subject of bullying for all year groups.
- Survey work is carried out by SLT to review students' and parents' thoughts about bullying.
- There is anti-bullying guidance and advice on the Academy's MLE. Any student can report a bullying incident to a senior member of staff on this site.

6.2. Procedures

All reported incidents of bullying will be taken seriously and an investigation will take place involving all parties. The school will usually take the following steps (depending on the individual incident) -

- The issue will be identified and reported.
- The Head of Year of the victim will lead the investigation.
- The relevant PSM will meet with the victim and will gather information using a structured template. The issue should be discussed in an empathetic conversation where information is gathered about what happened and the impact this has had on the victim. There will be no discussion about consequences, sanctions or interventions at this point.
- The relevant PSM will meet with the bully/accused and follows the same procedure as for the victim.
- A phone call will be made home to parents of both the victim and the accused to inform them about the investigation of the incident.
- The issue will be shared with the Head of Year and meetings with the parents of the victim and accused will be held.
- This meeting will be discussed between the Heads of Year where sanctions and interventions will be considered.
- Intervention should include: Restorative justice between the two students (other strategies e.g. 'circle of friends' may also be used); therapy if necessary or possible; and a follow up restorative justice period must take place after a two week period;
- The students will be brought up in a discussion at the AIG meeting and then reviewed after a 6 week period.

6.3. Intervention

- Clear information is given to all students that bullying will not be tolerated.
- The Academy's values are regularly discussed and are displayed throughout the building.
- Students also explore the effects of their behaviour on others through *'Self-Awareness Week'*.
- Staff provide a regular and visible presence around the Academy throughout the day.
- Drama lessons are used during the year to explore the causes and effects of bullying.
- Students are invited to participate in annual 'anti-bullying poster competitions', and the winners have their posters printed and displayed around the Academy.
- Reports of bullying are dealt with promptly and investigated thoroughly.
- All incidents are recorded by the Pastoral Administrator.
- A caring friend/buddy is assigned to new students to help them settle into their new school environment.
- There is an immediate response to victims of bullying with contact with parents.

6.4. Monitoring and Evaluation

- In the first instance, this will be the responsibility of the Head of House & Pastoral Support Manager.
- Bullying will on the pastoral agenda on a regular basis.
- Heads of Year have a responsibility to ensure that form tutors maintain a clear watch out for bullying. They should also bring any issues to the attention of Mr Macdowall (Vice Principal).
- The effectiveness of the anti-bullying policy will be reviewed annually by Heads of Year & Pastoral Support Managers.

7. Bullying outside school premises

- Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises,
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.
- In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Guidelines for All Staff and Other Adults

- Always take complaints about bullying seriously.
- Tell students that bullying is totally unacceptable.
- Sort out bullying positively and be proactive in investigating all reports of bullying.
- Report incidents to Heads of Houses/Pastoral Support Managers.
- Watch out for intimidation, both in and out of lessons. This can be physical but sometimes discreet.
- Although we disapprove of bullying and will punish those who bully, we must also ensure that the bully is helped to make changes to his/her behaviour and is re-integrated into our school community.

9. Guidelines for Heads of Year/Pastoral Support Managers

- Remember that the victim of bullying may need counselling and support.
- It may also be necessary for the bully to receive counselling and support after an incident is reported.
- Parents of all students involved should be contacted as soon as possible.
- The school policy on bullying should be clearly explained to **all** involved, including parents.

- The involvement of external agencies – Education Welfare Service, Educational Psychologists and key-workers should all be considered.
- Heads of Year/Pastoral Support Managers should inform all staff when serious bullying has taken place so that subject teachers can adjust their seating plans accordingly.

10. Guidelines for Students

- It is important that students are able to see the difference between simple fall-outs or misunderstandings and bullying (as defined earlier).
- If something happens once, it may not be bullying but it **is** bullying if it occurs over days, weeks and months.
- **Students must tell someone** if they are being bullied as there are lots of people that students can talk to if they have a problem. These include a friend, a parent, any teacher, tutors, Heads of Houses, Pastoral Support Managers, House Lead Learners, the school nurse, lunchtime supervisors, teaching assistants or office staff.
- If students are being bullied, or want to report somebody else being bullied, and do not feel they can talk to someone, they should use the anti-bullying portal on the Academy's MLE.

11. Useful Websites for More Information on Anti-bullying
11.1. General

- http://www.anti-bullyingalliance.org.uk/ 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.
- https://www.kidscape.org.uk/ 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.
- http://diana-award.org.uk/ 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.
- https://www.bullyinginterventiongroup.co.uk/index.php The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- http://www.childnet.com/ ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- https://www.thinkuknow.co.uk/ Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- http://www.digizen.org/ Digizen: provides online safety information for educators, parents, carers and young people.

11.2.   LGBT

- http://www.each.education/ 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.
- http://www.stonewall.org.uk/ 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.

11.3.   SEND

- https://www.mencap.org.uk/ Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- http://www.anti-bullyingalliance.org.uk/media/14816/aba-send-programme-resources-jan-14.pdf 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.

11.4.   Racism

- http://www.srtrc.org/educational Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- http://www.kickitout.org/359.php Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- http://www.annefrank.org.uk/what-we-do/schools-project/our-work-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.