



GUILSBOROUGH ACADEMY

Anti-Bullying Policy

Policy Name	Anti-Bullying
Owner	Assistant Principal (Pastoral Lead)
Statutory	No
Authorisation	Principal to ratify, Trustees to note

Date Ratified	Review Date
June 2023	June 2024

Guilborough Academy is committed to the creation of a positive and safe learning environment in which everyone has the opportunity to prosper and thrive emotionally, academically and socially. The Academy will not tolerate bullying of or from any members of the school community and upholds the principles of the 2010 Equality Act. The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as **"a persistent, deliberate attempt to hurt or humiliate someone"**. Additionally, the Anti-Bullying Alliance defines bullying as **"the repetitive, intentional hurting of one person of group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online"**.

All members of the school community have the right to feel valued, equal, respected and be able to come to school without fear. In addition to the school community, it is the responsibility of society as a whole to do everything in its power to eradicate bullying. Guilborough Academy will actively work with students, parents/carers, outside agencies and the community to create a fair, just and violence-free society.

The main types of bullying are;

- Physical Bullying (hitting, kicking, theft)
- Isolating Bullying (being unfriendly, excluding, tormenting)
- Verbal Bullying (name calling, racist, sexual, transphobic, disablist or homophobic remarks, ~~disability~~)
- Subject of propaganda (spreading rumours/saying untrue things and encouraging others to join in)
- Cyber Bullying (can occur in all areas of the internet, including emails, chat rooms and social media platforms. This also includes threats made by text, calls, associated technology, camera and video facilities)
- Graffiti Bullying (writing unkind things about others where people can see, for example in public toilets/on classroom desks/walls etc.)
- Intimidation (using words or gestures to make other people feel frightened/threatened)

Everybody has the right to be treated with respect and Guilborough Academy takes matters of bullying seriously and will respond promptly and effectively to matters of bullying. The Academy is committed to working with pupils who are the perpetrators of bullying to re-educate their understanding of appropriate conduct towards others.

Guilborough Academy believes that:

- All pupils have the right to attend school
- All pupils have the right not to be afraid
- All pupils should feel safe and happy at school
- All pupils should be able to trust the staff to act



- All pupils should know the school policy on bullying
- Parents/carers should be able to raise their concerns about bullying
- Staff and pupils should respect each other and treat each other with kindness and courtesy
- Ethos and curriculum should reflect these beliefs
- The anti-bullying procedure and the penalties for bullying should be made clear to all pupils, staff, parents/carers and Trustees
- The school should develop a working partnership with parents/carers

Aims:

- To reduce the level of bullying
- To promote a safe school and community
- To involve the whole school community
- To change attitudes towards bullying to share responsibility for creating a better society

Review and monitoring

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

Procedures

In order to deal with instances of alleged bullying, the following procedures exist:

- Students will be made aware of the Anti-bullying Policy through assemblies and the Registration, RSHE and Life Skills curriculums.
- Students will be encouraged to report instances of perceived bullying to a member of staff, their Form Tutor or a member of the pastoral support team (Head of Year, Assistant Head of Year and Director of Behaviour).
- Staff need to be sensitive to the issue of bullying and should look out for the signs and symptoms of bullying and follow these up.
- Once suspected bullying is identified, the case should be thoroughly investigated and recorded by the member of staff concerned.
- Any proposed action intended as a response to alleged bullying should be discussed and agreed with the victim.
- In serious cases, parents/carers should be informed and asked to come into school to discuss the issues.
- In cases where the bullying is proven and with the agreement of the victim, a restorative meeting with the identified perpetrators of the bullying (and their parents/carers) may be agreed.
- At the meeting, the required improvement in behaviour on the part of those responsible should be agreed.
- The situation should be monitored by a member of staff and a record of this process kept.
- Where the policy fails to result in improvement of the situation or in more serious instances, the Vice Principal should be informed at an early stage.
- Responses and consequences to bullying will vary depending on the level and the seriousness of the offence.

Outcomes

- Where bullying has been taking place, the Academy will utilise the Positive Behaviour policy in determining appropriate consequences. However, for the avoidance of doubt, the Academy considers suspension as an appropriate action where bullying has been occurring. This is in line with our policy of suspensions and exclusion.
- The Academy will also take steps to ensure restorative practices are put in place which will allow the perpetrator to apologise to the victim.
- If improvement cannot be achieved through the process described, the Vice Principal may consider more serious action in consultation with the Principal.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeat bullying does not take place.



- The Academy also considers the perpetrator to be a victim and the Academy will work with them to identify the causes of the behaviour. Appropriate supportive steps will be taken to prevent further issues.

Signs and Symptoms

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

- Is frightened to come to school
- Does not want to travel on the bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, unusually quiet, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to perform poorly in school
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or go missing
- Asks for money or starts stealing to pay the bully
- Has dinner or other monies continually lost
- Has unexplained cuts and bruises
- Comes home starving (money/lunch stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Become socially isolated
- Is nervous and jumpy when a cyber message is received.

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

Strategies for preventing bullying include:

- Pastoral support Heads of Year, Assistant Heads of Year and/or Form Tutors, will work with vulnerable children and follow up any suggestion of bullying behaviours. Where necessary, they will contact home and arrange meetings between students.
- Form Tutors are empowered and able to discuss any concerns relating to bullying behaviours with their Head of Year and Assistant Head of Year during their weekly Team around the Year meeting
- Communication with parents/carers via email/telephone.
- Student-led Anti-Bullying Committee (Diana Award) to raise awareness of the impact of bullying and signposting support.
- Trained and monitored Sixth Form student mentors.
- Lunch time arrangements within the SEN department and safe places to eat identified for vulnerable students.
- Termly reporting to Trustees of bullying incidents.
- Regular student and staff voice collated to identify matters of potential bullying
- Protective behaviours interventions completed by Pastoral staff
- Anti-bullying week, information and poster competitions, selling wristbands and merchandise and students committing to an Anti-Bullying Pledge (November annually)



- Assemblies throughout the year

Interrelationship with other school policies

The behaviour policy is consistent with other school policies including

- Special Educational Needs and Inclusion Policy
- Suspensions and Exclusions Policy
- Positive Behaviour Policy
- Safeguarding Policy
- RSHE and Life Skills Policy

Roles and Responsibilities

The Board of Trustees will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of behaviour and low levels of bullying.

The Vice Principal (Pastoral) will be responsible for the implementation and day-to-day management of the policy and procedures. Regular review and analysis of paperwork and the recording systems by a member of SLT will identify issues. This will be fed back to all staff at staff meetings to highlight the ongoing awareness of bullying issues.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Board of Trustees, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly SEN, ethnic or national origin, culture, religion, gender, disability or sexuality, appearance or health related conditions, or in relation to home/living conditions. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and low levels of bullying and will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents/carers should make the school aware of any sign of bullying mentioned in this policy at an early stage.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils are expected to treat each other, staff and visitors with respect. Pupils also have a responsibility to ensure that incidents of bullying and any form of harassment are reported to a member of staff

HELP ORGANISATIONS

Childline – www.childline.org.uk 08001111

Anti-bullying alliance – www.anti-bullyingalliance.org.uk

www.Beatbullying.org

Bullying Online www.bullying.co.uk

Kidscape www.kidscape.org.uk

Advisory Centre for Education (ACE) 0207358321

Children's Legal Centre 08453454345

Kidscape Parents Helpline (Mon-Fri 10-4) 08451205204

Parentline Plus 08088002222