



CLOUGHWOOD ACADEMY

Anti-Bullying Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	15.09.2014	Mrs R Williams	Community	2 yearly	Approved by the Community Committee on 05.03.15	04.03.17
1.1	16.02.2017	Mr N Gill	L&M	2 yearly	Approved by the L&M committee on 28.02.17	27.02.19

CONTENTS

1	Policy Statement	3
2	What is Bullying?	3
3	Procedures for Preventing Bullying	6
4	Tackling Bullying	7
5	Complaints	8

1. POLICY STATEMENT

*All young people at Cloughwood should feel free from fear and safe from harm.
They all deserve to feel that they are cared for and secure in their school.*

All young people need a safe space in which to develop physically, emotionally and psychologically. At Cloughwood Academy we aim to create a family-based atmosphere and environment that does not accept or tolerate the oppression of one person by another and where any potential victims and bullies are supported and enabled to overcome their difficulties.

All young people, and their families and staff are made aware of the Academy's approach in regard to bullying when they initially visit for interview and they are kept updated and aware of any issues throughout a pupil's placement via regular home-school communications.

Staff will confront all forms of bullying (including online bullying) in an open and honest manner. All individuals in the Academy have a responsibility to address and challenge any form of bullying whenever and wherever it may arise.

All underlying issues that are at the root cause of any bullying must be addressed – bullies thrive on silence and secrecy.

All forms of bullying or oppression, whether because of race, religion, disability, social or physical difference, gender, age, or sexual orientation, must be addressed by all.

It is the duty of all members of staff to promote positive attitudes and behaviour in such issues – a positive role model is a powerful educator.

The effects of bullying on the victims and those who are vulnerable in the Academy could be profoundly harmful and long-lasting.

2. WHAT IS BULLYING?

Bullying is the persistent abuse of power by one person or group over another. It is the wilful, conscious desire to distress, threaten, hurt, intimidate or frighten and may take many forms:

- **Verbal** – name calling/unpleasant or nasty comments.
- **Physical** – assault, pushing, nipping, any form of violence (this may be hidden as 'play fighting' or 'rough and tumble'.
- **Emotional/psychological** – tormenting, humiliation, ridicule, pressure to conform.
- **Social** – being left out, people not talking to you.
- **Material** – possessions stolen or broken, extortion.
- **Racist** – racial taunts, gestures, graffiti.
- **Sexual** – unwanted physical contact, abusive comments, sexual assault.

Online bullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. The internet and other

systems of social media can be used by perpetrators of all the above types of abuse and due to its nature can be particularly pernicious.

It is important to be aware that bullying may take place between young people, between young people and adults and between adults.

Verbal and social forms of bullying are particularly common. Some forms of bullying can be construed as 'leadership'; 'bossiness' or a 'competitive nature', all of which leave the victim feeling unsupported. Some bullies act as individuals others work in groups. Onlookers who ignore bullying at Cloughwood Academy will be seen as condoning the actions.

If a person being bullied believes that an incident is motivated by prejudice or hate, then this could be classed as a hate incident or crime. Please see the Safeguarding Policy for more information on Hate Incidents and Hate Crimes.

The seriousness of bullying depends on a number of factors, so that makes it ever more important to catch bullying at its earliest stage through effective supervision, monitoring and planning.

Factors that may need to be considered include:

- How much hurt was intended
- How often it happened
- For how long it occurred
- What the effect was on the bullied child
- How threatening the bully was
- How personal it was
- How many people were involved
- The ability of the bullying child to understand the impact of their actions
- Was it provoked or unprovoked
- Was it planned
- Was the person trapped or restricted
- The perceived status of the bully
- The reaction of onlookers

Bullies tend to rationalise their own behaviour to justify their treatment of the victim. A victim may, in turn, end up believing that they deserve to be bullied.

A person's background and life history will very much influence whether they have a predisposition to dominate or seek victim status.

Staff have a duty to be aware of all pupils' backgrounds to help them establish any causal influences on their behaviour.

It is also important to be aware that a victim may, in turn, seek to bully others.

2.1 WHY DO SOME PEOPLE BULLY?

There are many reasons for this, which include:

- A lack of power, self-esteem or confidence
- Unhappiness
- Jealously
- Being a victim of someone else – even from the past
- Being fearful
- Feeling weak or disenfranchised

A bully may want to:

- Feel superior
- Be popular
- Gain attention or material things
- Get rid of or mask their own fears
- Get rid of or mask frustration and anger that they are feeling
- Make up for lack of self esteem
- Make up for lack of success

2.2 WHY DO SOME PEOPLE BECOME VICTIMS?

There sometimes is no apparent reason why a person becomes a victim. Some may be seen as a victim or target if they are seen as:

- **Vulnerable** – they may look as if they can't stand up for themselves or they may present as fearful, quiet, sensitive or shy.
- **Different** – this may be to do with gender, colour, religion, height, weight, appearance, race or sexual orientation
- **On their own** – a person may be bullied if they appear to be a loner

2.3 DIFFICULTIES IN REPORTING BULLYING

People and pupils may be reluctant to report bullying because:

- They are frightened of reprisal from the bully
- Not wanting to tell tales or 'grass'
- Shame at not being able to deal with the problem
- Not wanting to worry parents or carers
- Fear of losing friends or being isolated

2.4 SYMPTOMS OF BULLYING

This is not a definitive list or exhaustive guide to the symptoms of bullying. The signs themselves are not an indicator of bullying, but sudden or even subtle changes of behaviour can be indicators of the stress of being bullied. Typical signs include:

- Withdrawal
- Over-sensitivity
- Aggression
- Loss of concentration and motivation
- Missing possessions
- Stealing
- Injuries
- Low self-esteem
- Disturbed sleep
- Enuresis
- Starting to bully or pick on others
- Regression
- Depression

2.5 THE HARM DONE BY BULLYING

Bullying in its severest forms can have a devastating effect upon those who suffer it. It can make their lives a misery by making them feel vulnerable and lacking in confidence. As a result it is likely that every aspect of their life will suffer. They may even become depressed and ill and in extreme circumstances some victims have taken their own lives.

Bullying may be the trigger to other problems e.g. truancy, eating disorders etc.

The behaviour of bullies invariably makes them unpopular. They can, however, exert such pressures that onlookers or witnesses themselves may change their behaviour to avoid becoming a victim.

Bullying has a detrimental effect in itself and can contaminate whole groups of people and communities.

3. PROCEDURES FOR PREVENTING BULLYING

- **Setting the right ethos** – give explicit and consistent messages that bullying is unacceptable. Seek agreement between staff and pupils as to what constitutes bullying (this can be done in PSHE lessons/form meetings/assemblies). Regularly review the routines of the Academy to identify factors that might allow or encourage bullying. Ensure positive role-modelling is used by all staff/pupils. All types of bullying to be reported by staff.

- **Encouraging young people to report bullying by** – providing complaints procedures for all. Informing all pupils of the necessity to report bullying they have witnessed. Provide opportunities for pupils to communicate their concerns confidentially through a range of mediums and staff support.
- **Raising awareness** – keeping anti-bullying issues as high priority. Displaying anti-bullying posters and helpline telephone numbers. Holding Online Safety briefings with staff, pupils and parents. Discussing the outcomes of bullying with victims and bullies. Informing parents and other carers of issues of bullying. Informing pupils of bullying policies at interview/admission.
- **Supporting those that are bullied by** – reassuring them that they are not to blame. Creating systems for the early identification of vulnerable children. Encouraging others in the Academy to support and ‘befriend’ victims of bullying. Discuss strategies for avoiding further bullying.
- **Involving bystanders** – develop a group ethos that disapproves of bullying. Ensure that all know that to ignore bullying is to condone or even encourage the problem.
- **Dealing with problem times and places** – identify those times and places. Raise staff awareness of these; ensure high levels of supervision.
- **Change bullying behaviour by** – making bullies accountable for their action and aware of the consequences for their behaviour. Improve communication strategies in dealing with pupil conflict. Improve pupil understanding of strategies they can employ to manage their behaviour. Develop pupils’ self-awareness and self-esteem. Ensure that pupils are purposefully occupied to prevent ‘boredom’ becoming an excuse for bullying behaviour.
- **Regularly review policies** – e.g. Code of Conduct, Professional Relations, ICT Acceptable Use, Rewards and Consequences policy for staff. Digital Media, Home-Academy Agreement for pupils and parents.
- **Reviewing and developing procedures** – systems that check and analyse level of bullying incidents. Clear follow-up procedures to inform and monitor. Ensure that there is a support system in place for those who are bullied and victimised.

4. TACKLING BULLYING

4.1 KEY PRINCIPALS

- Search for solutions not problems
- Allocate responsibility not blame
- Look forward not backward
- Focus upon changing behaviours
- Examine relationship processes not incidents

- Resolve the problem not establish guilt.

4.2 ACTION TO BE TAKEN

- Any incidence or allegation of bullying is to be treated seriously and promptly.
- Incident to be recorded in Bullying Record Book by a senior member of staff. The investigation that followed and the outcome also to be recorded in the book.
- Incidents of bullying should be reported to the Vice Principal or Head of Care.
- All staff should be aware of any pupils being bullied and who perpetrators are.
- The victims should be supported in strategies to manage the situation.
- The bully should also receive support and guidance in strategies to manage their behaviour.
- In cases of online bullying, save the evidence by taking screen shots etc. Ask the perpetrator to take down offensive material (refer to Academy policies). Failing that, report the material to the Head of Care who will then decide where to take the matter next.

5. COMPLAINTS

There may be times when it is felt that the Academy has not handled the situation to your satisfaction. In the first instance, please contact the Principal.

If you are still not satisfied you may contact Hannah Madeley (Academy Director) on 01606 288090 and request that the Academy contacts Mrs Madeley who will return your call.

Alternatively contact Ofsted at:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD