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
1.2	20.01.2021	Mr R Newton	LGB	2 yearly	Approved by LGB on 20.01.2021	20.01.2023
1.3	18.01.2023	Mr R Newton	LGB	2 yearly	Approved by LGB on 25.01.2023	25.01.2025

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1. <u>POLICY STATEMENT</u>

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 we aim to create a family based atmosphere and environment thrat does not accept or tolerate the oppression of one person by another and where victims and bullies are supported and enabled to overcome their difficulties.

All young people, pupils' families and staff are made aware of the schools 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.

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

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 school can be profoundly harmful and long lasting.

2. <u>WHAT IS BULLYING?</u>

Bullying is the abuse of power in a relationship. It is the wilful, conscious desire to distress, threaten, hurt, intimidate or frighten another 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
- ➤ **Homophobic** or gender variant – taunts, gestures, graffiti
- ➤ **Sexual** – unwanted physical contact, abusive comments
- ➤ **Cyber bullying** – any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox live, Instagram, You Tube, Snapchat and other chat rooms. Social media can be used by perpetrators of all the above types of abuse and due to its nature can be particularly permicious.

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 will be seen as condoning the actions.

If the person being bullied believes than the 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 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.

The 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 a pupil's 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

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➢ Being a victim of someone else – even from the past
➢ Being fearful
➢ Feeling weak or disenfranchised

The 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 VICITMS?

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 ultimately 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 using CPOMs
Where appropriate anti-bullying will be discussed within the curriculum. A buddy system is used when necessary within the Academy for pupil 's with specific anxiety issues and to help new arrivals at the Academy.

➢ **Cyberbullying -** All pupil electrical devices including mobile phones/tablets are handed in on entry to the Academy premises. This prevents pupils accessing social media, messaging apps and other forms of communication during Academy hours; thus helping to eliminate cyber-bullying onsite. The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site. The Act also provides a defense for staff in confiscating items such as mobile phones from pupils. In instances where cyber-bullying has taken place offsite and has been reported to the Academy, the following procedure will be followed.
  • The Designated Safeguarding Lead (DSL) will be informed.

- The DSL will liaise with the Online Safety Lead and discuss the appropriate action to be taken. If the incident of cyber bullying is deemed serious enough then police may be notified.

➤ **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 through a range of mediums and staff support.

➤ **Raising awareness** – keeping anti-bullying issues as high priority. Displaying anti-bullying posters and help line telephone numbers. Holding on-line e-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 school 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.

➤ **Reviewing and developing procedures** – systems that check and analyse the 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 on CPOMs by a member of staff which will notify our DSL. The investigation that followed and the outcome also to be recorded on CPOMs

Incidents of bullying should be reported to

- DSL – Miss Carly Clarke
- Pastoral Lead – Mr Rick McEvoy
- Headteachers – Mr R Newton and Miss S Howarth
- Chair of Governors – Mrs Hannah Madeley

➢ 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 service provider directly.

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 Headteacher.

If you are still not satisfied you may contact Hannah Madeley (Chair of Governors) on 01606 537690 and request that the school contacts Mrs Madeley who will return your call.

Alternatively contact Ofsted at:
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

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