

Anti-Bullying Policy

The Bishop of Winchester Academy



Sapere Aude

Approved by:	Academy Leadership Team	Date: 01/11/2022
Last reviewed on:	November 2022	
Next review due by:	December 2023	

1. Sponsors' Statement

- 1.1. All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities.

2. Introduction

- 2.1. The Bishop of Winchester Academy Anti-Bullying policy complies with the Human Rights Act 1998 and DfE Guidance Preventing, Equality Act 2010 and Tackling Bullying October 2014 DfES Guidance Bullying: don't suffer in silence, and seeks to prevent all forms of bullying among students. The Academy is committed to providing a safe, caring and friendly environment for all its students so they can learn in a secure and relaxed atmosphere. Bullying of any kind at The Bishop of Winchester Academy is unacceptable, and all incidents will be dealt with promptly and effectively.

3. Who does this policy apply to?

- 3.1. This policy applies to all staff, students, Governors and visitors of The Bishop of Winchester Academy.

4. Who is responsible for carrying out this policy?

- 4.1. The implementation of this policy will be monitored by the Governing Body of The Bishop of Winchester Academy and remain under constant review by a designated member of the Academy Leadership Team.

5. What are the principles behind this policy?

- 5.1. The Academy encourages 'non-bullying' behaviour and views bullying as unacceptable. The Academy aims to create an ethos where relationships are based on mutual respect, trust, caring, and consideration for others, rather than on power and strength. Our belief is that with an ethos which promotes these qualities, bullying will be marginalised and students will not consider engaging in bullying behaviour.
- 5.2. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.
- 5.3. All students, parents, staff and governors should have an understanding of what bullying is.

- 5.4. Staff and governors should follow the school policy when bullying is reported or suspected.
- 5.5. All students and parents should know what bullying is and inform a member of staff if bullying arises.
- 5.6. The Academy will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

6. Academy Objectives

- 6.1. To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- 6.2. To react to bullying incidents in a reasonable, proportionate and consistent way.
- 6.3. To safeguard the student who has experienced bullying and to trigger sources of support.
- 6.4. To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

7. Definition

7.1. What is bullying?

“Diana Award Definition of Bullying is Bullying Behaviour is Repeated, Negative, Intentional and it can make a person feel Upset, Unsafe or Uncomfortable”

- 7.2. Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

7.3. Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

- 7.4. Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).
- 7.5. Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

7.6. *Signs of bullying*

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

- is frightened of the journey to or from the Academy
- Avoids the bus and begs to be driven to Academy
- changes their usual routine
- is unwilling to go to Academy (Academy phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in Academy work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- arrives home starving (because lunch money has been taken)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is nervous and jumpy when a cyber message is received

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

8. Reporting Procedures

- 8.1. If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Head of House.
- 8.2. Heads of Year will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.
- 8.3. Form Mentors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.
- 8.4. Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.
- 8.5. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.
- 8.6. Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.
- 8.7. Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.
- 8.8. In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.
- 8.9. Students should report any case of bullying to a member of staff or on the online bullying reporting tool. The Academy will follow these procedures once bullying has been reported:
 - Bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
 - All reported incidents of bullying initially will be dealt with within one working day. In cases of serious bullying, the incidents will be recorded by staff.
 - Heads of Year will ensure that students involved are interviewed as a priority and as soon as possible following the reported incident.
 - In serious cases, parents of both the bully and the victim will be informed by the Heads of Year, and may be required to come into the Academy to discuss with appropriate staff.
 - If necessary and appropriate, police will be consulted.
 - An attempt will be made to help the bully (bullies) change their behaviour.

9. Outcomes

- 9.1. The Academy will always seek to stop bullying immediately by taking a proactive and consistent approach. As part of the Academy policy, it is necessary to take action which communicates unambiguous disapproval of the bullying, as without consequence the bully perpetrator will learn that this behaviour is acceptable. We stress that the disapproval should be aimed at the behaviour of the student and not the student itself.
- 9.2. Additional action will be taken which encourages the development of caring, responsible behaviour on the part of the bully perpetrator, for example peer tutoring. The aim is to channel the dominance of the bully perpetrator into more productive and fruitful activities.
- 9.3. The following disciplinary steps may also be taken:
 - Official warning to cease offending and possible student contract
 - Exclusion from certain areas of the school premises or certain activities at certain times
 - Community referrals
 - ALC / Ark referral
 - Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police liaison Officer.
 - Referral to internal alternative provision - Phoenix
 - External fixed term or permanent exclusion
 - Parent contract

10. Prevention

- 10.1. The academy will always seek to prevent bullying from happening. The Academy aims to promote self-confidence and self-worth, whilst encouraging students to develop their own non-bullying behaviours.
- 10.2. Students will be provided with opportunities, in groups, to develop their understanding of the consequences of acceptable and unacceptable behaviours. These include;
 - Effective school leadership that promotes an open and honest anti-bullying ethos.
 - Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
 - Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
 - Year Group assemblies.
 - Student surveys.
 - Poster campaigns.
 - Improved supervision in potential problem areas.
 - Peer mentoring and Buddy Schemes.
 - Assertiveness training.

- Review of general and specific staff induction and continuing professional development to ensure
- staff training reflects the anti-bullying policy and practice of the school

11. Development, Monitoring and Review

11.1. We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year/Pastoral Team and reported regularly.
- Support staff to identify and tackle bullying appropriately.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Voice and regular student surveys.

12. Conclusion

12.1. By setting up a whole Academy approach to eliminate bullying, we feel we are sending signals to the students that we do care about their welfare. This approach assumes good student-staff relations and creates an atmosphere which continues to foster those relationships. By involving parents and the community our aim is to change attitudes which encourage bullying.

13. Policy review

13.1. This policy will be reviewed annually by the Academy Leadership team as part of the Academy annual review process.

13.2. This policy will be reviewed and submitted to the Governing Body. This will allow Governors to assess its implementation and effectiveness.

13.3. This policy will be actively promoted and implemented throughout the Academy.

14. References

14.1. DfE Guidance Preventing & Tackling Bullying October 2014