St Edward's Church of England Academy

Anti-Bullying Policy

Approved by Trustees:
Last reviewed in: June 2023
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Statutory Policy

Contents

THE VISION FOR EDUCATION WITHIN A CHURCH OF ENGLAND ACADEMY

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. The vision is not simply for Church schools but, recognising the Church's involvement in education over many centuries, the Church of England seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:
- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.

ST EDWARD'S CHURCH OF ENGLAND ACADEMY VISION, ETHOS AND VALUES

The Vision for Education at our Academy

At St Edward's Church of England Academy, we are commissioned to celebrate and support the talents and potential of all in our community (Matthew 28: 18-12). In our Academy, we are all journeying together in order to learn through faith, grow through hope and achieve through love (Corinthians 13:13), allowing all to live life in all its fullness (John 10:10).

We are an avowedly inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of and a space for flourishing and fulfilment because here…

…we are 10:10 people.

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and everything that we do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*.
'Learn for Life'

- Recognise and Encourage everyone's potential, individual skills and talents

- Strive to be the best we can be

- Prepare for the challenges of life

- Empathise – promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust

- Christian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond

- Teamwork – an environment where we work together so we can all achieve our potential

Our Aim

We are a **Rights Respecting School** as defined by the Convention on the Rights of the Child. Therefore, our aim is to create respect for one another in a Christian, caring and equal society, promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment. The Academy rejects all forms of bullying behaviour and intends to provide an atmosphere of safety and happiness for all pupils. Bullying behaviour of any kind is unacceptable and will not be tolerated at our Academy. If bullying behaviour does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Objectives

The objectives of the policy are:

- To raise whole staff, pupil, parent and community awareness of the nature of the problem and ensure their commitment to and support of this policy
- To promote good classroom management by all staff to ensure the development of mutual respect and consideration amongst pupils
- To use a variety of strategies within the curriculum to promote the establishment of our aim
- To create and maintain communication structures within the Academy which will enable incidents of bullying behaviour to be properly reported
- To follow clear and appropriate procedures for investigating incidents of alleged bullying
- To work positively, in partnership with parents, over incidents of bullying and attempt to ensure appropriate treatment and support of "the person affected" and "the bully".
- To identify areas to be supervised by members of staff
- To ensure our procedures reflect the duty of care we have as part of our responsibility for child protection and that they are a coherent part of our Behaviour for Learning Policy

Policy Development and Review

The policy has been developed through a review which involved all members of the Academy community- children, parents/carers, trustees and Academy staff. It has been created to comply with The Children's Act 1989, The Education and Inspection Act 2006, the Malicious Communications Act 1988, The Equality Act 2010, Bullying at School (DFE guidance) and Preventing and Tackling Bullying (DFE guidance). It should be read in conjunction with the following policies:
Safeguarding Policy, E-safety Policy, Behaviour for Learning Policy and the Additional Educational Needs (AEN) Policy.

All stake holders are crucial in the ongoing development and review of this policy, e.g. questionnaires at parents' evenings / parent forums, as well as pupil, staff and trustee meetings / questionnaires.

Evaluation Procedures

In order to assess the effectiveness of this Policy, the following standards will be used as a means of measuring performance.

- Variations in number of reported incidents over a given period; individual incident reports, including nil reports, within given periods for different age groups
- Anti-bullying is a standing agenda item at the student Teaching and Learning sub-committee where reports and analysis is discussed with trustees

Definition, Types and Practices

Bullying behaviour takes many forms and in determining whether bullying behaviour has taken place, the views of the target **must** be considered.

Definition:

The Diana Award define "**Bullying Behaviour**" as "repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Examples of types are:

Verbal: name calling, taunting, mimicking, insulting or hurtful comments, including comments about looks, ability, accent, families, race, gender or sexual orientation (including transphobia, homophobia, biphobia) and those who have 'protected characteristics as defined by the Equality Act 2010

Indirect: spreading unpleasant stories about someone, electronic messages, e-mails and comments or photographs on web-sites, malicious texting or phone calls, excluding someone from a group, writing hurtful comments, etc.

Physical: hitting, pushing, barging, tripping up, kicking, pulling hair, sexual harassment, taking and hiding belongings, damaging property etc.

Practices: It is important to recognise that bullying can take place between various people, such as, between children, between children and adults, or between adults. It can involve individuals or groups and be face-to-face, indirect and use a range of cyber- bullying methods.

Causes of bullying behaviour
The Diana Award identify that are 8 key causes of bullying behaviour. These are:

- Reactive Behaviour
- Cultural Influences
- Institutional Causes
- Social Causes
- Family Issues
- Personal History
- Having Power
- Blaming the Target

REACTIVE/RECIPROCAL BEHAVIOUR
Some young people might replicate the behaviour that has been exhibited or directed towards them. It could even be a coping strategy; a young person might believe that if they are no longer seen as a target, the bullying behaviour they are experiencing will decrease or stop.

CULTURAL INFLUENCES

Young people can be heavily influenced by media platforms, such as popular music, YouTube, TV, films, and gaming culture. Young people want to be accepted in their 'youth culture' to find their place. Yet, mainstream media can create a culture that recognises and rewards those with power, e.g. in video games, movies and television. Young people might be drawn to desire power and may also begin to mimic the negative behaviour they see. e.g. Fortnight – behaviour, competition, status.

INSTITUTIONAL CAUSES

This is where bullying behaviour incidents occur frequently in a certain institution (for instance, a school, a workplace etc.) and are not dealt with in a manner that addresses the behaviour or takes it seriously. This allows this negative behaviour to become the 'norm.' An example of this might be normalised language, such as 'That's gay', that goes unchallenged.

SOCIAL CAUSES

A young person might believe that they will get more social recognition for negative behaviours rather than positive ones. For instance, a young person might receive more attention for misbehaving in class than for behaving in a positive manner. Jealousy or envy of another person, lack of personal or social skills, an inability to process feelings, or the absence of being challenged constructively for negative behaviour can also be contributing factors.

FAMILY ISSUES

A negative and dysfunctional home life without positive reinforcement may contribute to a young person exhibiting bullying behaviour. For instance, a young person coming from a distressing situation or environment might use the mistreatment of others as a coping mechanism.

PERSONAL HISTORY

Various personal experiences can contribute to a young person exhibiting bullying behaviour. For instance, children who experience academic pressures or failures might display bullying behaviour as a result of frustration or resistance against the education

system. Those who have experienced social rejection or extra-curricular stress (e.g., at sports clubs) might similarly be more likely to display bullying behavior.

HAVING POWER

Some young people may like to be in control or a dominating position because this means that they will not be targeted themselves. Young people might also be given power without being trained in leadership skills and so do not know how to wield their power wisely.

BLAMING THE TARGET

Some people who display bullying behaviour will attempt to justify their actions by blaming the target and suggesting that they provoked them. For instance, views that can be classed as discriminatory can be used justify behaviours; this can include negative judgements against different subsets of youth culture where personal tastes vary. Phrases such as 'It's their own fault', 'They shouldn't be weird, then should they?', If they only dressed 'normally' and not like a goth, no one would target them' are examples of this. It is important to remember that nobody ever asks to experience bullying behaviour and it is never the fault of the victim. Nobody should ever be made to feel upset, uncomfortable, or unsafe for being who they are.

Signs of bullying behavior

Signs that a pupil may be the target of bullying behaviour, may include:
- A change in character, becoming withdrawn, anxious, nervous or alterations in eating habits
- 'Loses' money, possessions or has property damage
- Has unexplained marks, bruises or cuts
- Is reluctant to go to the Academy or truants
- Becomes aggressive, disruptive or demonstrates bullying behaviour towards other children or siblings

The Role of the Academy

All adults within the Academy community have a shared responsibility to ensure that bullying behaviours are addressed and dealt with.

The House Leaders

The House Leader is the 'front line' of the pastoral care system and is responsible for creating a good relationship with individual pupils so that the pupils feel they can discuss personal issues including bullying with them if necessary. House Leaders are vigilant in assessing the wellbeing of pupils.

The House Tutor's Responsibility

The House Tutor is the daily contact for pupils; they are encouraged to raise any concerns or issues with their House Tutor. Pupils can also use the prayer boxes which are located around the Academy, along with online reporting tools. This information, as well as the pupil friendly anti bullying policy, is also available in the pupil planner.

How will the Academy respond to any incidents of bullying behaviour?

St Edward's Church of England Academy will establish and maintain the following activities to address bullying behaviour:

- There will be a designated anti-bullying lead
- An appointed Link Trustee for Safeguarding and anti-bullying
- A record through which all incidents are collated, periodically reviewed and reported in appropriately
- Report incidents to the relevant authorities
- Communication of the policy and its periodic update, in order to ensure that staff, pupils, parents and trustees are continuously aware of the Policy and also of their individual responsibilities
- Evaluate the effectiveness of policy and procedure

Please refer to the flow diagram on page 12 for a full overview of how the Academy deals with incidents that are witnessed, suspected or reported as bullying behaviour.

Role of Parent/Carers

- If parents /carers suspect bullying behaviour is taking place, please contact the Academy immediately. This can be done by using the online contact form or calling the Academy

- Encourage your child to inform the Academy or allow you to contact us if they feel they are being subjected to bullying behaviour

- The Academy will keep parents/carers informed of any investigation and its outcomes

Role of Pupils

If pupils feel they or anyone they know is being subjected to bullying behaviour: The most important thing to do is to tell someone. Pupils can speak to any of the following:

- House Tutor
- House Leader
- Any member of staff whom you find approachable
- Their friends
- Anti-Bullying Ambassadors
- School Council / House Captains
- Pupils Buddies
- Parents or Carers

Investigation "Bullying Behaviour" Overview

The reported / suspected / witnessed incident is dealt with immediately by a member of staff

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A clear account is recorded by the member of staff (this **MUST** be completed as soon as possible) and reported to the relevant House Leader

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The incident is picked up by the House Leaders and Assistant Principle

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The incident is fully investigated with statements being taken by target, perpetrators and any witnesses present

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It has been deemed that bullying behaviour **Has** taken place   It has been deemed that bullying behaviour has **NOT** taken place

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The parents/carers of the person/s affected and the parents of the perpetrators are contacted and the details of the conversations are recorded on My Concern
Details of the incident(s) are recorded in the anti-bullying log and a SIMS *B3 – Bullying* incident is also recorded.

The parents of the both parties are contacted and the details of the conversations are recorded in the communication log
The details of the incident are recorded on the anti-bullying log and a *B2 – Persistent Lack of Respect to Others* may be recorded. A follow up letter is sent to the parents/carers of both the person/s affected and the perpetrators.

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An appropriate sanction is put in place. This is dependent upon the gravitas of the incident and whether this type of behaviour has occurred before. It can include reflections, inclusion, internal exclusion, fixed term exclusion or even permanent exclusion

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A follow up letter is sent to the parents/carers of both the person/s affected and the perpetrators

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Over a 4-week period, relevant intervention will take place, these may include: restorative justice, mediation and/or any other bespoke support. All details/information will be logged on My Concern

→ If there are any further issues, then the Academy behaviour policy will be followed due to the repetitive nature and seriousness of these events.
Parents of both the person/s affected and the perpetrators, will be contacted and further strategies/consequences will be implemented as applicable.

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If there are no further issues, then at the end of the 4-week period letters are sent to the parents/carers of both the person/s affected and the perpetrators.

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