



Darlinghurst

ACADEMY

Anti-Bullying Policy

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Darlinghurst Academy

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non- physical, either in combination or in isolation. Any bullying, no matter what its form, may result in lasting psychological damage to the individual.

There is no legal definition of bullying, however, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, there is an expectation that this will be dealt with promptly and effectively. Any member of our community who knows that bullying is taking place is expected to tell a member of staff, their parents or a friend (if a child.) Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Aims of the policy

We aim to:

- Ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- Prevent, reduce and eradicate all forms of bullying
- Provide an environment free from all forms of abuse
- Have a consistent approach to dealing with any incidents of bullying
- Promote a whole school approach where signals and signs are identified and swift effective action is taken

At Darlinghurst Academy we view bullying as a persistent action taken by one or more children repeated over time with the deliberate intention of hurting another child, either verbally or physically. Darlinghurst Academy has a zero tolerance approach to bullying by adults or children. Any such incidents will be dealt with promptly and firmly within the levels of understanding of each child about what constitutes bullying.

Incidents of transphobic, homophobic, racist, sexist, cyber, physical or verbal bullying whether it be direct or indirect should be recorded on the pink Bullying or use of Discriminative Language Incident sheet, this includes excessive use of the word gay as a derogatory comment,(appendix 1).

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical e.g. hitting, kicking, theft
- Verbal e.g.name calling, including transphobic, homophobic and racist remarks
- Indirect e.g. spreading rumours, excluding someone from a social group
- Racial/religious e.g. taunting, graffiti, use of gestures
- Sexual e.g. unwanted physical contact or sexually abusive comments, including transphobic and homophobic remarks
- Cyber-Bullying - 'Cyber bullying' is the most rapidly increasing form of bullying. Cyber-bullying can be defined as an aggressive, intentional act, carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him/herself. This can include bullying through text message, picture / video clip (via mobile phone cameras), phone call, email, chat- room, through instant messaging and

bullying via websites

What bullying is not:

It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional "joke" is played on someone. At Darlington Academy we recognise that children do fall out or say things because they are upset. When occasional problems of this kind arise they are not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair the relationship.

Signs of bullying:

All Darlington Academy staff are alert to signs of bullying and will act promptly and firmly against it in accordance with school policy.

Children may indicate through signs or their behaviour that they are being bullied. Adults should be aware of these possible signs and that they should be investigated if a child:

- Becomes withdrawn, anxious or begins to lack self-confidence
- Begins underperforming academically
- Changes their usual routine
- Cries themselves to sleep at night or has nightmares
- Is unwilling to go to school (school phobia)
- Is frightened walking to or from school
- Begins truanting
- Self-harms, attempts or threatens suicide, or runs away

Many of these signs are also indicative of child abuse and as such this policy should be read in conjunction with the Safeguarding Policy, E-safety Policy and Behaviour Policy

Policy objectives

Bullying can take place anywhere; in school, in the home and within the community. At Darlington Academy we recognise that it damages children's physical and mental health as well as their ability to learn and to build and sustain relationships. It can also destroy self-esteem with the effects sometimes lasting into adult life. Therefore, we do all we can to prevent it through the development of a school ethos in which bullying is regarded as unacceptable.

- This policy aims to produce a consistent school response to any bullying incidents that may occur
- We aim to make all those connected within with school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school

Implementation - School

All reported incidents of bullying will be investigated and taken seriously by staff members. Any incidents will be recorded on a green Behaviour/Incident form and filed in the child's main file. This will be handed to a member of the Senior Leadership Team. Teachers will make sure members of the SLT aware of serious incidents and/or when incidents are repeated over a period of time, in order. If bullying includes transphobic, homophobic, racist, sexist, cyber, physical or verbal abuse it will be highlighted and shared with the Principal, who will report to the Academy's Rapid Improvement Board enabling them to follow all statutory procedures.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on the Behaviour/Incident green form or Midday Supervisor book, depending upon when the incident takes place.
- The investigating member of staff will interview all concerned and make a record of the

incident using the green Behaviour/Incident Sheet. This will be recorded in the School's Behaviour Log by the Inclusion Leader where an act of bullying or use of racist, sexist, transphobic, biphobic or homophobic language has occurred.

- Class teachers will be kept informed.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. In some cases a problem-solving approach may help resolve the issues, whilst in other instances a more formal approach may need to be taken. The investigating adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil involved must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

If an act of bullying is witnessed outside the school, the school is informed and appropriate action taken.

(See flowchart in Appendix 2)

(See Appendix 3 for Script for tackling homophobic, biphobic, transphobic language.)

The role of the Midday Assistant

All Midday Assistants will have access to the Anti-bullying Policy and will therefore understand what constitutes bullying behaviour.

All incidents of bullying will be passed to the lead MDA who will then liaise with the Behaviour Support Assistant/Inclusion Leader/Principal or class teacher to ensure that the appropriate action is taken and where necessary a note made of the behaviour using Behaviour/Incident form.

The Behaviour Support Assistant will meet daily with the lead MDA to look at any low-level bullying patterns of behaviour from any individuals so that appropriate action can be taken.

Implementation – Pupils

Pupils who have been victims of bullying will be supported by:

- Staff ensuring that the victim is safe
- Offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Informing parents.

Pupils who have been the perpetrators of bullying will be helped by:

- Discussing what happened and encouraged to recognise that bullying will not be tolerated
- Discovering why the pupil became involved
- Understanding the need to change and the impact of their behaviour on the victim / other pupils
- Informing parents/carers to help change the attitude of the pupil
- Other consequences may also take place.

The following disciplinary steps can be taken for more serious incidents (recommended progression):

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion.

It is every pupil's responsibility to report any incidents of bullying, whether committed against them or witnessed by them (see Appendix 4)

Parental involvement

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents are reminded to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. (see Appendix 4)

School action to promote anti-bullying

Within the curriculum, the school will raise awareness of the nature of bullying through inclusion in PSHCE, anti-bullying week, subject areas and through the school values assemblies, as appropriate, in an attempt to eradicate such behaviour. There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as PSHCE 'Circle Time'.

The role of the Governors

The governing body was replaced by the Rapid Improvement Board and they support the Principal in all attempts to eliminate bullying from our Academy. The policy statement makes it very clear that the RIB does not allow bullying to take place in our Academy, and that any incidents of bullying that do occur, are taken very seriously and dealt with appropriately.

The RIB reviews the effectiveness of the school policy regularly.

(Please refer to the Grievance, Whistleblowing and Child Protection Policies for matters related to adults' behaviour in school.)

The RIB aims to respond within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the RIB notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the board. (This may subsequently be delegated)

The role of the Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the RIB about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly time as a forum in which to discuss with other children why this behaviour is wrong.

The Principal will ensure that all staff receive sufficient training, as and when necessary.

The Principal sets the school climate of mutual support and praise for success. When children belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Monitoring and review

This policy is monitored by the Principal, who reports to the RIB about the effectiveness of the policy on request.

The anti-bullying policy is reviewed regularly, by the Principal in conjunction with the Inclusion Leader

Complaints

If a parent or child feels that their needs are not being fully met they are encouraged to discuss this further with the class teacher or a member of the Senior Leadership Team. Should parents or pupils continue to be dissatisfied then a formal complaint via the Academy's complaint procedure should be made. After all attempts at resolution have been exhausted, a formal complaint can be made to the Department for Education only if it comes under the scope of section 496/497 of the Education Act 1996.

Further information

If you are worried about bullying and would like advice the following organisations may be of help

Childline: 08001111 – www.childline.org.uk/Bullying

Kidscape: 02077303300 – www.kidscape.org.uk

BeatBullying: 02087713377 – www.beatbullying.org

NSPCC: 08088005000 – www.nspcc.org.uk



Darlinghurst Academy – Behaviour/Incident Sheet

Name of Pupil(s) involved:	
Date:	Did the incident(s) happen Inside or Outside school? (please delete as appropriate)

Brief description of incident: (PTO if necessary)

Outcome:

Follow up

Parties informed (indicate as appropriate)		
Parents	Class Teacher	SLT
Dealt with by (name)	Signature:	

Continuation sheet if necessary

For Inclusion Leader use only

Any incidents of bullying, (including Cyberbullying) racist, sexist, homophobic or transphobic language to be recorded in the log

Identify incident type

- Physical incidents of bullying
- Verbal incidents of bullying
- Racism or racist language
- Cyber-bullying incident
- Sexism or Sexist Language
- Transphobia or transphobic language (derogatory references to trans individuals)
- Homophobia or homophobic language (derogatory references to homosexuality)
- Other

Appendix 2

Flow Chart for reporting incidents of bullying:

An Incident of bullying is witnessed or disclosed either inside or outside of school.

A member of staff is informed and speaks to the parties involved – if appropriate using the school wide script on tackling homophobic language (see appendix 3).

A member of staff writes up the incident on a green 'Behaviour/Incident sheet.' (See appendix 1)

The children involved are spoken to and wherever possible the situation is resolved between them. On occasions the victim may be involved in agreeing the perpetrator's sanctions if appropriate.

This is then passed onto the Inclusion Leader or a Senior member of staff who then inform the Principal, class teacher and parents/carers of the respective children.

If the perpetrator has not understood their actions they are supported in doing so and also given a warning that if the behaviour is repeated there will be further sanctions. Parents will be informed.

If the incident has involved another school, after the appropriate information has been gathered we will phone the named school and discuss the incident.

If the perpetrator persists in the antagonistic behaviour they will be referred to the Pastoral Support Team, in the Anchor Room, to understand their motivation for the behaviour and be given the appropriate emotional support. (this may involve support from outside agencies)

In any incident recorded the Inclusion Leader will identify the type of bullying and inform SLT. Parents/carers, pupils involved and teachers will be informed and the outcome recorded on the incident sheet which will be kept in the child(ren)s files. This will also be logged in the racist/homophobic log. Any trends will be highlighted and responded to appropriately.

Appendix 3

Script for tackling homophobic, biphobic, transphobic language/bullying:

You hear a child use 'gay' in a derogatory way . . .

- Do you know what that word means?
- If a child says no...It is when a man and a man or a woman and a woman love each other and may be in a relationship.
- Why did you decide to use that word in that way?
- Have you considered how using this word in that way might hurt the feelings of other people?
- Would you like someone to say that to someone you cared about?
- If you are heard using that word again to insult someone this is what will happen . . .
(see flow chart for order of events)

Anti-Bullying Code

We believe that bullying behaviour is totally unacceptable.

Bullying behaviour can be one or some of these things that happen often:

- Kicking
- Punching
- Name calling including homophobic, transphobic and racist remarks
- Being threatened
- Things being hidden, stolen or broken
- Sending inappropriate or unkind messages on a mobile phone or computer

If you feel that you are being bullied

TELL SOMEONE

Tell:

- Your class teacher
- Any other member of staff
- A friend
- A family member

HELP YOURSELF

- By ignoring comments
- Walk away
- Do not react
- **BUT ALWAYS TELL**

If the bullying persists **TELL AGAIN**

You can help others by:

- Always reporting bullying behaviour
- Do not join bullying behaviour (Remember those who take sides with a bully are as bad as the bully themselves)

We want Darlington Academy to be bully free. Everyone has a part to play in this.