Anti-Bullying Policy

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Policy Status	
Responsible member	Mr S Carrington
Governor	

Contents

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At Henlow CE Academy we aim to establish and maintain an ethos and environment which reflect the Christian values that underpin our thinking.

Statement Of Intent

To ensure a positive learning environment is created in which all stakeholders feel safe.

To encourage an ethos of respect and support for all.

To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.

To engage with all members of Henlow CE Academy community to ensure that we create a learning environment in which bullying will not be tolerated.

To update and review our practices regularly, informing parents of any changes made to our anti-bullying policies or procedures, and signposting them to any useful resources

Definition of Bullying

Bullying is: "Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (DfE definition).

A paper for the Office of Children's Commissioner (2006) outlined four key characteristics:

- Repetitive and persistent.
- Intentionally harmful.
- Involving an imbalance of power.
- Causing feelings of distress, fear, loneliness or lack of confidence.

Types of Bullying

Bullying can take many forms, but the main types are:

- Physical – hitting, kicking, taking belongings, any use of violence
- Verbal – name calling, insulting, making offensive remarks, sarcasm, spreading rumours · Emotional – tormenting, manipulation, bribery, threatening gestures
- Indirect – spreading nasty stories about someone, exclusion from social groups, intimidating looks or gestures, being made the subject of malicious rumours,
- Cyber - Setting up malicious websites, sending malicious e-mails or text messages on electronic devices.

Specific targeted types of bullying:

Racist Bullying

a student is targeted for representing a group, and attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive language
- Physical threats or attacks
- Wearing provocative badges or insignia
- Bringing racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti or other written insults

Sexist/LGBTQ+ based Bullying

Sexist**/LGBTQ+ based** bullying is based on sexist**/negative LGBTQ+ based** attitudes expressed in a way to demean, intimidate or harm another person because of their sex, gender or sexuality. Sexist**/LGBTQ+ based** bullying may sometimes be characterised by inappropriate sexual behaviours. (NB. This can affect all genders.)

This is bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes. In general, sexual bullying is characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty · Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault

Indirect bullying

Indirect bullying involves the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyber-Bullying

Cyber-bullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person'. This typically involves sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying. It can take a number of different forms:

- Threats and intimidation, harassment or 'cyberstalking' (e.g. repeatedly sending unwanted texts or instant messages)
- Sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones
- Vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online).
- It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

In general, cyber-bullying is bullying via electronic communication devices; however, it differs from other forms of bullying in several significant ways:

- Cyber-bullying can facilitate a far more extreme invasion of personal space. · Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations.
- Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Our Commitment

At Henlow CE Academy we believe that bullying in any form is unacceptable, we are committed to creating an excellent learning environment that is safe and free from acts of intimidation and bullying. We aim to prevent all forms of bullying. This includes bullying related to race, religion, special educational needs or disabilities, sex or sexual orientation, or cyber bullying. We aim to develop a culture in which students feel that reporting bullying is a positive thing to do.

In addition, the following principles inform anti-bullying practice at Henlow CE Academy:

- All students and other members of the Academy community are of equal value. We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities and barriers that already exist.

The Academy will ensure that:

- All students, parents/carers and staff know where to go and who to speak to if bullying occurs, usually the form tutor or Head of Year, but this can be any member of staff.
- All reports of bullying, whether by a victim or a witness, a student or a parent/carer are treated seriously, responded to promptly and are acted upon in accordance with Academy procedures
- All reports of bullying are logged centrally in Edulink
- Student and staff awareness of issues relating to bullying are constantly reinforced via the curriculum and other opportunities such as assemblies
- Staff provide good role-models for students in their everyday work with colleagues and students.
- Other adults, such as the police and outside agencies, are informed and utilised where necessary.

Our Responsibility for implementation of the Anti-bullying Policy lies with the Headteacher.

The Headteacher's role is to ensure that detailed measures are in place within the Academy to ensure that the policy is fully adhered to. These include ensuring that guidance is freely available and regularly circulated and publicised to Parents/Carers, students and staff.

The Governors have agreed that sanctions, as detailed in the Behaviour Policy, may be used by the Academy in appropriate cases. The Academy will engage in the use

of restorative practices in order to support the resolution of minor disputes between students.

All members of staff are expected to:

- Promote a fully inclusive ethos in the classroom, curriculum and through enrichment
- Teach students that it is unacceptable to be hurtful or negative to others
- Deal with any bullying and prejudice-related incidents that may occur
- Teach and support students to respect and understand diversity
- Promote strong British values of respect and tolerance in a multi-cultural society

The Academy will:

- Ensure all students are aware of and understand the nature of bullying
- Ensure all students are aware of and understand the measures that will be taken against bullying
- Inform parents of the Academy's attitude towards bullying
- Ensure that all staff are aware of the anti-bullying policy and procedures for implementation
- Display anti-bullying posters throughout the Academy
- Provide easy opportunities to report bullying
- Provide feedback to parents/carers on reported incidents

Parental Involvement

Henlow CE Academy is firmly committed to working in partnership with parents/ carers and believes that the best outcomes emerge when professionals and parents/ carers are able to work together when bullying occurs.

The Academy recognises the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator), the Academy will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents.

We encourage parents to inform us of any incidents of bullying by email, letter, telephone or in person.

The delivery of this policy will be monitored in the following ways:

- Through the member of the Senior Leadership Team responsible for the anti-bullying strategy, who will report to the Headteacher on its implementation on a regular basis
- Through the Headteacher, who will report to the governing body on the progress of the policy Return to contents

Linked Policies and Documents

- ☐ Behaviour and Relationship Policy
- ☐ Child Protection Policy
- ☐ Equality and Diversity Policy

Useful sources of information:

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

http://www.anti-bullyingalliance.org.uk

Stonewall: www.stonewall.org.uk

Useful information and links on LGBTQ issues.

BBC Schools: www.bbc.co.uk/schools

Includes information about bullying.

ChildLine: www.childline.org.uk

Primarily a helpline for children but has useful information and links on bullying. Chips

(Childline in Partnership with Schools) encourages schools to support students in

setting up anti-bullying projects.

The Children's Society: www-the-childrens-society.org.uk

'Bullying! Information for parents on how to help your child' – leaflet giving

information and practical guidance.

Kidscape: www.kidscape.org.uk

Advice for children, parents and teachers as well as training and sample policies.

Schools Out!: www.schools-out.org.uk

Campaigns for better support networks for gay and lesbian students and clearer

guidance for teachers on issues of sexuality.

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