



## **BERWICK ACADEMY**

### **ANTI-BULLYING POLICY**

#### **AIMS OF THE POLICY**

We are committed to valuing every individual. We seek to promote an environment where every student has the right to be a confident, happy and successful learner. We challenge any action or process, be it physical, verbal or psychological, that intimidates or demeans an individual. Anti-social behaviour such as bullying is not tolerated. However, should this happen, appropriate action will be taken to prevent any recurrence.

#### **PROMPT ACTION AGAINST BULLYING IS IMPORTANT**

- **bullying leads to a culture where violence and anti-social behaviour are accepted**
- **bullying creates unhappiness and low self esteem**
- **bullying disrupts students' concentration on their learning**
- **bullying may result in truanting or absenteeism**
- **the Academy's reputation as effective and caring depends on prompt action being taken against bullying.**

## **A DEFINITION OF BULLYING**

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. Bullying happens when a person is subjected to aggressive acts by another person or persons. These acts may be isolated or repeated. If bullying happened to adults, it would be called harassment, assault, mental cruelty, extortion, criminal damage, racial abuse, sexual abuse and so on. Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do, cyber bullying. Bullying also includes abuse by age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. (The Equality Act 2010)

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.”

DfE: (March2014), [Preventing and tackling bullying: Advice for head teachers, staff and governing bodies](#)

## **EXAMPLES OF BULLYING BEHAVIOUR**

### **Emotional/psychological**

#### **Verbal:**

- Teasing
- Name calling
- Ridiculing/mimicking
- Belittling
- Stereotyping
- Criticising constantly
- Sarcasm
- Threatening
- Spreading malicious tales
- Inciting others to commit an act of bullying

## **Racist Bullying**

A child or young person is targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comic or magazines into the Academy
- Racist inciting of others
- Racist graffiti or other written insults including against food, music dress or custom
- Refusal or co-operation in work or play

## **Sexual bullying**

Sexual bullying impacts on both genders and is characterized by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content
- Sexual assault
- Rape

## **Sexual orientation**

Pupils do not have to be gay or bi-sexual to experience this type of bullying. In most cases being different is enough.

Pupils can experience verbal, physical and cyber bullying.

## **Disabilities**

Children and young people with special needs or disabilities are often at great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

**Non verbal:**

- Ignoring/shunning
- Invading privacy
- Graffiti designed to embarrass
- Withholding love and affection

**Physical:**

- Hitting
- Punching
- Pinching
- Unwanted touching
- Roughing up
- Finger jabbing
- Inappropriate touching
- Jostling
- Cornering
- Interfering with property
- Vandalism
- Extortion
- fighting

**Cyber Bullying:**

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying with technology providing the bully with another route to harass their target. However it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyber bullying takes different forms: threats and intimidation; harassment or “cyber-stalking”, (e.g. repeatedly sending unwanted texts or instant messages through BBM, Snapchat), vilification/defamation; exclusion or peer rejection; impersonation; unauthorized publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images); and manipulation through use of Photoshop.

**Relational Aggression:**

Alienating former friends, alliance building, mock friendship and manipulation, inciting others, joking to humiliate, online threats, prank calls, private photos shared, rumours spread, cyber bullying, harassment, stalking and sexting

## **COMMON MISCONCEPTIONS ABOUT BULLYING**

- It is a minority problem;
- It does no real harm;
- It is character forming;
- Bullies are instantly recognisable.
- Victims are instantly recognisable.

## **FACTS ABOUT BULLYING**

- Bullies thrive on their sense of power and look for signs of weakness and defensiveness. A firm rebuff can help prevent bullying.
- Bullies depend on a code of silence for their success. Breaking that code is often the first step in prevention.
- Those who watch bullying take place without doing anything about it collude in the bullying.
- Victims **and** bullies need help.

## **ACADEMY POLICY**

1. The eradication of bullying is an important part of the philosophy of the Academy.
2. A HOY has a specific responsibility for promoting Academy-wide anti-bullying strategies and awareness. This includes regularly canvassing student opinion through questionnaires.
3. There will be an immediate response to all repeated or observed incidents of bullying and cyber bullying. The Code of Practice will provide the framework for such a response.
4. Bullying/cyber bullying issues and advice will feature in the assembly programme and will be raised as an issue with form groups initiated through HOY Team meetings, in Preparation for Life (P4L) days and every year in November as part of Anti-bullying Week. It is also part of the Year 9 Induction program in September where students are introduced to Tootoot, Berwick Academy's online reporting system .Opportunities may also be provided elsewhere within the curriculum to deal with the issues.
5. The ethos of being a "telling school" is to be encouraged. Students should be urged to "tell" someone if they notice bullying or suffer from it - bullying is too important not to report it.

6. Liaison with Middle Schools will provide an important part of the monitoring of potential problems.
7. Support will be given to the victim and the bully and all incidents will be recorded by the HOY and discussed at Student Support Team Meetings. Appropriate action will be taken by the HOY depending on the nature of the problem and the frequency of the occurrence.
8. Recording of the incident by the HOY is crucial: it will provide information on pupils involved, locations and issues, and will allow some evaluation of the impact of the policy. All incident will be recorded through Tootoots online incident reporting tool. All staff will have access to Tootoot.
9. In extreme or persistent cases, sanctions may involve formal suspension and the involvement of the police.
10. Attention will be paid to the location of bullying incidents and duties adjusted accordingly to minimise the risk of such incidents.
11. Lunch-times are seen as particularly vulnerable times of the day for victims and supervised areas will be provided.

## **CODE OF PRACTICE**

1. Instances of bullying including cyber bullying will be dealt with through the Academy's Student Support system. **Serious incidents should be referred initially to the victim's HOY, (and Behaviour Manager to log),** who will then co-ordinate an appropriate response.
2. The HOY will interview the victim, the alleged bully and students who were witnesses to the incident. A written record of the incident will be required from those involved. The person being bullied through misuse of information and communications technology will usually have examples of texts or emails received, and should be encouraged to keep these to aid any investigation.
3. All incidents and outcomes will be recorded by HOYs and logged on central file held by Behaviour Manager.
4. HOY will take steps in the case of cyber bullying to identify the person responsible. Steps can include looking at the Academy system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider. Mobile phones can be confiscated to contain the spread of illegal content. It is important to refer to the Acceptable User Policy for internet and mobile use, and apply sanctions where applicable and practical. Technology specific sanctions for pupils engaged in cyber

bullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the Academy site.

### **(Cyber-bullying)**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. DfE: (July 2017), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

5. Refer also to the e-safety policy, Safeguarding policy, Mobile Phone policy and network security policy.
6. Appropriate action will be taken to deal with the incident. This will involve support for the victim and counselling/sanctions for the bully. In all cases parents will be involved, and also outside agencies where appropriate. However it is deemed unacceptable by the Academy for parents to approach other parents if a bullying case is being investigated by the school. If this happens the school may withdraw their support. (Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. DfE: (March 2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

7. Where students are involved as an aggressor in repeated instances of bullying, it is likely that a short fixed term exclusion will be applied. It may also be necessary to involve the police and request that a formal warning be issued. In all cases where police involvement is contemplated the Assistant Head Teacher (Pastoral) should be consulted. **(Criminal law:** Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

8. **(Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. DfE: (March2014), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)

9. If procedures fail to prevent further incidents of bullying, a permanent exclusion from the Academy will be considered.
10. Through assemblies all students will be made aware of the support structures available in school.
11. Students will be reassured of the many different ways bullying can be reported : Class teacher, Form tutor, HOK, Academy Student Mentor, Peer Mentor, and anonymously through Tootoot.



12. The Academy Student Mentor will offer drop in sessions at break and lunch time for students with a bullying issue.
13. The Academy Student Mentor may also offer individual support and counselling sessions to students. In all cases the Academy has (the responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). DfE: (July 2017), Preventing and tackling bullying: Advice for head teachers, staff and governing bodies)
14. The Academy Student Mentor may also offer a mediation service along with HOY, self-esteem workshops, assertiveness workshops and Group support.
15. The Academy Student Mentor has trained several "Peer Mentors". This team works to support individual pupils experiencing difficulties.
16. Tootoot a dedicated online reporting tool has been set up for students in Years 9 and 10. The aim is to roll out this reporting tool to all students in Berwick Academy. Tootoot is currently being managed and monitored by Mrs Stones and Berwick Academy's ICT Network manager.
17. All staff will have access to Tootoots online incident reporting system from September 2017.

"Tootoot is a secure, encrypted, mobile-friendly, web-based system allowing students of all age ranges - from Primary right through to University - to report: incidents of bullying, problems at home, problems within education, and anything else in a completely confidential and discrete manner. These individual cases are monitored, managed and resolved by teachers/pastoral care within their own institution. Tootoot not only encourages students to report incidents of bullying, it also encourages them to work together and strengthen communication links between them and their teachers by removing barriers."  
[www.tootoot.co.uk](http://www.tootoot.co.uk)

<b>Revision Record of Issued Versions</b>				
<b>Author</b>	<b>Approved date</b>	<b>Committee</b>	<b>Version</b>	<b>Status</b>
<b>Berwick Academy S Stones</b>	<b>10/10/2012</b>	<b>Full Governing Body</b>	<b>1.0</b>	<b>Final Version</b>

<b>Berwick Academy S Stones</b>	<b>14/10/2014</b>	<b>Full Governing Body</b>	<b>1.1</b>	
<b>Berwick Academy S Stones</b>	<b>14/10/2015</b>	<b>FGPC</b>	<b>1.2</b>	
<b>Berwick Academy S Stones</b>	<b>11/10/2017</b>	<b>FGPC</b>	<b>1.3</b>	

**Appendix below**

## **APPENDIX**

### **HELPING BULLIES : SOME GUIDELINES**

- Simply exercising punitive treatment towards the bully/harasser may well reinforce their view that when they are in a position of power, they will be

able to use bullying tactics again. Education and awareness raising is more effective and consistent.

- Most bullies are happy enough to talk about what has happened, so long as they think you are being reasonable and empathising.
- When dealing with the bully, defuse the situation; do not exacerbate it by being angry, sarcastic or indignant.
- The goal is to try to persuade the person who is using bullying behaviour to feel concern for the victim.
- Try to communicate with the perpetrator on equal terms, rather than from a hierarchical position.
- Accept the bully's account initially to keep them talking.
- When challenging a bully about his/her behaviour and working towards a resolution, try the following statements/questions:
  - "I would like to talk to you because I've heard that X has been having a rather bad time."
  - Or "I need your help...X has been rather upset recently".
  - "What do you know about all this? What have you seen?"

After you have made the first couple of statements, remain silent and wait for the perpetrator to respond. (This may seem to take for ever, but wherever possible don't rescue them by talking to ease the tension.)

- While the bully tells you her/his side of the incident, do not interrupt but encourage her/him with nods, phrases such as 'Oh', 'Really', 'That's interesting', 'Mm', etc.
- When you detect in the bully a note of concern for the victim, stop the conversation. Reinforce the notion that you both agree that something is wrong with X.
- Elicit constructive solutions - 'What shall we do about it?'
- Accept the bully's suggestions, if reasonable, then tell her/him that you will meet again in a few days to discuss how things have gone. Arrange a time/date/place to meet.
- Aim to bring bully and victim together for a constructive talk. This may take some time to achieve and is not always advisable.

Adapted from Anatol Pikas, 'The common concern method for the treatment of mobbing', in Roland & Munthe (eds), *Bullying: an International Perspective*, David Fulton, 1989.

## **HELPING PEOPLE WHO HAVE BEEN BULLIED**

- It is important, in the first instance, to listen sympathetically to the victim's account of what happened and to reassure them that they have acted correctly in coming to you.

- Actively listen to them (stop what you are doing, look at them, respond by nodding and make supportive sounds).
- Ask them to tell you what happened by posing neutral questions such as :
  - 'Tell me what happened?'
  - 'Who was involved?'
  - 'When and where did this happen?'
  - 'What did you say or do at the time?'
  - 'How often has this happened, or is this the first time?'
  - 'Was there anyone who saw or heard this?'
  - 'Have you spoken to anyone else about this incident/these incidents?'
  - 'How have you been affected by this?'
- It is not helpful to anyone if you conduct an interrogation or if you make comments or ask questions that make them feel that in some way they were responsible for the behaviour, or that their complaint is trivial or time wasting. In other words, do not convey the impression that the recipient should feel guilty about being bullied and needing to seek help.

### **Useful Publications**

Cyber bullying – Safe to learn: Embedding anti-bullying work in schools  
Department for children, Academy and families

Homophobic bullying – Safe to learn  
Department for children, Academy and families

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

### **Further sources of information**

- DfE Behaviour and Discipline in Schools Guidance
- Mental health and behaviour in schools advice for school staff
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Keeping Children Safe in Education (KCSIE)
- Working together to safeguard children

### **Legislation**

- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school
- The Equality Act 2010

### **Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011. 17

## **Cyber-bullying and online safety**

- **Child Net International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **Intenet Matters:** provides help to keep children safe in the digital world.
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## **LGBT**

- **Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- **EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- **Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- **Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- **Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

- **Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

### **Mental health**

- **MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- **PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues

### **Race, religion and nationality**

- **Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- **Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.
- **Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- **Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

### **Sexual harrassment and sexual bullying**

- **Ending Violence Against Women and Girls (EVAW):** A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- **Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- **Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



Department  
for Education

**Preventing and tackling bullying: Advice for head teachers, staff and governing bodies** (March2014) Ref: DFE-00292-2013

**Supporting children and young people who are bullied: advice for schools** (Published: March 2014) Ref: DFE-00094-2014

**Preventing and tackling bullying Advice for head teachers, staff and governing bodies** (Published: July 2017) Ref: DFE-00160-2017