



## Anti-Bullying Policy

Signed:

A handwritten signature in black ink, appearing to be "G. P. W.", written over a light blue horizontal line.

Dated:

October 2020

Date of Signature:

8<sup>th</sup> December 2020

Review Date:

October 2021

Responsibility for review: T Cartmail

## Ebor Academy Filey Anti Bullying Policy

Ebor Academy Filey wishes to foster good relationships and expects that every allegation of bullying will be taken seriously with the premise that "people's perceptions are their reality".

**ALL STAFF, STUDENTS AND PARENTS SHOULD BE AWARE OF THE NEGATIVE EFFECTS THAT BULLYING CAN HAVE ON INDIVIDUALS AND THE SCHOOL IN GENERAL, AND SHOULD WORK TOWARDS ENSURING THAT STUDENTS CAN LIVE AND WORK IN AN ENVIRONMENT WITHOUT FEAR.**

Bullying is unacceptable in this school and will not be tolerated. Ebor Academy Filey recognises that because of the verdicts in bullying cases it must take note of bullying perpetrated outside school, which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying.

### **Aim**

Our main aim is to raise levels of consciousness and awareness so that:

- a) There is an agreed definition of bullying
- b) Everyone in the school community feels responsible for combating bullying and realises that bullying is always unacceptable
- c) Victims feel protected, supported and 'believed'.
- d) Those engaged in bullying change their attitudes as well as their actual behaviour

### **Definition of Bullying**

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time. It can be short term or continue over time. It can be overt or subtle. It can be perpetrated by an individual or a group. Bullying is where it is difficult for those being bullied to defend themselves and is characterised by the dominance of the powerful over the powerless.

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, and taking belongings.
- Verbal – name-calling, insulting, making offensive remarks.
- Indirect - spreading nasty rumours, exclusion from social groups.
- Mobile phone – text messaging and multimedia messages.
- Cyber bullying\* – via the internet emails, chat rooms, social networking sites and instant Messaging.
- Sexual orientation, LGB and transgender students.

*\* Cyber-bullying is defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.*

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else.

It may be verbal, physical or psychological.

It is necessarily a repetitive action, which causes distress not only at the time of each 'attack' but also by the threat of future 'attacks'.

It is characterised by the dominance of the powerful over the powerless in whatever context.

It can be short-term or continue over time.

It can be overt or subtle.

The perpetrators can be an individual or a group.

It can be 'E' bullying

However, this is not an exhaustive list.

**Bullying can take many forms – including those below. However, this is not an exhaustive list.**

- Name calling
- Excluding from groups
- Pushing / shoving, hitting / kicking
- Making fun of people, being rude, spreading rumours
- Saying unpleasant things about people's family and friends
- Taking and breaking property
- Blackmail
- Threatening
- Demanding money
- Following people
- Unwanted physical contact
- Nasty gestures
- Texting
- Social networking or other interactive websites (see appendix 1 and 2)

**All are Responsible for the Prevention of Bullying and the Promotion of Non-bullying behaviour**

We recognise that all adults in the school are role models for the students in the way we behave towards each other and to students. As adults, we must:

- Show respect for every student as an individual
- Be aware of vulnerable students
- Criticise the behaviour rather than the student
- Avoid favouritism
- Be seen to be fair
- Avoid labelling
- Have high expectations of students
- Avoid reference to other members of the family ('just like your sister')
- Never give students 'ammunition' to use against each other.

**Student awareness about bullying is raised by:**

- The PSHE programme which incorporates topics relevant to the issues surrounding bullying. The programme ranges from work on friendships, relationships, stereotyping and increasing self-esteem to the explicit exploration of the nature of the bully and bullying, advice on what to do if bullied, and promoting collective responsibility in facing the bullies.
- PHSCE for all year groups
- Administering confidential questionnaires to establish the extent of bullying in the school and to gauge the students' attitudes to the problem"
- Student briefings, where the topic of bullying is presented to all students.

**Victims Should Feel Protected and Supported**

It is important not to think in stereotypes as it is then possible to miss incidents. Bullies and victims do not come in standard shapes and sizes.

Some children may become temporary bullies after a traumatic event in their life. Others become **'chronic' bullies** because they:

- Like the feeling of power
- Are 'spoilt' and expect everyone to do what they say
- Feel insecure, inadequate, humiliated
- Have been abused in some way
- Are scapegoats or are bullied at home
- Are under pressure to succeed at all times
- Don't fit in with other students
- Feel no sense of accomplishment.

**Bullies tend to:**

- Have assertive, aggressive attitudes over which they exercise little control
- Lack empathy; they cannot imagine what the victim feels
- Lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment

Bullies pick on vulnerable students, but it is difficult to judge in advance who might be seen as vulnerable. Some victims may seem no different to other students. The 'difference' may be a notional one used by the bully to justify the bullying.

However, **victims may be students who**

- Are new to the class or school
- Are different in appearance, speech or background from other students
- Suffer from low self-esteem (this may be a cause or an effect of bullying)
- Demonstrate 'entertaining' reactions when bullied e.g. tantrums, loss of control
- Are more nervous or anxious

All of these are only possibilities, not predictions of victimisation. The victim may be the student who is in the wrong place at the wrong time, and who reacts wrongly.

**We must be alert to the behaviour of all students. It is important to be watchful and observe the social relationships between the students in the classroom during lessons as well as outside the classroom, especially during breaks and lunchtime.**

**Students that are being bullied may show changes in behaviour. They may**

- Become shy, nervous and withdrawn
- Feign illness or cling to adults
- Be frequently absent
- Have damaged clothes or property
- Show changes in their work patterns
- Lack concentration and do poorly in school work
- Truant
- Give improbable excuses for any of the above

## Speaking out

Victims don't want to tell that they are being bullied because:

- Of the fear of reprisals
- Of the shame and humiliation suffered
- They don't want to publicise their unpopularity
- They are too confused or upset
- Seeking help might confirm the taunts of being a baby / stupid etc.
- Of low self-esteem and therefore the belief 'it's my lot in life'
- Of no confidence in adults ability to help
- Of the unwritten code about telling tales among the peer group

Consequently, it is vital that at Ebor Academy Filey, the ethos prevails that anyone who is being bullied or who has witnessed bullying taking place needs to tell and not to think that he or she is telling tales. Not telling protects the bully and gives the message that it can continue, perhaps bullying others too. **Secrecy and silence nurture bullying.** It is, therefore, important that students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

**Who to tell.** There are many people whom students can tell if bullying occurs. This ensures that everyone should be able to choose someone he or she can relate to: parents, a friend, Form Tutor, Subject Teacher, Assistant Headteacher, Deputy Headteacher, Headteacher, Behaviour & Attendance Manager.

## **PROCEDURES FOR DEALING WITH INCIDENTS**

***Do not ignore any incident of bullying that you have witnessed or that has been reported to you. Bullying which is unchecked, and which teachers seem to condone by ignoring, affects not only those immediately involved but the school on general.***

If a student tells you that he or she is being bullied, take him or her seriously. Ask the student to tell you as much as possible about what is happening and ask them to write it down if they can, being careful not to influence or prejudice the statement.

Re-assure them that something will be done, but that it is necessary to tell either the form tutor, Assistant Headteacher or a Behaviour & Attendance Manager. If you can, take them to see the appropriate person yourself who will investigate further and follow the procedures outlined below.

If a student reports that he or she knows of someone being bullied, take them seriously. Praise them for acting responsibly and then follow the same procedures as above.

### **If you witness an incident, you should:**

- Remember to avoid a confrontational approach yourself
- Establish the identity of those involved
- If a particularly aggressive situation has taken place, separate those involved. At this stage you may not always know who is the victim and who the bully.
- Reassure the victim – don't make them feel inadequate or foolish
- Make it plain to the bully that their behaviour is unacceptable
- Report the incident immediately to: The form tutor(s), the appropriate Assistant Headteacher

or another senior member of staff if the severity of the case warrants attention at this level.

### **STAGE 1 - Getting the facts straight**

Apart from the written statements that may already exist, all involved will be interviewed individually and sensitively.

### **STAGE 2 - Making amends**

The bully needs to be encouraged to see things from the victim's point of view and to carry out corrective action to improve relationships.

Making a contract not to engage in this behaviour or setting particular targets may be appropriate. If the victim is in agreement, a meeting with the teacher or Behaviour & Attendance manager, victim and bully should take place where the bully apologises to the victim and solution is agreed.

### **STAGE 3 - Contacting parents**

Contact parents of both victim and bully as quickly as possible and tell them what happened and the steps taken so far. Parents of victims are likely to be upset and anxious to protect their child. Working together to identify ways of tackling the bully is the goal. Parents of bullies may likewise be upset, anxious and defensive. Here it is important to try and establish a clear picture of events and to stress the unacceptability of the behaviour. A meeting in school may be appropriate at this stage and certainly if the incident was particularly serious or was a repeat.

**It should be made very clear to parents and students that there is no place at school for those who bully repeatedly.**

### **STAGE 4 - Keeping records**

Full records should be kept in pastoral files and on Progresso.

### **STAGE 5**

#### **Follow up**

Action taken may differ according to circumstances. For example:

- The victim may need support through sessions with members of the pastoral team.
- The bully may need to be punished but also he or she may need to see a member of the pastoral team to help modify the behaviour and/or be referred to outside agencies.
- The Behaviour & Attendance Managers, Assistant Headteachers or SENCO may need to be involved.
- He or she may need to be encouraged to take part in positive activities.
- However, **the school will not accept bullying** and a sanction will be applied as per the school behaviour policy.
- **Both bully and victim will need to be monitored over a period of time.**

#### **Sanctions**

Any of the school's formal sanctions may be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a student could be permanently excluded.



## **Useful Contacts**

*Kidscape* [www.kidscape.co.uk](http://www.kidscape.co.uk)

*CE-OP* [www.ceop.police.co.uk](http://www.ceop.police.co.uk)

*Childline/NSPCC* [www.childline.org.uk](http://www.childline.org.uk) [www.nspcc.org.uk](http://www.nspcc.org.uk)

*Thinkuknow* [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

*Digizen* [www.digizen.org](http://www.digizen.org)

*Stonewall* [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **- Appendix 1**

### **Cyber-bullying against Students**

The number of incidents of cyber-bullying against school students by their peers is increasing. Every week, schools deal with disputes which have originated over the weekend via Facebook, Snapchat, Twitter etc.

Children can set up groups to incite others to join together to abuse another child. E-mailing can also spread malicious gossip. Embarrassing photographs may be circulated. This out of school activity inevitably leads to problems in school which damage friendships and cause disruption. Occasionally, children become frightened of attending or become depressed. A child elsewhere in the UK has committed suicide after being the victim of cyber-bullying.

### **Action to be taken**

We will act to protect our students, inform parents and, where appropriate, contact the police. We have a regularly updated programme of education about internet safety, which includes cyber-bullying.

### **Disciplinary measures**

Cyber-bullying falls within the remit of the Education and Inspections Act 2006. This requires the Headteacher to promote discipline, good behaviour and prevent all forms of bullying.

**The Act grants the Heads the power to take measures to 'such and extent as is reasonable'. Furthermore, the Act allows for the confiscation of items, including mobile phones, from students' who misuse them, whether inside or outside school.**

## Appendix 2

### Cyber-bullying against staff

There is no doubt that the number of cyber bullying incidents against school staff has risen significantly over the past few years. It would appear that bullying via websites is the most emotive form of cyberbullying against school staff.

The effects of cyberbullying on school staff can be just as devastating as they can be for children. The offending material can stay on websites for a long time, can spread quickly and does not stop at the school gates.

Within school there may well be negative effects upon a teacher's confidence, reputation and credibility, affecting career progression and perhaps leading to early retirement. Away from school personal and social lives as well as friendships can be damaged.

### Action to be taken

The school will take reasonable steps to protect its staff from foreseeable harm. It adopts a zero-tolerance code of practice.

Filey School adopts the DCSF recommendations that parents should be involved, telling them of their responsibilities and, where incidents are proven, showing them what their child has done.

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