



# **SIR ROBERT PATTINSON ACADEMY**

## **ANTI-BULLYING POLICY**

**Reviewed in School:**

November 2018

**Date Approved by Governors:**

10 December 2018

**Review Date:**

November 2021

## **INTRODUCTION**

This policy recognises the commitment of the Academy to deal with bullying and acknowledges its part in the Academy's overall behaviour policy and procedures. It demonstrates our commitment to deal with bullying which upholds the values and principles we work and live by. All members of the Academy community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. Our policy complies with the Equality Act 2010 and is committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/children with SEND, those who we perceive or who they identify themselves to be LGBT+, race, religion, sexist and sexual bullying.

This policy applies to all members of the Sir Robert Pattinson Academy community and should be read in conjunction with our policies on behaviour and exclusions, SEND, safeguarding and acceptable use of ICT.

## **PRINCIPLES**

- No bullies @SRPA ethos across the Academy.
- Students have a right to learn, free from intimidation and fear.
- The needs of the victim are paramount.
- Sir Robert Pattinson Academy will not tolerate bullying.
- Bullied individuals will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.
- SRPA is an active member of the Anti-bullying Alliance.

## **DEFINITION OF BULLYING**

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 individuals, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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 or psychological (knowing what upsets someone), or it may derive from an intellectual imbalance, or an 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 Oct 2014)

## **FORMS OF BULLYING**

**Bullying may take one or more of the following forms:**

- Physical violence such as hitting, pushing or spitting at another student.
- Interfering with another student's property, by stealing, hiding or damaging it.
- Using offensive names when addressing others.
- Teasing or spreading rumours about another student or his/her family.
- Belittling another student's abilities and achievements.
- Writing offensive notes or graffiti about another student.

- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.
- Cyber bullying.
- Damage to property
- Racist
- Intimidation
- Homo/Transphobic
- Incidents on the way to and from school

## **RESPONSIBILITIES OF ALL STAKEHOLDERS.**

### **The Responsibilities of Governors**

Our Governors will:

- Support the Head Teacher in all attempts to eliminate bullying from our Academy. This policy statement makes it very clear that the governing body 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.
- Monitor the incidents of bullying that occur, and review the effectiveness of the Academy policy regularly. The Governors require the Academy to keep accurate records of all incidents of bullying and the Assistant Head Teacher (Behaviour) to report to the Governors on request about the effectiveness of Academy anti-bullying strategies for high-level bullying incidents, including homophobic and racist bullying.

### **The Responsibilities of the SLT**

Our SLT will:

- Implement the Academy's anti-bullying strategy and ensure that all staff (both teaching and non-teaching) are aware of the Academy policy and know how to deal with incidents of bullying. They will also ensure that all staff receive sufficient updated information to equip them for their role. This includes use of the Bullying incident form and incident tracker.
- Report to the Governing Body about the effectiveness of the anti-bullying policy on request, providing data for analysis if necessary.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy.
- Set the Academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming Academy, bullying is far less likely to be part of their behaviour.
- The Academy has a designated SLT member responsible for anti-bullying who will take the lead on investigations, strategy and stakeholder engagement.
- The Assistant Head Teacher (Pastoral) will lead on embedding anti-bullying as part of our PSHE/British Values/Assembly programme.

### **The Responsibilities of Staff**

Our staff will:

- Foster in our students' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour expected of our students.
- Discuss bullying with classes, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.

- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the relevant Head/ Deputy of House or Pastoral Lead.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Be intolerant to the labelling of bullying behaviour as ‘banter’ by students

### **The Responsibilities of Students**

We expect our students to:

- Be positive role models and refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect a student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- *Anyone who becomes the target of bullies should:*
  - Not suffer in silence, but have the courage to speak out to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents**

We ask our parents to support their children and the Academy by:

- Watching for signs of distress or unusual behaviour in their children which might be evidence of bullying.
- Advising their children to report any bullying to their Form Tutor/Year Team and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying and informing the Academy immediately of any suspected bullying, even if their children are not involved.
- Co-operating with the Academy if their children are accused of bullying. They should try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **REPORTING AND RECORDING INCIDENTS**

See Appendix 1

### **Reporting Incidents of Bullying - Students**

The Academy encourages the whole Academy community to report all incidents of bullying, including students who have experienced being bullied and bystanders who have witnessed an incident.

The Academy endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to students’ concerns. We encourage all students to think about significant members of the Academy community that they can go to when they have a problem. This will generally be the child’s Form Tutor, Deputy or Head of House.

- Report incidents through the 'no bullies @SRPA' red post boxes or email [antibullying@srpa.co.uk](mailto:antibullying@srpa.co.uk) .
- The Academy's Learning Support department, where there are members of staff designated to support students with any social or emotional needs.
- The designated Child Protection Officer, Mrs T Gibson.
- A buddy system to support younger/vulnerable students in the Academy through the anti-bullying ambassadors and peer mentors.
- Student leadership team, led by the sixth form student leaders.
- Internal Academy procedures which ensure that a concern reported through any of the above channels will be filtered to the student's Head of House to be dealt with as soon as possible.

### **Reporting – Parents/Carers**

If a concern is raised and not dealt with it becomes a complaint. Concerns and routine queries should be raised with the Form Tutor. We place great emphasis on the role of the Form Tutor as they have the most regular contact with the students, monitoring attendance, academic performance and the general welfare of each child in their Form. Alternatively, parents/carers can use our dedicated email address [antibullying@srpa.co.uk](mailto:antibullying@srpa.co.uk).

### **Recording**

DofE Guidance (Jul 2017) states that:

Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

Incidents of bullying will be recorded and acted upon using the form at Appendix 2.

### **ANTI-BULLYING STRATEGY**

Sir Robert Pattinson Academy believes that the whole Academy community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole Academy ethos and create a safe, healthy and stimulating environment. Alongside the Academy's responsive strategies for dealing with incidents of bullying, the Academy adopts, as part of our pastoral support system, a whole Academy approach to implementing proactive and preventative interventions that help to reduce bullying.

Through ASPIRE, tutor periods and assemblies, aspects of personal and social behaviour will be taught so that children can:

- Recognise bullying behaviour
- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to

- Feel confident that they will be listened to and supported
- Be fully aware that bullying is a serious breach of the Academy rules and will not be tolerated.

The Academy will also strive to:

- Adopt positive behaviour management strategies as part of the Academy's Behaviour Policy.
- Provide training on behaviour management and anti-bullying for all relevant staff including lunchtime staff.
- Provide social skills groups for vulnerable individuals and groups.
- Provide a transition programme to support students moving across year groups and key stages.
- Provide information on support agencies such as ChildLine, and Kidscape including telephone numbers for help lines and addresses for supportive websites around the Academy.
- Ensure adequate supervision of students before the school day, at breaks and lunchtimes and after school, including using CCTV when applicable to review any incidents in open areas.
- Provide a range of opportunities at lunchtimes so that students have positive activities in which to engage. This is published on our website periodically.
- Use the Learning Support area to offer alternative provision for vulnerable students at unstructured times.
- Use prefects and peer mentors to pro-actively reduce bullying and act as a student voice.
- Identify and use opportunities within the Academy curriculum to discuss aspects of bullying to emphasise that the academy does view bullying as a serious issue, and to explore the appropriate ways of behaving towards each other e.g. within citizenship, and as part of the assembly schedule.
- Encourage teachers to avoid using teaching materials or equipment which portray a bad or negative view of any group because of their ethnic origin, gender, ability/disability etc.
- Ensure that teachers will encourage students to treat everyone with respect through:
  - modelling the behaviour they expect through their own dealings with students
  - always challenging inappropriate responses from students towards other individuals or groups (including racial or minority groups)
  - implementing the Academy's guide to rewards and sanctions (see Behaviour Policy)
  - promoting the Academy's peer mentoring to highlight the issue and to encourage students to take a positive stand against bullying
  - promoting positive and caring attitudes towards minorities through the curriculum, assemblies and charity work.
- The Academy will, through staff and partner organisations, restrict access to certain websites on the Academy intranet and monitor email traffic through security software.
- Work pro-actively with community groups to respond to and help eradicate anti-social behaviour in the community. Liaising with members of the community e.g. PCSO,

transport service providers and engaging in community initiatives and safer Academy partnerships.

## **PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR**

All staff have a responsibility to tackle bullying. The Academy endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Updated information will include recognising the signs of bullying in children and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Updated information for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. The Academy also has policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying.

When a member of staff receives information, either directly or indirectly, that a student may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected, staff will talk to the suspected victim, the suspected bully and any witnesses and take written statements. It is recognised that in some situations 'victims' may exaggerate or invent bullying incidents and members of staff need to be aware of this.

The Academy will offer a proactive, sympathetic and supportive response to students who are the victims of bullying. The exact nature of the response will be determined by the **particular student's individual needs** and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Informing parents at the earliest opportunity
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling
- Befriending /creation of a support group
- Extra supervision/monitoring
- Peer mediation/peer mentoring
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in the Academy will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it can be very difficult for the Academy to take action on cyber bullying which has occurred outside of Academy time. Please refer to the E-Safety policy for further details.

For the bully:

- Talking about what happened, to discover why they became involved
- Informing the bully's parents/carers

- Continuing to work with the bully in order to modify attitudes, this can include changes to class groupings or Academy travel arrangements
- Taking one or more of the disciplinary steps to prevent further bullying.

## **MONITORING AND REVIEW**

On an annual basis all bullying incidents will be checked against the policy to see if any adaptations are required. The policy will be reviewed and presented to the Senior Leadership Team and Governors in line with our normal operating procedures.

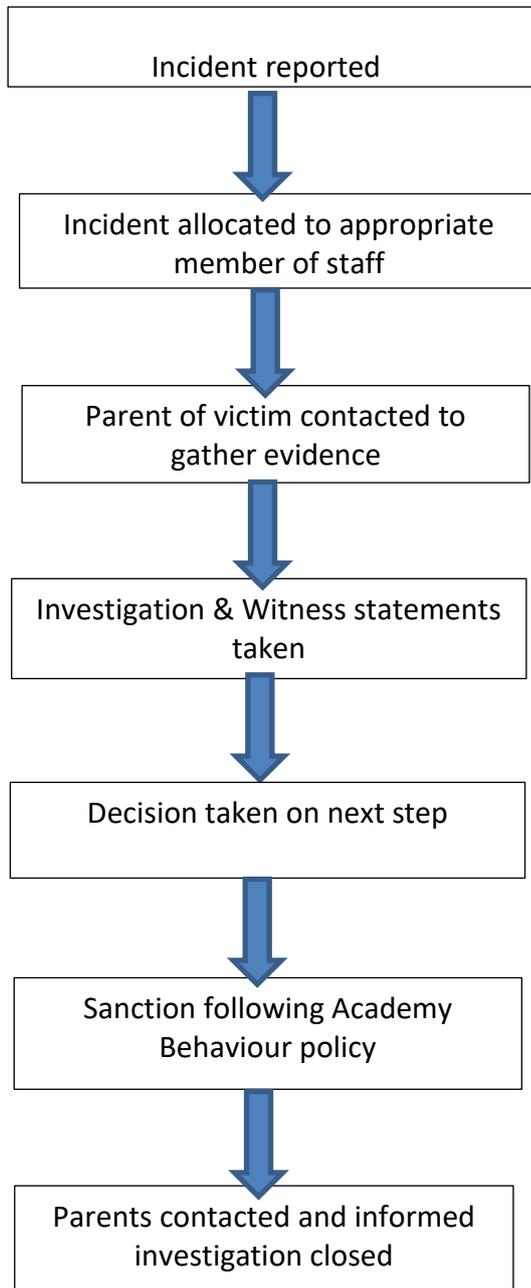
**The Academy strives to respond to bullying in a clear, specific manner which is reasonable in its approach and timescales so that all stakeholders feel it has been dealt with appropriately and sensitively.**

**The Academy will seek the views of our students regularly to monitor their views and feelings on our anti-bullying strategy and its implementation within their community. This forms part of our work as a member of the Anti-Bullying Alliance. Additionally, a focus group will be conducted annually to seek parental views and inform our practices.**

**Staff induction is conducted annually and as required throughout the academic year to ensure all staff are confident with our anti-bullying strategy and how to respond. There are training modules available as required by staff as part of our continuous professional development.**

**Appendix 1.**

**As an Academy, when we are informed of a potential bullying situation, we will take the following steps:**



## Parent

If you suspect your child is being bullied at SRPA or by another member of SRPA.



Contact Form tutor/  
Pastoral Lead  
Telephone: 01522 882020  
or Email:  
[antibullying@srpa.co.uk](mailto:antibullying@srpa.co.uk) .



Your contact will then be allocated to the relevant member of staff who will contact you to introduce themselves and gain any other information they require.



The incident will then be investigated and action taken where necessary. You will be informed of the outcome of the investigation.

## Student

If you feel you are being bullied, contact any member of staff and inform them of your concerns. You can use the slips or or anti-bullying email.



They will then notify the relevant member of staff who will begin by talking to you. They will then contact your parents and usually conduct an investigation. This could include talking to other students and talking to you again.



Upon completion of the investigation you and your parents will be informed of the outcome. You will be involved in the process at all stages.

## Appendix 2 - Bullying Incident Report Form

### 1. Name of student involved

Name \_\_\_\_\_ Tutor group \_\_\_\_\_

### 2. Name(s) and tutor group(s) of student(s) engaged in incident


### 3. Source of concern/report (tick relevant box(es))\*

Student concerned	<input type="checkbox"/>
Other student	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 5. Name of person(s) who reported the concern

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### 6. Type of Bullying Behaviour (tick relevant box(es)) if appropriate

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Homo/Transphobic/LGBTQ+	<input type="checkbox"/>
Racist	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homo/Transphobic/LGBTQ+	Disability/SEND related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8. Brief Description of incident and its impact

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### 9. Details of actions taken

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Bullying Log/SIMS module update