



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Preventing and Responding to Bullying Policy

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Policy Essential Information

Preventing and Responding to Bullying Policy

*Aspire and Achieve*

Statement of Intent

The Jubilee Academy is firmly committed to providing a safe, caring and orderly climate for learning where personal development and academic learning can be outstanding for everyone.

We vigorously uphold the right of every young person to come to school and be free from bullying, harassment and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender or disability.

The Jubilee Academy's whole-school anti-bullying strategy is embedded in a curriculum approach to the teaching of anti-bullying skills and understanding designed to promote positive behaviour.

Read in conjunction with student voice, equal opportunities, behaviour, RSHE and PSHRE policies.

Definition

Bullying is any behaviour which is perceived by the target individual, or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless. Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on, the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Offensive graffiti

Cyber: all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator may never be in the same physical space as their target and may attempt to remain anonymous. Many cyber bullying incidents can themselves act as evidence and it is important that in all settings staff and adults know how to deal with incidents.

Students are bullied for a variety of reasons including:

- Ethnic background, religion or culture (please see Equal Opportunity Policy);
- Disability, special educational needs or being particularly able, gifted and talented;
- Sexual orientation;
- Gender (including sexualised bullying);
- Size, appearance or health conditions;
- Social or economic status (poverty, class);
- Age or maturity;
- Home circumstances may make some students particularly vulnerable, for example certain students including those in public care, young carers, those with same sex parents/carers or whose parents/carers have mental health difficulties

Bullying behaviour may be linked to difference, perceived difference or discriminatory attitudes towards certain groups. This can occur regardless of whether the targeted student is actually a member of any of those groups. For example, students who are not lesbian, gay or bisexual may be subjected to homophobic bullying and others may be the targets of racist bullying based upon inaccurate assumptions about their ethnic background or culture.

The focus of bullying behaviour will always be recorded at The Jubilee Academy.

In deciding whether to treat an incident as bullying, the effect of the behaviour upon the recipient (not just the intention of the perpetrator) will be considered. Single incidents of hurtful behaviour may still leave the targeted student fearful of repetition and will always be addressed. This is particularly relevant to cyber-bullying where a single incident may have an ongoing impact.

Any hurtful behaviour that leads to fear of recurrence will be designated as bullying.

The Jubilee Academy takes its legal and statutory duties very seriously and will take all reasonable steps to:

- Safeguard students;
- Promote students' well-being;
- Promote equality between different groups; and
- Promote community.

Equalities

The school will proactively work to eliminate all forms of discrimination, including bullying and hurtful incidents by demonstrating that feedback from stakeholders about bullying incidents is incorporated into the school's development planning cycle.

The school does not tolerate homophobic bullying.

Self-evaluation and the school development planning cycle

The Jubilee Academy's self-evaluation schedule will be utilised to judge the extent to which students of the school feel safe and to set priorities for improvement (including the development of action plans to address specific issues arising).

Students will have a strong voice in self-evaluation where a range of methods including student focus groups will be utilised to establish:

- Types of incidents that occur during unstructured, out of lesson time;
- Students' well-being and their experience of learning at the school; and
- Students' own views about being safe and free from harassment.

Roles and responsibilities

Headteacher

Will:

- Build and maintain a school ethos which is welcoming, supportive and inclusive and which supports high standards of behaviour;
- Promote well-being and a safeguarding culture;
- Develop policies and ensure that they are effectively implemented;
- Celebrate and share anti-bullying work of the school and its students and highlight lead practice;
- Respond to stakeholder consultation;
- Monitor, evaluate and review the policy, utilising evidence to set priorities for action.

Senior Leaders

The Senior Teachers have lead responsibility for anti-bullying work in collaboration with the Deputy Headteacher (Pastoral) and Assistant Headteacher (Curriculum).

Together, these four post-holders will:

- Regularly monitor, evaluate and review current practices, prioritising necessary changes to policy and strategies;
- Develop and implement anti-bullying strategies and raising awareness events as part of the Behaviour Policy, involving students and parents/carers;
- Ensure that this policy covers all forms of bullying, making specific reference to bullying related to special educational needs and disabilities and cyber-bullying; and
- Regularly review arrangements for sharing information and the thresholds and triggers for multi-agency intervention;
- Make sure that preventing bullying is deeply embedded within the teaching objectives of the PSHRE curriculum.

Teaching and support staff

A large team of tutor/mentors are responsible for:

- Teaching students the PSHRE programme in such a way as to make a substantial and positive impact on students' personal development and social skill;
- Foster a strong sense of 'community' within the school;
- Acting as lead professional on behalf of their tutees;
- Monitoring trends and patterns in behaviour of their tutees and planning and agreeing action accordingly;
- Recording and following up all issues according to school procedures in a timely fashion;
- Maintaining exceptional links with parents/carers and garnering their support for action plans and strategies;
- Participating in self-evaluation and review and school development planning to address emerging issues.

All staff

All adults and volunteers working at The Jubilee Academy are expected to:

- Contribute to building and maintain a school ethos which is welcoming, supportive and inclusive and which supports high standards of behaviour;
- Adhere to the school's anti-bullying and behaviour policies at all times keeping relevant records of incidents in line with the school's procedures;
- Model positive attitudes and relationships;
- Develop and support rich and extensive curriculum opportunities to promote equalities and to address bullying;
- Provide a consistent approach to incidents of bullying and inappropriate behaviour whatever its nature or motivation;
- Problem solve with managers, contributing to policy review and development.

Students

Students at The Jubilee Academy will:

- Report incidents to adults in the school;

- Take responsibility for personal behaviour and actions and treat one another with respect and kindness;
- View and uphold a culture in which difference is celebrated and discrimination actively challenged;
- With the help of parents/carers and staff, create a positive climate in which learning can be outstanding for everyone;
- Respond to requests for information, opinions and suggests to help continually improve the school's anti-bullying work; and
- Actively support the school's peer support system/s.

Parents/carers

The Jubilee Academy maintains reasonable expectations of parents/carers as outlined in the anti-bullying policy and in the home-school agreement.

We expect that parents/carers will:

- Demonstrate positive support for the school's anti-bullying and behaviour policies;
- Model appropriate behaviour at all times within the school grounds;
- Report to the school any concerns regarding students involved in bullying;
- Support work undertaken by the school to promote equalities, celebrate different and challenge discrimination;
- Respond positively to requests from the school to provide feedback on the anti-bullying and behaviour policy and procedures.

Different dimensions of the school's prevention strategy

1. Personal, Social, Health, Religious and Economic Education (PSHRE)

There is a deep focus on systems, structures and curriculum approaches to secure outstanding personal development and well-being.

Students in both KS3 and KS4 follow the PSHRE curriculum for 1 hour per week.

Whilst covering PSHRE and careers education, students will also access relevant qualifications to gain accreditation for their learning during PSHRE lessons (for example, the NCFE Level 1 Award in Personal Safety and Enterprise Skills).

The PSHRE programme will teach students:

- Respect for different people's feelings and values;
- How to recognise right from wrong, and build activities into lessons that give students ample opportunities to apply this understanding;
- A range of social skills in different contexts, including working and socialising with students from different religions, ethnic and socio-economic backgrounds;
- How to become interested in exploring, understanding and respecting cultural diversity;
- How to accept, tolerate, respect and celebrate diversity.

2. Referral, transition and induction arrangements

During the transition and induction phase of entry to the school, there is an emphasis on preparing students to be successful by equipping them with the social and emotional skills required.

On entry, students will have lessons based around the school's expectations of behaviour with further opportunities to study accredited courses that develop social and emotional skills. Students will have extensive opportunities to understand and discuss the school's policies for preventing bullying, harassment and discrimination and for upholding good

discipline and a safeguarding culture, fully understanding how to play their role in maintaining health, safety and everyone's well-being (including their own).

For those students who have had difficulties managing their emotions, access to specific additional provision (as appropriate and with the agreement of parents/carers), will be made available, including counselling and other therapeutic approaches.

3. *Safeguarding procedures*

The Jubilee Academy will make sure that it takes reasonable steps to ensure that students are safe on the school site by:

- Regularly encouraging and enabling students to report any concerns or complaints they may have;
- Recording information relevant to safeguarding concerns clearly and accurately and sharing this appropriately, both internally and with other agencies;
- Teaching all students how to stay safe for example, by studying the NCFE level 1 accredited qualification in 'Personal Safety' during transition/PSHRE;
- Providing outstanding pastoral care, guidance and support including through weekly meetings with parents/carers and the PSHRE programme; and
- Building a community ethos in the school through the curriculum approach, for example through daily whole-school breakfast and weekly 'Gifts and Talents Day'.

4. *Anti-bullying – tiered responses*

The school puts in place different strategies in order to ensure that anti-bullying work meets both universal and targeted needs.

All students will:

- Know who to go to if they do not feel safe;
- Be aware of anti-bullying procedures at The Jubilee Academy;
- Have their positive behaviours praised on a regular basis;
- Have a strong voice in the school, including through the school and class council;
- Be involved in self-evaluation activities to monitor the impact of preventative strategies;
- Participate in the national 'Anti-Bullying Week';
- Be involved in 'peer-mentoring' and school ambassador schemes;
- Undertake protective behaviours training;
- Access an exceptional transition and induction programme where they can learn about the school's expectations and develop their values, beliefs, skills and understanding around equalities;
- Know how incidents of bullying are dealt with and what the outcomes are;
- Be aware of community services including how the police service can support them;
- Contribute to displays and visual displays to promote and raise awareness;
- Access a curriculum rich in opportunities to practice citizenship in context; and
- Have access to a tutor/mentor.

Vulnerable students will:

- Attend preventative meetings with parents/carers if there are concerns that they are either vulnerable to, or at risk of engaging in bullying behaviour;
- Access structured social time activities;
- Be supported through targeted planning;
- Access 'After School Academy' where they are currently unable to access learning in Jubilee's mainstream curriculum and timetable due to social and emotional issues;
- Undertake mediation and solution focused approaches to resolving difficulties;
- Access behaviour change workshops or therapies including counselling and mentoring.

Students in need of most support will:

- Have a CAF in place;
- Have daily contact with a lead professional other than their tutor/mentor;
- Access 'After School Academy' or 'Personalised Plus';
- Have the support of a team around them to agree and plan action;

- Access a more personalised collaboration with external agents, parents/carers and specialist support (for example, from the school's counsellor).

Responding to bullying

The Jubilee Academy will take action to deliver positive outcomes for:

- Students directly involved;
- Others indirectly involved (including bystanders, witnesses, peer supporters and so on);
- The whole school community.

All reports of bullying will always be taken seriously and investigated within 24 hours.

Parents/carers will be made aware if their son/daughter has experienced bullying and how this is being/has been addressed according to school guidance and procedures. The school will make every effort to ensure that parents/carers and students have continued confidence in the system. They should be told what the school has established through investigation and what action was taken in resolution. This must always be recorded on the student file.

While The Jubilee Academy cannot provide guarantees that bullying will not recur, priority will be given to ensuring the safety of students who have experienced bullying. Where it becomes necessary to adjust normal school arrangements to ensure the safety of individuals in the short term, this will not be to the detriment of the individual or the group who have experienced the bullying.

Staff trained in 'Restorative Justice' will facilitate resolution meetings, where appropriate between the targeted student(s) and the other student(s) in order to repair fractured relationships. This will take place after the application of any sanctions which may be imposed.

Students who have been bullied will be supported by:

- Swift and thorough investigations that lead to appropriate action and outcomes;
- An immediate opportunity to discuss the experience with a tutor/mentor;
- Reassurance that they have done the right thing in raising the alarm;
- Offering continuous pastoral support;
- Ensuring their safety;
- Working to restore their self-esteem and confidence.

Students who have bullied will be helped by:

- Swift and thorough investigations that lead to appropriate action and outcomes;
- An opportunity to discuss what happened;
- Discovering why they became involved;
- Exploring different perspectives as appropriate;
- Establishing recognition of the hurtful behaviour and the need to make changes;
- The involvement of parents/carers to support change in the student;
- An opportunity, where appropriate to make restoration and reparation with the targeted student to repair the harm and rebuild the relationship where possible.

Recording and reporting

The following chart summarises the recommended procedures for responding to an alleged or witnessed bullying incident:

All identified incidents must be recorded using the procedure and forms attached to this policy (see Annexes).

- Form 1 is for the initial recording of all alleged hurtful incidents;
- Form 2 (integrated Bullying, Prejudice and Racist Incident Record) is to be used to collect information.

The Jubilee Academy keeps detailed records not only of racist incidents but also of all prejudice related incidents. This expectation is underpinned legally by section 149 of the Equality Act 2010. Records of hurtful incidents will be used to:

- Manage individual cases effectively and to monitor their resolution;
- Identify and act to address common patterns and trends;
- Celebrate the impact of the school's raising awareness and anti-bullying work;
- Demonstrate that the school takes bullying seriously and does not tolerate it;
- Engage and inform specialist school staff and multi-agency teams as necessary.

Parental Involvement

The Jubilee 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. We recognise 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.

Monitoring, evaluation and review

This effectiveness of the school's behaviour, preventing bullying, student voice and equal opportunities policies are regularly monitored through the school's self-evaluation schedule which:

- Gives all stakeholders a voice;
- Highlights the strengths of the procedures and systems in place;
- Informs the school improvement plan;
- Informs the staff CPD plan;
- Informs the curriculum (particularly PSHRE);
- Informs the development of this policy.

The school regularly involves students (and their parents/carers) in designing and implementing the rewards and sanctions system and in designing, development and implementing raising awareness of bullying events. The school is a strong supporter and participant in National Anti-Bullying Week

ANNEX 1

Recording and Reporting Procedure: Investigating

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident

Investigation	
The incident is investigated by the appropriate member of staff who undertakes to establish the nature, roles and seriousness of the incident(s) and those involved. Complete Form 1 .	
Staff should look for evidence that the behaviour:	
<ul style="list-style-type: none"> • Has occurred before or by its nature has caused repeated experience or fear of it (for example, cyber-bullying); • Was deliberately intended to cause distress and/or harm; • Has created a sense of powerlessness on the part of the individual being targeted 	
Staff should also consider:	
<ul style="list-style-type: none"> • Whether any aggravating factors such as equalities dimensions, including prejudice have been taken into account and been addressed 	
Hurtful behaviour occurred but definition of bullying/racist incident not met:	Evidence of bullying/racist incident is found:
Further action school staff should take:	Further action school staff should take:
<ul style="list-style-type: none"> • Ensure Form 1 has been completed; • Provide support to those involved; • Inform parents/carers; • Decide if any sanction needs to be applied in accordance with the school's behaviour policy; • Implement restorative conferencing where appropriate (by trained staff); • Provide extra learning and skill practice opportunities where required; • Engage and inform school specialist or/and external agencies if required; • Record incident, action taken (including involving and keeping parents/carers informed) and outcome of investigation together with the form on the student file. 	<ul style="list-style-type: none"> • Complete Form 2; • Provide support to those involved; • Inform parents/carers and at each stage, make sure that they understand the action that the school is/will be taking; • Decide if any sanction needs to be applied in accordance with the school's behaviour policy; • Implement restorative conferencing where appropriate (by trained staff); • Provide extra learning and skill; practice opportunities where required; • Engage and inform school specialist or/and external agencies if required; • Consider if it is appropriate to inform the police; and • Record incident, action taken (including involving and keeping parents/carers informed) outcome of investigation together with the form on the student file.

FORM 1

Recording and Reporting Procedure: Initial Investigation

Initial investigation into allegation of bullying

Completed by: (Name)	Role:
Date:	
Name and role of individual(s) making the allegation (student, parent/carer and so on):	
Form of referral (verbal report, letter, phone call, witness statement, targeted student seeking support and so on)	
Outline details gathered to date:	
Action taken to date (including informing parents/carers):	
Date:	
Signed:	

FORM 2

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s)

Definitely Applies	Possibly Applies
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Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstances		
Ethnicity/race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN/disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- Adults as targets or perpetrators (A)
- Perpetrators from outside the school community (O)
- Children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, dates, times and witnesses.
Attach any further information (eg pupils' account, witness accounts, notes of meetings)
N.B Indicate if it is a repeat incident.

5. Action Taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	√	Any details (eg dates)
Headteacher		
Chair of Governors		
Form Tutor/Class teacher		
Head of Year		
Target Parents/carers invited to the school		
Offending person/s parents/carers notified by <i>letter/telephone/in person</i>		
Offending person/s parents/carers invited to the school		
CAF initiated for <i>target/offending</i> person		
Local authority		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing academically and socially.

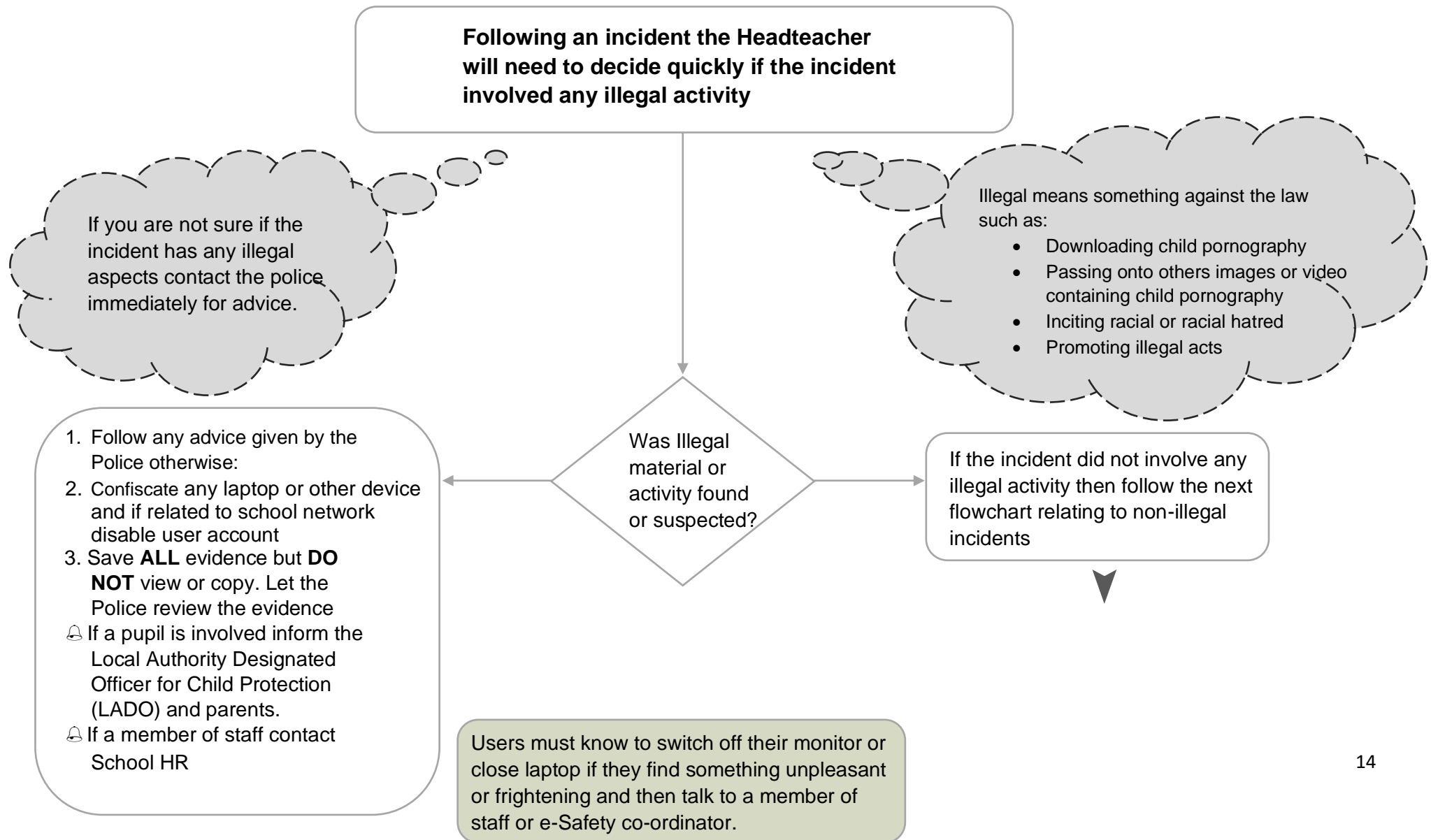
Date.....

8. Member of staff:

Name..... Date.....

9. Outcomes/actions from follow up.

Flowchart to support decisions related to an Illegal e-Safety Incident for Headteachers, Senior Leaders and e-Safety Coordinators



Flowchart to support decisions related to an Illegal e-Safety Incident for Headteachers, Senior Leaders and e-Safety Coordinators

