



DUKE'S
ALDRIDGE ACADEMY



ALDRIDGE
EDUCATION

Anti-Bullying Policy

September 2022

Approved by:	Local Governing Committee	Date:	October 2022
Last reviewed on:	September 2022		
Next review due by:	September 2023		

Last Updated: September 2022

Governors:

This policy is communicated to:

Governors via the full Governors Meeting at the start of the academic year Staff through INSET, policy folders on the shared intranet area (T Drive) and Departments

Parents/persons with parental responsibility via the school website

Duke's Mission, Vision and Values

Our Mission

Inspire to Excel

Our Vision

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

Our Values

We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

Rationale

Duke's Aldridge Academy and its Governing Body seek to create an environment in the school which encourages, reinforces a positive learning environment free from bullying in all forms for students and staff alike, in order to promote maximum opportunities for learning and teaching. It is a primary aim of our school that every member of our community feels valued and respected, and that each person is treated fairly and well within a climate of mutual trust and respect.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

Statutory duties of school

The Headteacher has a legal duty under the School standards and Framework act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of students (Education act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by students ('Safe to Learn' DCSF 2007) (Equality Act 2010, Education Act 2011). The documentation has been updated in line with safeguarding principles as outlined in the latest Keeping Children Safe in Education documentation.

Scope of this policy and links to other policies

This policy includes:

- Bullying of students by students within school
- Bullying of and/or by students outside of school, where the school is aware of it
- Bullying of staff by students within or outside school

Allegations about bullying of students by staff will be dealt with under the school's safeguarding policy.

Allegations of bullying by/ of staff will be dealt with under the appropriate HR policies and procedures.

This policy has links to the following school policies and procedures:

- Equality and diversity policy
- Behaviour policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedures
- SEN Policy and practice

This policy is based on the following guidance from the Department for Education (DfE):

- Searching, screening and confiscation: advice for schools 2022 (use from 1 Sep 2022)

Definition:

Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e.:

- physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Different, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself
- Feel discriminated against because of any of the protected characteristics

In order for Duke's Aldridge Academy to fulfil its Equalities mission, and in providing opportunities for students to develop their confidence and self-respect, bullying must be identified and eradicated.

What does bullying look like, feel like, sound like? The following are guidelines and would not cover the full range of possible incidents but give guidance to what bullying behaviours may manifest as.

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM), social media
- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, biphobic, transphobic, racist or sexist material.

Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is bullied?

Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

Online Bullying

Due to a combination of the coronavirus pandemic and rise in the popularity of social media platforms online and cyber bullying remain one of the most prevalent types of bullying across the UK and so becomes a focal point for us as a school. This is one of the reasons the school takes a strong stance on mobile phone in schools as we are fully aware that these devices can be a catalyst of incidents and so we welcome your support in giving clear messages to your child. It is important that students and their families are fully aware of the apps they are

accessing, age limits, control settings and background research to see if these apps are suitable to be viewed and accessed.

Students are encouraged to 'Think before they post' as there will be a permanent record of their actions online. When in forums with other students they should be aware that if an incident should arise, they should block and report, taking screenshots as evidence for the school. It is important that students do not involve themselves in online incidents and should be aware that if they laugh at it they're part of it. We encourage all families to regularly check devices and create an atmosphere based on trust and discussion.

Bullying at risk groups

Research from the Anti-Bullying alliance claims that children are often bullied in school based upon their faith, gender, race, disability, sexual orientation and trans status. Duke's Aldridge Academy aims to raise awareness of these issues by educating our young people of their existence and the detrimental effects that bullying of this nature can have on individuals. We do this by creating events for Black History Month, LGBT month, clubs, and societies and through our schemes of work. We actively teach students about different races, cultures and religions and aim to have visible positive images of disabled people, lesbian, gay, bisexual and transgender people, women, people of different faiths and minority communities across school

Signs & Symptoms of Bullying

It is important that we recognise signs and symptoms of bullying so we can act quickly if a problem arises. It is often the case that students don't want to announce their situation so we as caregivers need to be mindful of the following signs and symptoms.

- Doesn't want to walk or get the bus to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Often feels ill in the morning
- Declining academic outcomes
- Comes home with torn clothes or damaged equipment
- Possessions that suddenly go missing
- Unexplained cuts or bruises
- Loss of appetite or refuses to eat
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- More than usual time spent online
- Asking for money
- Changes in mood
- Improbable excuses for any of the above

This is not an exhaustive list and could signpost other concerns but we recognise that you know your child better than anyone and if you are concerned about your child being bullied then we would urge you to contact the school.

Identifying and reporting concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Students who are bullying others also need support to help them understand and change their behaviour. Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All students will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Completing a concern slip in the library
- Using the 'Toot Toot' app to alert the school
- Contacting local and national support agencies for advice/support

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice. Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it, with appropriate notification to appropriate pastoral staff, line managers and senior staff.
- A clear account of the concern will be recorded and given to the most appropriate member of staff (Form Tutor/ on CPOMS/ Year SSP Team/ Head of Faculty or member of the SLT)
- The investigating member of staff will interview identified students involved and keep a record of the outcomes as appropriate. This will be held in line with the school's data protection policy/practice

Form tutors will be kept informed and if it persists the tutor will advise the appropriate subject staff.

- Parents and other relevant adults will be kept informed
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained
- Punitive measures will be used as appropriate in line with the schools behaviour policy
- The School currently adopts a practice of restorative practice. Staff and students will be trained in line with the behaviour procedures, ensuring good practice throughout school and all in all year groups

Records will be kept as appropriate for the situation on a case by case basis to enable the school to identify recurring patterns or instances

Students

We recognise the devastating effects that bullying can have on our students and the detrimental effects it can have on their education both as a potential victim or perpetrator.

We educate our young people in a variety of ways to give them clear advice, support and guidance when it comes to bullying recognising it to be a nationwide and worldwide concern that needs to be addressed by us as a school.

We educate our students in the following ways:

- Through tutor activities
- Visiting T.I.E companies and public speakers
- Our assembly programme
- Marketing and advertising across the school
- Signposting support, websites and guidance materials
- Through engaging with third party agencies
- Through Schemes of learning where the subjects of bullying is investigated and discussed
- Through developing our student leaders to become peer experts on bullying

Where we are led to believe a student is being bullied we will offer the following support

- Through listening to concerns and discussing
- Check in support through Tutor, Year Student Support Team and SLT
- Creating safe spaces if required
- Signpost support
- Engage third party agencies
- Restorative discussions
- Implementing relevant intervention, counselling, buddying, monitoring etc
- Working alongside families for support
- Work done on the Duke's Shared Values

When an investigation is triggered and completed we may implement any of the following sanctions

- Mediation meetings
- Movement of classes
- Official warnings to cease offending
- Police intervention
- Timetable adaption
- Removal of social time
- Removal of access to our IT
- Removal of access to other opportunities – trips, extra-curricular
- Exclusion from certain areas of the school premises
- Confiscation of mobile phones, in line with our Acceptable use (internet safety) policy
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort.

This list is not exhaustive but gives an outline of the strategies the school may employ to resolve concerns

Parents

At Duke's Aldridge Academy we are committed to developing professional and long lasting relationships with our parents, carers, families and leading professionals in our communities. We recognise the best outcomes emerge when we work together between home and school with joint messaging, support and intervention. Influences that you have at home are of legion importance when dealing with an issue of bullying with your child either as a victim or indeed a perpetrator so working together will be crucial.

If you believe that your child is being bullied then you should contact the school at the earliest available opportunity and be committed and prepared to work with the school in order to keep your child safe and resolve concerns. All reports and concerns will be taken seriously and fully investigated once the matter is brought to our attention. When parents have concerns that their child is being bullied then they should contact the child's tutor in the first instance which will trigger an internal investigation. If parents believe this matter has not been fully resolved at this point then you should contact the child's Director of learning.

Whilst we by no means want to direct you in the care of your child we want to share our experiences as professionals who have dealt first hand with situations that may be new to you as a parent. Please ensure that you have open and honest conversations at home with your child, take an active interest in their education, ask who they have spent their break times and lunchtimes with etc. It is important if you do unearth an incident of bullying or any merging threats that you contact the school and trigger an investigation and a joint support network. Please advise your child under no circumstances must they take matters into their own hands, respond negatively or fight back as this may result in a sanction to themselves which we want to avoid at all costs.

Whilst we recognise the emotional nature of incidents like bullying and the impact this has not only on our children but also our parents its crucial we remain balanced and supportive in order to help us bring the matter to a satisfactory conclusion for all concerned.

If you feel you would more advice and support then we would recommend the following websites:

Helpful Websites

- <https://anti-bullyingalliance.org.uk/>
- <https://diana-award.org.uk/anti-bullying/>
- <https://www.saferinternet.org.uk/>
- <https://www.bullying.co.uk/>

Further Consequences and sanctions

Due to the varied nature of bullying all incidents will be taken on a case by case basis and dealt with by the school in a way they deem appropriate. We recognise that students can make bad choices and whilst we respond robustly to those choices we recognise that key learning must take place as part of an issue like bullying.

We are a school with a commitment to learning and creating an atmosphere and environment of mutual consideration it is with this in mind that most incidents of bullying are dealt with using a restorative approach which is also known as restorative justice.

It may be necessary for the school to impose a sanction on the perpetrator, below are an example of stages we would use as a school and how we mean to record incidents on our internal behaviour logs moving forward, the list is not exhaustive.

Level One Bullying <ul style="list-style-type: none">• Excluding Friends• Some name calling• Encouraging others not to be friends with someone else• Other forms of emotional bullying	Level Two Bullying <ul style="list-style-type: none">• Swearing at someone• Insulting relatives• Less severe cases of aggression, tripping someone or purposefully blocking their way• Repeated level one bullying incidents with no response to level one intervention	Level Three Bullying <ul style="list-style-type: none">• Cyber bullying.• Bullying that takes place beyond the school premises• Continuing to display bullying behaviour despite restoratives and previous sanction or warning• Racist, homophobic or sexist types of bullying• Violence and aggression to others• Theft• Taking and sending photographs of students without consent
Possible level one sanctions <ul style="list-style-type: none">• Tutor/SSP Team informed• Restorative• Behaviour points• Verbal warning from staff members• Phone call home	Possible level two sanctions <ul style="list-style-type: none">• Parent informed• SSP led Restorative• SSP detention• Removal of unstructured time	Possible level three sanctions <ul style="list-style-type: none">• SSP/SLT informed• Third part agency intervention• Fixed Term Suspension (HEP)• Removal to alternative provision• Permanent exclusion

Preventative measures

The school will:

- Raise awareness of the nature of bullying through inclusion in PSHE lessons, Tutorial time, Assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all students feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-bullying Week
- Seek to develop links with the wider community that will support inclusive, anti-bullying education in all forms, including cyber bullying, social media pressure through appropriate agencies
- Consider the use of specific strategies, e.g. exploring different option for tutoring across the school, student services or/ and peer mentoring on amore regular basis subject to available resources.
- Refer to the ACAS guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

Promotion of this Policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new students and staff and through regular awareness raising activities with existing students and parents. Pupil surveys will be carried out in each year group regularly where information regarding bullying may be gathered in a safe non-judgmental manner.

Monitoring, evaluation and review

All members of staff at the school have a responsibility to promote and support an environment free from bullying.

Regular reporting to the Governing body will be made, including statistics about:

- The number of reported concerns
- Monitoring information about the students involved
- Motivations for bullying
- Actions taken and outcomes

The school will review the policy annually and assess its implementation and effectiveness of this policy.