

ANTI-BULLYING POLICY

Version	Date 01/12/23
Last reviewed	September 2023
Date of next review	September 2024
Owner	Principal & DDSL
Approver	Academy Council

1. INTRODUCTION

Airedale Academy's ethos is based upon respect and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our students can develop his/her full potential.

All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them. Therefore, bullying, harassment, victimisation and discrimination **will not** be tolerated. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences including race, religion, gender, sexual orientation, homophobia, biphobia, transphobia. Classist discrimination and ability are not tolerated as reasons for bullying.

Bullying behaviour is a problem for both the victim and the bully and should be addressed in positive and constructive ways, which provide opportunities for growth and development for the individuals involved.

Parents (or carers) have a key role in supporting the school in maintaining ambitious standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

2. LEGAL FRAMEWORK

Section 89 of the **Education and Inspections Act 2006** provides that all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the Academy's behaviour policy which must be communicated to all students, Academy staff and parents.

A key provision in **The Equality Act 2010** is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new **Equality Duty**. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to students with disabilities under the Equality Act, schools also have duties under Part 3 of the **Children and Families Act 2014** to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the **Children Act 1989**. Where this is the case, Academy staff should discuss with the Academy designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of **Keeping Children Safe in Education**.

However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, Academies may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of **Keeping Children Safe in Education** and Chapter 1 of **Working Together to Safeguard Children**.

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 Academy 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.

3. AIMS AND OBJECTIVES

- To achieve a school ethos in which each student is safe and able to realise their full potential in an environment in which bullying is seen as inappropriate and unacceptable.
- To demonstrate to parents/carers that the school takes their children's welfare seriously, by having zero tolerance towards bullying behaviour.
- To have clear and consistent procedures for responding to incidents of bullying.

4. STRATEGIES TO ENABLE THE AIMS TO BE MET

In order to meet our aims we intend to:

- Be pro-active in the prevention of bullying.
- Raise awareness among staff, parents/carers and students about the issue of bullying and the school's attitude towards it
- Accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.
- Make students, parents (or carers) and staff aware of what steps to take when an incident of bullying has occurred.
- Reassure victims that action will be taken to keep them safe.
- Demonstrate to bullies that their behaviour is unacceptable and address their problematic behaviour in a fair and firm manner and provide them with support to enable them to change.
- Make people aware of different forms of bullying such as physical, verbal and cyber.
- Deliver Anti-Bullying Training.

5. BULLYING

Bullying is usually defined as behaviour that is:

- repeated
- intended to cause harm to someone (either physically or emotionally)
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying is a profoundly grave issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in exceedingly rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures and the subject of bullying is addressed at regular intervals in PSHE education. All students and parents and carers have access to procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and during assemblies. If the bullying is particularly serious the Principal and the Designated Safeguarding Lead (DSL) will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and reviewed. Please refer to the Academy Behaviour Policy for further information regarding the Academy response to **serious misbehaviour**.

Additional resources and guidance can be accessed using the following links:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](http://Sexualandsexistbullying(anti-bullyingalliance.org.uk))

6. CATEGORIES OF BULLYING

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic, perceived LGBTQ+, class, biphobic, transphobic, physical attributes (e.g. hair colour) or Special Educational Needs and disability-related bullying. It could involve physical (including sexual) intimidation, verbal, cyber (including chat room, email, e-photos and text messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can also involve manipulating a third party to tease or torment someone. Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide.

6.1. Physical Bullying

Physical bullying is the most obvious form of bullying. It occurs when people use physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical attacks. Unlike the other forms of bullying, physical bullying is the easiest to identify.

6.2. Verbal Bullying

Perpetrators of verbal bullying use words, statements, and name calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person.

6.3. Relational Aggression

Relational aggression is a type of bullying that is also sometimes called emotional bullying. This is a type of social manipulation people try to hurt their peers or sabotage their social standing. Relational bullies often spread rumours, manipulate situations and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.

6.4. Cyberbullying **Bravery · Respect**

When someone uses the Internet, a mobile phone or other technology to harass, threaten, embarrass or target another person. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. Cyberbullies often say things that they do not have the courage to say face-to-face because technology makes them feel anonymous, insulated and detached from the situation. As a result, online bullying is often mean and cruel.

6.5. Sexual Bullying

This is repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning and pornographic materials. For example, a bully might make a crude comment about a person's appearance, attractiveness, sexual development or sexual activity.

6.6. Prejudicial Bullying

Prejudicial bullying is based on all protected characteristics someone may have toward people of different races, religions or sexual orientation. This type of bullying can encompass all the other types of bullying as well including cyberbullying, relational bullying, physical bullying and sometimes even sexual bullying. When prejudicial bullying occurs, someone is targeting others who are different from them and singling them out. Any time a child is bullied for his or her race, religion or sexual orientation, it should be reported.

7. CHILD-ON-CHILD ABUSE

Child-on-child abuse – such as sexting (sharing nudes & semi-nudes)/cyberbullying/sexual assaults, racism, physical assault/hazing or initiating – will always be taken seriously and acted upon. Use of sexualised or discriminatory language will not be dismissed as 'banter' or 'part of growing up'.

Awareness of these issues by students is developed as part of the structured Personal, Social, Health and Economic (PSHE) program. Victims will be supported through the school's pastoral system. Any hate crime/incident will be reported through local reporting mechanisms. Victims will be supported through the school's pastoral system.

8. SIGNS OF BULLYING

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually careless work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the doctor with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmare
- Starting to ask for money or stealing money
- Stops eating
- Changes in sleep patterns
- Stammering
- Running away
- Becoming aggressive

- Becomes afraid to use social media

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

9. CHILDREN EXHIBITING HARMFUL SEXUAL BEHAVIOUR

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour will refer this to the DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community.

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
<https://www.southwestyorkshire.nhs.uk/services/forensic-child-and-adolescent-mental-health-services-camhs/health-services-camhs/>

10. HATE CRIME

This school is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if appropriate.

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of: race, sexual orientation, gender identification, disability, religion or faith

A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing.

<http://www.wakefield.gov.uk/community/hate-crime>

11. SCOPE OF THE POLICY

Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on Equality and Diversity, as well as with its social and moral principles.

This policy applies only to incidents of bullying which take place on school premises or travelling to and from school. The school is not legally responsible for bullying which takes place elsewhere. However, the school is always

interested in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school if it impacts on student well-being.

If there are concerns about a student's safety outside school then parents/carers would be advised to contact the local police. If information is received that a student is being bullied by a sibling outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to Children, Schools and Families.

If students are being bullied by students of another school the headteacher of that school will be informed and we will work together to resolve the matter.

12. BULLYING THAT TAKES PLACE BEYOND THE SCHOOL

Staff have the power to discipline students 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 centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

13. SEND STUDENTS

Nationally, disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Academy staff are alert to this and do not ignore signs and indicators nor dismiss them as 'part of the disability'.

14. PREVENTATIVE MEASURES

All staff involved in the education and/or supervision of students will be made aware of the issue of bullying and the need to apply the Academy's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

Staff will constantly reinforce the message to students that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole school level – through assemblies when students will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. In addition, the Academy will participate in national and local initiatives such as Anti-Bullying Week and the work of Wakefield's Anti-Bullying Partnership.
- At classroom level – during tutor time and PSHCE lessons, these will highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable. It specifically tells students whom they should inform if they are being bullied or are worried that another student is being bullied.
- At individual level – students who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance from the POD.

Airedale Academy recognises that there are particular times and places where students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements ensure that there is adequate supervision available to reduce the risk of bullying incidents. In addition, the student toilets are fitted with large windowed areas to ensure that students are visible to staff supervising.

Students will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware.

Parents who believe their students are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated.

Similarly, if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

In addition to the preventative measures for other types of bullying the preventative measures for Cyberbullying include:

- Expecting all students to adhere to our acceptable use policy for the safe use of the internet.
- Certain sites are blocked by our filtering system and our ICT technician monitors students' use.
- Sanctions may be imposed for the misuse, or attempted misuse of the internet.

15. ONLINE SAFETY

Students increasingly use mobile phones, tablets and computers daily. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children.

The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school aims to keep students safe in school which includes reasonable filters and monitoring.

Cyberbullying and sharing nudes and semi nudes, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' outside school and are informed of the risks of this through the structured PSHE program.

Parents are encouraged to consider measures to keep their children safe when using social media

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing, or other financial frauds.

Students will be educated in online safety, and regularly reminded, as an ongoing part of our curriculum. Acceptable IT use for staff and students will be enforced and parents and carers are also informed of expectations.

To mitigate the risk of harm students from mobile technology, Airedale Academy has imposed a ban on mobile phone use whilst in school.

If we use any external speaker to add to our curriculum we will ensure we follow the below advice and checklist;
<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety>
<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

Airedale Academy will not respond to individual apps or challenges which may occur, so as not to give more attention to the publicity but will simply reiterate our basic online safety messages as and when required.
[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)

Education for a Connected World

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Teaching Online Safety in Schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Professionals online safety helpline

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

Online Safety for SEND

https://www.kelsi.org.uk/_data/assets/pdf_file/0011/74576/Online-Safety-for-SEND-September2017.pdf

Gaming Advice

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/>

Professionals online safety helpline <https://www.saferinternet.org.uk/professionals-online-safety-helpline>

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students.

The following guidance will be followed when assessing what matters to report to police:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students.

16. EDUCATING CHILDREN IN KEEPING THEMSELVES SAFE

Children are taught to understand relationships, respect, and promote British values and respond to and calculate risk through our structured PSHE program, Sex and Relationships (SRE) education lessons and in all aspects of school life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than

fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have.

However all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

We have clear links between our PSHE lead and the DSL team to support vulnerable students with these sensitive topics.

17. IMPLEMENTATION

The Academy is committed to creating a bully-free environment and will ensure that its zero-tolerance policy is applied. All staff involved in the teaching and/or supervision of students will take responsibility for addressing incidents and will ensure that the victim receives the required support.

The bully will be informed of the unacceptability of his/her behaviour and a record will be made of the incident. All students are made aware that staff need to be informed of any incidents or concerns and that action will be taken when bullying is reported.

17.1. Post incident responses for the victim

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. The nature of the response will be determined by the situation and the student's individual needs.

Responses may include:

- 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
- reassurance that the victim will be involved in the resolution
- action to stop the incident and secure the student's safety
- Form tutors and Progress Leaders will be kept informed and if it persists the form tutor or Progress Leader will advise the appropriate subject teachers.
- informing/involving parents/carers
- students involved will be interviewed and a detailed record will be kept. This will be held in line with the school's data protection policy/practice.
- support from an outside agency
- befriending/peer mentoring
- creation of a support group
- extra supervision/monitoring
- arrangements to review progress
- help to restore self esteem and confidence
- wherever possible Restorative Practices will be utilised in order to achieve a successful outcome.

17.2. Post incident responses for the perpetrator

Airedale Academy takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem solving approach to enable bullies to behave in a more acceptable way. We accept that punishment is not always helpful in managing this problem, but it may be necessary in situations where other responses have failed.

Responses may include:

- discussion with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- support in alternative ways of behaving
- loss of lunch/break-time privileges
- detentions
- confiscation of mobile phones in line with our Acceptable Use Policy
- withholding participation in a trip, sports or other out of school activity
- removal from class/group
- internal exclusion
- a fixed period of exclusion
- permanent exclusion (in extreme cases)

18. PARENTAL ENGAGEMENT

Airedale 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

19. MONITORING

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

An annual report will be made to the Academy Council, including statistics about:

- the number of reported concerns
- monitoring information about the students involved
- motivations for bullying
- actions taken and outcomes

20. LINKS TO OTHER POLICIES

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

- Equality and Diversity Policy
- Behaviour Policy
- Acceptable Use Policy (Internet Safety)
- Safeguarding (Child Protection) Policy
- Keeping the victim safe
- Possible online reporting or anonymous reporting in the POD4U