



Fowey River Academy

Anti-Bullying Policy

March 2019



ANTI-BULLYING POLICY

We do not tolerate bullying, in fact, we actively promote an ethos where it is expected that students interact with one another, and with all members of staff, with respect. Everyone is part of the community and this means it is all of our the responsibility to prevent bullying from happening and to support this ethos. This means we expect students to speak out against any kind of bullying or discrimination.

The aim of our anti-bullying policy is to ensure that no one is in any doubt that bullying is always unacceptable. We want to encourage an environment where independence is celebrated and individuals can flourish without fear. Every student has the right to be safe and happy in school and to be protected if they are feeling vulnerable and where bullying does exist the victim must feel confident to activate the systems within the school to end bullying.

We aim to regularly monitor, review and evaluate our anti-bullying procedures throughout the year and where necessary they will be refined. Students have also been involved in the development of this policy.

AIMS OF THIS POLICY

The aims of this policy are:

- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying and protect those who might be bullied;
- To secure the active involvement of all staff, pupils and parents to combat bullying;
- To support everyone in the actions to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading rumours about somebody.

At Fowey River Academy we work hard during curriculum time to ensure that all pupils recognise that all forms of bullying are unacceptable, that pupils understand the effects of bullying upon the victims and also that pupils know the difference between bullying and simply 'falling out'.

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. This can have

a destructive effect on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convinces the victims that they are at fault. It can affect attitudes to and performance in school. For some, it can lead to prolonged distress and long-term damage to social and emotional development. All staff, pupils and parents need to be aware of the negative and damaging effect that bullying can have on individuals, and the school in general, and should work towards ensuring that it is eliminated as far as is practicable.

Bullying can be:

- Physical – hitting, kicking, punching, taking belongings
- Verbal – name calling, spreading rumours, sarcasm, insulting
- Emotional – being unfriendly, excluding others, tormenting
- Racist – racial taunts, graffiti
- Homophobic – Homophobic remarks and negative use of words such as 'Gay'
- Sexual – unwanted physical contact, sexually abusive comments, focusing on sexuality
- Cyber-bullying - defined as the use of Information and Communications Technology (ICT), particularly mobile devices and the Internet, deliberately to upset someone else. Because cyber-bullying differs in several significant ways from other kinds of bullying, and the potential for its increase will grow with the development and use of technology, our treatment of it is explained in a specific section of this policy (see appendix 2) .

Signs and Symptoms of bullying

A student may indicate by signs or behaviour that he or she is being bullied. We should be aware of these signs and investigate if a student shows or a parent reports any of the following signs:-

- Is unwilling to go to school
- Changes their routine
- Begins truanting
- Becomes withdrawn
- Runs away
- Cries themselves to sleep
- Has nightmares
- Starts stammering
- Feels ill in the morning

- Does poorly at school Damaged or missing possessions
- Comes home starving
- Bullies siblings
- Becomes aggressive or unreasonable
- Asks for money
- Bed wetting
- Stops eating
- Gives implausible excuses for any of these signs/symptom

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has been taken. Parents will be expected to support the strategies proposed to deal with the problem. The bully will be made clearly aware of the consequences of repeated bullying and the sanctions, which may include exclusion from school, will be explained to them.

PROCEDURES

Prevention is better than cure so at Fowey River Academy we are vigilant for the signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the School that bullying is not tolerated and to help pupils develop strategies to combat bullying type behaviour.

Pupils are told that they must report any incidents of bullying to an adult in school (usually form tutor or Head of School) and that they must report incidents of bullying if they see them or hear reports of such incidents.

All incidents of bullying will be taken seriously and investigated. At Fowey River Academy to ensure every allegation of Bullying is investigated and dealt with consistently all staff use the 'Seven Steps' approach (this can be seen Appendix 1) Such investigations will normally be the responsibility of the relevant CGS Manager or a senior member of staff. A record of the incidents will be kept and forwarded to the parents/carers of the students involved. If bullying includes racist or homophobic abuse then it should be reported to the Headteacher and recorded as such in line with Local Authority and National guidelines (see appendix 4). This means individual logs are kept of such incidents following our procedures.

Upon discovery of an incident of bullying, we will take appropriate action in order to support the victim and to both support and sanction the bully.

We will employ a variety of strategies OUTLINED ON THE 'SEVEN STEPS FORM' including the 'No Blame' approach AND RESTORATIVE JUSTICE, peer support to suit the individual circumstances. At all times all pupils involved will be given the

opportunity to talk and discuss the incident and the focus will remain on finding a solution and stopping the problem reoccurring

Prevention – Staying safe

We shall create a supportive climate by declaring that bullying will not be tolerated and that all incidents will be dealt with quickly and thoroughly. Methods of dealing with bullying include:-

- Co-operative group work
- Anti-bullying week
- School Governors
- Circle time
- Befriending and buddies
- Mediation by adults/peers
- Peer counselling
- Year 7 pupils discuss causes, effects and implications of bullying and draw up a behaviour contract with their Form Tutor as part of their PSHE lessons.
- Pupils are reminded of our policy regularly through curriculum focus, assemblies and through the display of a summary policy poster at various points around the school.

Bullying outside school premises

Staff have the power to discipline pupils 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 city, town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

• **APPENDIX 1**
ANTI – BULLYING INCIDENT SHEET - 'SEVEN – STEPS'

1. Details of Incident																	
2. Details of Harmed pupil <i>All Statements attached</i>																	
3. Details of wrong doer(s) <i>All Statements attached</i>																	
4. Contact With Parents /G /C																	
5. Agreed Sanctions <i>Bullying recorded on wrong doer(s)' record</i>																	
6. Date of meeting with pupils involved																	
7. Final review meeting																	
Any Independent witnesses <i>All Statements attached</i>																	
Outcomes: <i>Please circle relevant choice</i>	<table> <tr> <td>Harmed Person:</td> <td>GOOD – SATISFACTORY - NOT</td> </tr> <tr> <td>RESOLVED</td> <td></td> </tr> <tr> <td>Wrong doer (s):</td> <td>GOOD – SATISFACTORY - NOT</td> </tr> <tr> <td>RESOLVED</td> <td></td> </tr> <tr> <td>Reporter:</td> <td>GOOD – SATISFACTORY - NOT</td> </tr> <tr> <td>RESOLVED</td> <td></td> </tr> <tr> <td>School:</td> <td>GOOD – SATISFACTORY - NOT</td> </tr> <tr> <td>RESOLVED</td> <td></td> </tr> </table>	Harmed Person:	GOOD – SATISFACTORY - NOT	RESOLVED		Wrong doer (s):	GOOD – SATISFACTORY - NOT	RESOLVED		Reporter:	GOOD – SATISFACTORY - NOT	RESOLVED		School:	GOOD – SATISFACTORY - NOT	RESOLVED	
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RESOLVED																	
School:	GOOD – SATISFACTORY - NOT																
RESOLVED																	

Signed:

HOY/CGS Manager: _____

SLT: _____

Appendix 2

CYBER-BULLYING

Cyber-bullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyber-bullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyber-bullying is designed to cause distress and harm.

It differs significantly from other forms of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target. Our policy applies equally to the cyber-bullying of school staff as to pupils.

We recognise that engagement with technology is a social activity of great importance to young people, so our policy is designed to support a sense of e-safety and e-responsibility that gives students the confidence to deal with any problems that may arise, whether in or out of school.

We recognise that cyber-bullying can take many forms:

- threats and intimidation;
 - harassment or stalking;
 - vilification or defamation;
 - ostracising/peer rejection/exclusion
 - identity theft, unauthorised access and impersonation
 - publicly posting, sending or forwarding personal or private information or images □ manipulation
1. The impact of cyber-bullying can be greater than other forms because a larger audience can be reached rapidly, so a single incident may have long-term consequences.
 2. Bystanders to cyber-bullying can easily become perpetrators – by passing on the harmful material deliberately or unintentionally. We take seriously the responsibility of these 'accessories' to bullying and will apply sanctions for such behaviour.
 3. Cyber-bullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal. Schools have powers to discipline and regulate the behaviour of pupils, even when they are off the school site, and we will take measures to protect students whose education or wellbeing may be affected by cyber-bullying, irrespective of the location of the bully at the time of the action.

4. We will ensure that young people understand the value of preserving evidence of cyber-bullying so that they have the confidence to report it, and information on which we and other agencies might act to deal with it.
5. We will continue to promote students' understanding of e-safety and e-responsibility through the school's Acceptable Use Policy, and through the curriculum in IT and PSHE. Students will be made aware that cyber-bullying may constitute a criminal offence.
6. Staff and peer mentors will receive specific training to deal with cases of cyber-bullying.
7. Incidents of cyber-bullying will be recorded.
8. We will provide support for victims of cyber-bullying by:
 - . Giving advice on online empowerment
 - . Trying to contain the incident
 - . Providing support to prevent recurrence

We will investigate incidents of cyber-bullying to identify the perpetrator(s), then apply sanctions described above in the anti-bullying policy, and in line with our behaviour policy.

Appendix 3

Summary - Guidance model for dealing with Bullying Incidents

Flow Diagram

Appendix 4

Homophobic / Racial Incident Report Form				
Staff Name		Any additional details		
Position				
Form Tutor				
Class Teacher				
External Agency				
Governor				
Head of Year				
SLT				
Incident Date				
Reporter		Other Staff Informed		External Agency Informed
Parent		Class Teacher		Police
Pupil		Form Tutor		Social Services
Staff		Head of Year		PLC
Other		Governor		Other
		Carer		
		Other		
Distress Caused				
Distress				
Greatly Distressed				
Mildly Upset				
Very Upset				
None				

Harmed Person Details				
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Name		Gender		Year / Form	
Ethnicity		CYPIC		FSM	
Strategies		Any additional details			
Adult/Mentor Monitoring					
Adult/Mentor Support					
Medical Treatment					
Other Agencies Involved					
Peer Support					
Restorative Approach					
Support Group Approach					

Wrongdoer Person Details				
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Name		Gender		Year / Form	
Ethnicity		CYPIC		FSM	
Strategies		Any additional details			
Counselling					
Detention					
Internal exclusion					
FT Exclusion - number of days?					
Perm Exclusion					
Medical Treatment					
Parental involvement					
Referral to outside agency					
Restorative methods					

Incident Details			
Mode		Time of Day	Staff Dealing
Cyber		Before/After School	Form Tutor
Emotional		Break/Lunch	Class Teacher
Physical		Transition	External Agency
Verbal		Lesson Time	Head of Year
Other		Out of School	SLT
Nature			
Nature		Type	Context
Calling family		Disability	Classroom
Demanding/Taking Money		Dress/Appearance	Corridor
Demanding/Taking Property		Home Circumstances	Dining Room
Isolating/Excluding		Homophobic	Home Environs
Name Calling		Racial/Cultural	Out of School Activity
Physical Violence		Sexist	Free Time/Yard
Racial		Sexual	School Transport
Spreading Rumour		Cyber - Email	Toilets
Taunting/Mocking		Cyber - Facebook	Travel
Threatening Violence		Cyber - MSN	Other
Other		Cyber - Messaging	
		Cyber - Texting	
		Cyber - Website	
		Other	
OUTCOME			
Harmed Person		Wrongdoer	Reporter
Good		Good	Good
Satisfactory		Satisfactory	Satisfactory
Poor		Poor	Poor
Unresolved		Unresolved	Unresolved

**Further
Comments
Incident/Outcome**

Fowey River Academy

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