



Anti-Bullying Policy

Introduction

At Arnold Hill Academy we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including understanding the issues relating to bullying and having the confidence to seek support from school should they feel unsafe.

We would also want parents and carers to feel confident that their children are safe and cared for in school and incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy development

This policy was formulated in consultation with the whole school community with on-going input from all stakeholders including,

- Members of staff- though regular agenda items at staff meetings, consultation documents, etc.
- Governors - discussions at governors' meetings, training
- Children and young people - pupils contribute to the development of the policy through the school council

This policy is available

- Online on the Arnold Hill Academy web-site www.arnoldhillacademy.co.uk
- From the school office
- A pupil friendly version will be on display around the school site.

Roles and responsibilities

The Principal – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti-bullying coordinator in our school is **S Garrad** supported by Pupil Support Unit staff and Heads of Year.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents through the Pupil Support Unit
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: Mrs Dee Wilson

Definition of bullying

'The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent and repetitive

“Be Inspired and Achieve Together”



Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

All forms of bullying should be taken seriously and dealt with appropriately.

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its effects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying).

Head teachers have the legal power to make sure pupils behave outside of school...and have the power to discipline their students for any bullying incidents outside of school, **to such an extent that is reasonable.**”

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders) through the Senior Leadership Team and Pupil Support Unit staff.

Concerns can be reported to any member of staff, the Pupil Support Unit, Miss Garrad (Assistant Head Teacher) or Heads of Year verbally, in writing, or by use of the confidential ‘All Together Box’ outside PSU foyer. Pupils, staff and visitors are encouraged to report all suspected or alleged bullying.



Students reporting bullying

Students can share that they are being bullied with any member of school staff from their classroom teacher to the admin staff. Staff will, on any report of bullying:

- Reassure the child
- Listen to them share what has happened
- Listen to how they feel/are feeling
- Explain what will happen next
 - A Serious Incident will be logged on SIMS to ensure that the pastoral team can pick this up as soon as possible
 - The pastoral team will speak with the pupil and their parents
 - The pastoral team will begin an investigation

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The school will take the following steps, as appropriate:

Following up bullying incidents

When a report is made:

- **On the day** – contact to the victim, their parents and the offender and their parents
- **The day after** - contact to the victim, their parents and the offender and their parents
- **A week after** - contact to the victim, their parents and the offender and their parents
- **Two weeks after** - contact to the victim, their parents and the offender and their parents
- **Three weeks after** - contact to the victim, their parents and the offender and their parents

This is to ensure that, where possible, there is no further repeat of the bullying. However, if during this time frame/between calls – there are any incidents and concerns – please notify your child’s Head of Year.

Other follow ups may include:

- **Informing parents**
- Interviewing all parties, maintaining the anonymity of victim or ‘whistle-blower’ when appropriate
- Implement appropriate disciplinary sanctions in accordance with the school’s Managing Pupils Positively Policy. These are considered according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the school’s actions
- A range of responses and support appropriate to the situation - solution focused, restorative approach, individual work with victim, perpetrator, and referral to outside agencies if appropriate
- Liaising with the police and other agencies if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Using the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the Pupil Support Unit and staff who dealt with the incident. This information will be stored in the Pupil Support Unit. The information stored will be used to ensure individuals/ incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular School Watch Meetings and Head of Year meetings. This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.



Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Arnold Hill Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involving parents at all stages of investigation and response
- Celebrating good behaviour and achievements
- Cross curriculum Bright Days – SEAL
- Specific input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council
- Peer mentoring scheme
- Outside agencies when appropriate – Police Liaison Officer, Targeted Support Service
- Support for parents/carers –signposting to other agencies
- Parent information events/information e.g. Internet safety and Cyber-bullying
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Acknowledging that bullying includes:
 - name calling
 - taunting
 - mocking
 - making offensive comments
 - physical assault
 - taking or damaging belongings
 - cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
 - producing offensive graffiti
 - gossiping and spreading hurtful and untruthful rumours
 - excluding people from groups
 - hate crime related bullying of children with special educational needs or disabilities
 - homophobic bullying or related to race, religion or culture
 - bullying related to appearance or health. bullying of young carers or looked after children or otherwise related to home circumstances
 - sexist or sexual bullying.

Links with other policies and why

POLICY	WHY
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Equalities policies	Hate crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying



Reference documents and related policy documents

National

- Ensuring Good Behaviour in Schools - A summary for Heads, Governing Bodies (2012)
- Behaviour and Discipline in School - Guide for Head Teachers and School Staff (Feb 14)
- Preventing and tackling Bullying - Advice for School Leader, Staff and Governing Bodies (Oct 2014)

Local

- Nottinghamshire County Council Anti-bullying Policy (2011-15)
- Anti-bullying Policy Development: Guidance for schools (Oct 2013)

Useful organisations

- **Kooth:** for students to talk to online councillors, its free and can be used on the phone as an app, tablet or computer
- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues
- **Ditch the label:** <https://www.ditchthelabel.org/> An international bullying prevention charity with an emphasis on working directly with children and young people
- **Young Minds:** <https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying>
- Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011

Cyber-bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves
- **Think U Know:** Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers
- **Digizen:** provides online safety information for educators, parents, carers and young people.



Appendix 1 – pupil version of policy

Our Anti-Bullying Policy

At Arnold Hill Academy we aim to provide a safe, caring and friendly climate for learning for everyone. We expect everyone at the school to act safely and feel safe in school. It is important to us that everyone understands issues relating to bullying and have the confidence to seek support from the school should they feel unsafe.

What is Bullying?

'The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

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Bullying can include:

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- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

What should you do if you are being bullied?

Our school has a clear system to report bullying, this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Incidents should be reported to one of the below verbally or in writing:

- Any member of staff
- Pupil Support Unit
- Your Head of Year
- Your Tutor
- Miss Garrad (Assistant Head Teacher: Behaviour)
- Or by use of the confidential 'All Together Box' located outside the PSU foyer.

All reported incidents will be taken seriously and investigated. The school will support you.



Appendix 2

What should you do if you see bullying or you are being bullied?

Pupils should.....

Speak up – tell an adult (tutor/ teacher/ parent/ use the All Together box in the pastoral office)

Discuss it with your parents.

Keep a log or diary of comments and behaviours.

School will

Reassure you and inform your parents.

Investigate further and log the bullying.

Keep you updated on the investigation.



Everyone at Arnold Hill Academy will be given the chance to shine bright



What should I do if my child is being bullied?

Parents should.....

Contact the school immediately through their child's tutor.

Discuss the bullying with their child.

Keep a log or diary of comments and behaviours with their child.

If you are unhappy with the action taken please see the academy complaints procedure

School will

Contact parents to find further details and explain the next course of action.

Investigate further through the tutor or the pastoral team.

Keep parents updated and log the bullying.



Everyone at Arnold Hill Academy will be given the chance to shine bright



What should I do if bullying is reported to me?

You should.....

Listen, reassure and explain what you are going to do.

Take details of the bullying.

Pass the details on to the tutor and the pastoral team.

The pastoral team will....

Investigate the bullying.

Keep you updated.

Log the incident(s) on the bullying log



Everyone at Arnold Hill Academy will be given the chance to shine bright





Appendix 3

YEAR 7

Half Term	Plans
1	<p>First week – What bullying is/is not and what to do at AHA if you are/suspect someone is being bullied. Share what AHA will do.</p> <p>Assembly – ‘Bullying or Banter’</p> <p>Guidance session on – Friendships Guidance session on – Bullying or Banter</p>
2	<p>Anti- Bullying Week Odd Sock day to promote Anti Bullying Week</p> <p>Assembly – ‘Choose Respect’</p> <p>Guidance session on – Conflict management</p>
3	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – ‘Cyber bullying’</p> <p>Guidance session on – Cyber bullying</p>
4	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – All Equal All different</p> <p>Guidance session on – Racism, Stereotypes, Diversity Guidance session on – LGBT, Gender</p>
5	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – Self esteem</p> <p>Guidance session on – Body image Guidance session on – Emotional health</p>
6	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – Random acts of kindness</p> <p>Guidance session on – Random acts of kindness</p>



Appendix 4

YEAR 8

Half Term	Plans
1	<p>First week – What bullying is/is not and what to do at AHA if you are/suspect someone is being bullied. Share what AHA will do.</p> <p>Assembly – ‘Bullying or Banter’</p> <p>Guidance session on – Bullying or Banter Guidance session on – Friendships</p>
2	<p>Anti- Bullying Week Odd Sock day to promote Anti Bullying Week</p> <p>Assembly – ‘Choose Respect’</p> <p>Guidance session on – Conflict management Guidance session on - Cyber bullying</p>
3	<p>Reminder in guidance re what to do and what we will do Assembly – ‘Cyber bullying’ Guidance session on – Peer pressure Guidance session on - Body shaming</p>
4	<p>Reminder in guidance re what to do and what we will do Assembly – All Equal All different</p> <p>Guidance session on – Racism, Stereotypes, Diversity Guidance session on – LGBT, Gender</p>
5	<p>Reminder in guidance re what to do and what we will do Assembly – Self esteem</p> <p>Guidance session on – Self esteem Guidance session on – Emotional health</p>
6	<p>Reminder in guidance re what to do and what we will do Assembly – Random acts of kindness</p> <p>Guidance session on – Random acts of kindness</p>



Appendix 5

YEAR 9

Half Term	Plans
1	<p>First week – What bullying is/is not and what to do at AHA if you are/suspect someone is being bullied. Share what AHA will do.</p> <p>Assembly – ‘Bullying or Banter’</p> <p>Guidance session on – Bullying or Banter Guidance session on – Friendships</p>
2	<p>Anti- Bullying Week Odd Sock day to promote Anti Bullying Week</p> <p>Assembly – ‘Choose Respect’</p> <p>Guidance session on – Friendships</p>
3	<p>Assembly – ‘Cyber bullying’ Guidance session on – Cyber bullying and how to prevent/protect yourself</p>
4	<p>Assembly – All Equal All different Guidance session on – Racism, Stereotypes, Diversity Guidance session on – LGBT, Gender</p>
5	<p>Assembly – Self esteem Guidance session on – Body image, body shaming and self esteem</p>
6	<p>Assembly – Celebrating the success of others Guidance session on – Celebrating the other’s successes. Select another student in the tutor group and write something positive about them.</p>



Appendix 6

YEAR 10

Half Term	Plans
1	<p>First week – What bullying is/is not and what to do at AHA if you are/suspect someone is being bullied. Share what AHA will do.</p> <p>Assembly – ‘Bullying or Banter’</p> <p>Guidance session on – Bullying or Banter</p>
2	<p>Anti- Bullying Week Odd Sock day to promote Anti Bullying Week</p> <p>Assembly – ‘Choose Respect’</p> <p>Guidance session on – Conflict management/ random acts of kindness</p>
3	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – ‘Cyber bullying’</p> <p>Guidance session on – Peer pressure</p>
4	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – All Equal All different</p> <p>Guidance session on – LGBT, Gender</p>
5	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – Self esteem</p> <p>Guidance session on – Body image and body shaming</p>
6	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – The Last Leg</p> <p>Guidance session on – Celebrating disability/ inclusion</p>



Appendix 7

YEAR 11

Half Term	Plans
1	<p>First week – What bullying is/is not and what to do at AHA if you are/suspect someone is being bullied. Share what AHA will do.</p> <p>Assembly – ‘Bullying or Banter’</p> <p>Guidance session on – Friendships Guidance session on – Bullying or Banter</p>
2	<p>Anti- Bullying Week Odd Sock day to promote Anti Bullying Week Assembly – ‘Choose Respect’</p> <p>Guidance session on – Conflict management Guidance session on - Cyber bullying</p>
3	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – ‘Body Image’</p> <p>Guidance session on – Peer pressure Guidance session on - Body shaming</p>
4	<p>Reminder in guidance re what to do and what we will do</p> <p>Assembly – All Equal All different</p> <p>Guidance session on –Racism, Stereotypes, Diversity Guidance session on – LGBT, Gender</p>
5	Year 11 will be studying for exams
6	Year 11 will be studying for exams