

Anti-Bullying Policy

SEPTEMBER 2024

Responsible Post Holder	Emma Slater - Assistant Head of School
Approved By / On	Rebecca Williams - Head Teacher
Next Review	September 2025

Contents

1.0 Purpose.....	3
2.0 Definition.....	4
3.0 Responsibilities.....	5
3.1 Creating an Anti-Bullying climate in school.....	5
3.2 Anti-Bullying Education in the Curriculum.....	6
3.3 Parents/Carers.....	7
3.4 Students.....	7
4.0 Reporting, Recording & Responding.....	8
5.0 Response, Approach and Support.....	9

London South East Academies Trust Board recognises the fact that if an individual is being bullied then effective learning will not take place. They will therefore endeavour to ensure, through the Headteacher and a whole school approach, that every allegation of bullying will be taken seriously and dealt with according to policy and procedures.

Bullying can occur in many different forms. It is essential that all students, staff and parents are aware of the different types and negative effects that these can have on individuals. It is also essential for everyone to understand that bullying will be taken seriously and Anti-Bullying procedures will be followed closely.

1.0 Purpose

- To ensure the whole school community has a shared understanding of what bullying is and the negative impact it can have on wellbeing and achievement
- To ensure that Anti-Bullying procedures are followed by all staff
- To ensure staff, parents, carers and students work together to ensure a safe learning environment for all and to safeguard students who experience bullying
- To educate students, parents/carers and staff on how to prevent, de-escalate and/or stop the continuation of harmful behaviour
- To educate both students and parents as to the effects and implications of bullying in schools and within the community
- To ensure everyone is mutually valued, respected and equal and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief.
- To ensure those that use bullying behaviour are support to change their behaviour
- Encourage students to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for this own actions

Our commitment is that when a student and/or parent/carer speak out about bullying:

- They will be listened to
- Their concerns will be taken seriously
- The matter will be investigated
- We will work together to tackle it
- Support and help will be available

2.0 Definition

"Bullying is conduct which causes hurt, either physical or psychological, to an individual or group by a person or persons on a number of occasions".

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Students may not realise they are being bullied because of their age or special educational needs. Students who are being bullied may show changes in behaviour, such as;

- Becoming withdrawn or appearing shy
- Appearing nervous or reluctant
- Feigning illness
- Drops or changes in attendance
- Learning patterns
- Lacking focus, concentration or engagement
- Failure or unwilling to attend school

We are aware as a school that these signs and symptoms may indicate other problems but bullying is considered a possibility and will always be investigated. Like any other safeguarding issue, staff aim not to wait to be told of bullying behaviour to raise and record their concerns. We are also aware that some students may find it harder to report bullying behaviours than others and wherever possible and appropriate, we will involve those who are experiencing bullying behaviour in finding the right solutions.

Bullying can include the following and can occur both inside and outside of school and also online:

- Verbal (e.g. name calling, teasing, taunts, put downs, ridiculing, belittling, excessive criticism or sarcasm or unsolicited banter)
- Derogatory/Discriminating language and/or behaviour e.g. racism, sexism, homophobic etc. (Anti-Discrimination Law)
- Threats, extortion or bribery

- Physical (e.g. hitting with objects or body, punching, finger jabbing, any non-consensual or inappropriate touching, pinching, pushing, breaking/ damaging/taking property)
- Emotional/Psychological (e.g. rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Sexual e.g. unwanted physical contact or sexually abusive comments
- Damage to someone's belongings
- Leaving students out of social activities deliberately and frequently
- Spreading malicious rumours
- Cyber bullying e.g. text messages, phone calls, email, chat rooms/social media etc.
- Homophobic, biphobia & transphobic (HBT bullying) or prejudicial based comments

3.0 Responsibilities

- All staff have a responsibility to prevent incidents of bullying, deal with bullying immediately as it happens and take all allegations seriously
- All staff have a duty to deal with allegations and incidents of bullying according to the policy and procedures which they have seen and been told about. No staff should let an incident pass by unreported, whether it is onsite or during an offsite activity
- The school has a duty to provide regular training/reminders to all staff on spotting the signs of bullying and how to respond to it
- The school has a duty to provide an inclusive environment to staff and students

3.1 Creating an Anti-Bullying climate in school

Horizons Academy Behaviour Policy outlines how we promote positive behaviour in school, aiming to create an environment where students take responsibility for their own and each other's emotional and social well-being; in an inclusive and supportive environment. We want our students to flourish both academically and socially and we aim to foster a healthy and safe school environment where individuals take responsibility for their own behaviour and show respect for others, emphasising the

importance of positive relationships amongst all members and groups of the school community.

3.2 Anti-Bullying Education in the Curriculum

We use the school's curriculum and promote appropriate behaviour by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Through the curriculum we:

- Promote Anti-Bullying campaigns
- Promote social and emotional skills including those needed to work together, show empathy, build and sustain friendships, understanding safety including online, access support and help others
- Develop an understanding of bullying, its impact and appropriate ways of responding to bullying
- Develop our students understanding of keeping themselves safe online
- Raise awareness of similarities, differences and the unacceptability of all forms of prejudice and bullying
- Continually raise awareness of our Anti-Bullying Policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach our students how to constructively manage their relationships with others through:
 - Tutor Time
 - A robust RSE/RHSE curriculum
 - Student Voice
 - Assemblies
 - External speakers
 - Restorative Approach
 - Pastoral support
 - 1-2-1 Behaviour Interventions
 - Partnership working with external agencies including our Schools Police Officer and Local Authority Lead Officers

3.3 Parents/Carers

Parents/Carers who suspect that their child is being bullied can raise their concerns by contacting the Form Tutor, Head of Key Stage, Behaviour Learning Mentor, Welfare Officer or the Head Teacher.

Parents/Carers can help the school to combat bullying by:

- Supporting our Anti-Bullying Policy and procedures
- Encouraging your child to be a positive member of the school community
- Listen, support and agree next steps with your child
- Help to establish an anti-bullying culture outside of school
- Be aware of potential signs of bullying such as distress, lack of concentration, feigning illness or other changes in behaviour
- Keep in regular communication with the school
- Report any concerns to appropriate member of staff as soon as possible
- Monitoring social media/online presence and computer use
- Reinforces the value of positive language and behaviour

3.4 Students

Representatives from the Student Voice will provide feedback in terms of student thoughts, feelings and opinions on the Anti-Bullying Policy, behaviour approach and school culture. The feedback provided will help inform the annual review of the Policy and guide any adaptations to practice required to meet student needs throughout the academic year.

All students have a role to play within our school community to intervene, support their peers and to report bullying behaviour where it is safe for them to do so:

1. Alert an adult
2. Talk to your friends about the situation

3. Above all tell someone – adults will usually need to step in to stop the bullying behaviour
4. All of us have a responsibility to avoid and not participate in encouraging or inciting bullying behaviour.

If you are being or have been bullied:

1. If you are able to and if is safe, ask the child who is bullying to stop, ignore it, say no and walk away
2. Try not to show you are upset or angry, remember this is not your fault
3. Tell a friend what is happening and ask for their support
4. Tell a trusted adult in or out of school or ask a friend to do it for you
5. Do not delete evidence of online bullying as it can be used as evidence
6. It is possible the situation may take time to be resolved, but unless you tell someone we cannot help you – we can make sure you are safe and will tell you what is happening every step of the way

4.0 Reporting, Recording & Responding

Students, peers, parents/carers can report to members of staff, form tutors, the Behaviour Team or a member of SLT. If bullying/ harassment is reported to a member of staff, they are expected to share immediately and record the details as presented to them on CPOMS and alert the Head of Key Stage and/or Operational Behaviour Manager. This should always be on the day the information is shared. If a member of staff does not have access to CPOMS (safeguarding recording platform) either due to being an Agency member of staff or as yet to have login details, then they must verbally share with D(D)SL in line with the safeguarding policy.

Actions and next steps are determined on a case by case basis in collaboration with relevant staff. Incidents are discussed holistically to agree next steps in the moment, on the day or at the Caseload Review Meetings depending on whether this is the first instance, repeat occasions and severity or require a joined up approach from more than one agency.

Discussions will include Head of Key Stage, Behaviour staff and relevant SLT e.g Assistant Headteacher, Deputy Headteacher and Headteacher in addition to the students involved and relevant parents/carers.

Consequences will also be considered on a case by case basis as outlined in the Behaviour Policy September which may include but not limited to;

- Restorative Meeting (*may include School Police Officer*)
- Incident logged on student file (Arbor)
- Loss of Activity Time/ School Trip access
- Updated Risk Assessments
- Parent/carer meeting
- Schools police notification
- Fixed term suspension
- Placement at Horizons Academy at ended/permanent exclusion

Additionally as each incident of bullying will be assessed on its individual merits, we will take into account the needs of all students involved and may determine further additional external support is required from specific agencies/professional teams. This may include, but not limited to School's Police, Children Social Care, Family Wellbeing (early help) Community Safety, CAMHS.

When a student shares that they are being bullied staff will:

1. Take what is being said seriously and report appropriately
2. Reassure the student and explain you are here to help
3. Record it on CPOMS and inform a Head of Key Stage/Operational BLM/DSL immediately
4. Offer support, considering long term impact on their wellbeing
5. Collaborate with parents/carers
6. Continue to be proactive and vigilant

5.0 Response, Approach and Support

Changing the attitude and behaviour of students who are bullying others will form part of the positive behaviour approach of Horizons Academy. We recognise that consequences will have to be used in response to bullying behaviour, which we do not accept within our School.

When a student shares or staff witnesses bullying behaviour we adopt a 3R Strategy to try and identify the cause and prevent repeated incidents. As appropriate and with the support of other members of staff, the 3R Strategy is used as follows:

1. **REFLECTION** – What has happened? Could it have been different?
2. **RESOLUTION** – How can we try to ensure this doesn't happen again?
3. **RECONCILIATION** – How can we put things right between those involved?

In order to support the 3R Strategy, the following support may be offered:

1a. Intervention time with a Behaviour Learning Mentor may be used if deemed appropriate. The intervention type and length will be determined by the severity and history of the bullying and is at the discretion of the Head of Key Stage/Operational Behaviour Manager. This intervention may work in partnership with additional in school interventions including but not limited to SEN interventions.

2a. Referrals will be initiated based upon the bullying behaviour displayed and the needs of all students involved. This will include both voluntary and/or mandatory agencies. Referrals will only be made without parent/carer consent when we deem this action to be contrary to a student's wellbeing.

3a. Attendance of a Restorative Meeting with the effected student(s), which may include School Police Officer when deemed necessary.

Whoever is investigating the bullying behaviour, will always:

1. Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
2. Speak to the pupil carrying out the bullying behaviour and find out their perspective
3. Speak to any witness to explain what they know/saw
4. Contact and involve parents/carers of those targeted and the parents/carers of those doing the bullying

If a student continues to share they are being bullied or it is witnessed, further consequences will take place in line with our Behaviour Policy September.