Hartlepool Aspire Trust
(Catcote Academy & Catcote Futures)

Preventing and Tackling Bullying Policy

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Preventing and tackling bullying

Originator: Steve Foster   Date: January 2019

Reviewer   Sian Lamplough   Date: September 2019

Approver: Trustees   Date: September 2019

Issue	AMENDMENT	IMPACT LEVEL	DATE
1	First Issue	Moderate	01-08-13
2	Second Issue	Moderate	24-03-15
3	Third Issue	Moderate	01-09-19

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1   Introduction

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", March 2014 (updated 2017)and it is recommended that schools read this guidance:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

2   Responsibilities

The following people have responsibilities under this policy.

2.1   Academy Directors and Governors

To take a lead role in monitoring and reviewing this policy.

2.2   Head Teacher

The Head teacher ensures that this policy is effectively communicated and implemented and adhered to.

2.3   Teaching Staff

All teaching staff are expected to be familiar with this policy and implement it fully.

2.4   Teaching Assistants

All teaching assistants are expected to be familiar with this policy and support teachers in the implementation of it.

2.5   Parents/carers

To support their children and work in partnership with the academy

2.6   Students

To abide by the policy.

3   Policy

This policy outlines what Catcote Academy will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole academy community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

3.1 *Our Academy community*

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the Academy to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

4 Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4.1 *Forms of bullying covered by this Policy*

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – "cyberbullying"

5   Preventing, identifying and responding to bullying

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice, which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the academy/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the academy policy and procedures (including recording and reporting incidents see appendix 1).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied, including restorative intervention (see appendix 2).
- Work with other agencies and the wider academy community to prevent and tackle concerns.

Celebrate success and achievements to promote and build a positive

6   Involvement of pupils

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in the academies and embedded messages in the wider academy curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7 Liaison with parents and carers

We will:
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying.
- Ensure that parents work with the academy to role model positive behaviour for pupils, both on and offline.

8 Links with other academy policies and practices

This Policy links with a number of other academy policies, practices and action plans including:
- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

9 Links to legislation

There are a number of pieces of legislation which set out measures and actions for academies and Academies in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10 Review Period

This policy shall be reviewed every 2 years and revised if necessary. The document will be approved by the Trustees.

11 Definitions / Abbreviations

Term	Meaning
DfE	Department for Education
HAT	Hartlepool Aspire Trust
PSHE	Personal, social and health education
SEND	(Special Educational Needs or Disability).
DSL	Designated Safeguarding lead

12 Records

The following records are produced as a result of implementation of this Policy:

Description	Form Number	Retention Period	Storage Location
Behaviour Record			
Behaviour Watch		25 years	Designated Safeguarding Lead Folder
Bullying Incident Form		25 years	DSL informed incident recorded on Behaviour Watch

APPENDIX A

RESTORATIVE INTERVENTIONS = PRACTICE GUIDE

Commitment
Provide a teachable moment for those involved where:
- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

Process
1. First ask the wrongdoer what happened, and to then identify who has been affected and how
2. Next ask the harmed person what happened, to express their feelings and needs
3. Finally ensure everyone understands the outcome and individual responsibilities

Avoid
- Asking 'why?'
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patients
- Leading interventions when you have been affected

Find Out
- What happened?
- What were you thinking about when this happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

Acknowledge
Who has been affected by what happened?
How do you think …….. Has been affected?
How do you feel about what has happened?
What has been difficult about this for you?

Responsibility
What do you need to happen to make things right?
What do you need to happen next?
What do you need to do to make things right?
What do you think needs to happen next?

APPENDIX B

Guidelines for children who are being bullied.
1. Ensure the child understands what bullying is, by using:
- stories,
- discussion.
2. Create the climate for children to tell.
3. Encourage all children to report incidents of bullying.

For the child
1. If you are being bullied, or know someone who is, talk to an adult you can trust.
2. They may not be able to solve the problem but they will try to help.
3. If you want to talk to a teacher they will take you somewhere quiet where they can listen carefully to what you have to say.
4. The teacher will tell you what can be done but you will help to decide what happens next.

You and everyone else in school has a right to be happy.

APPENDIX C

Guidelines for children who are being bullied.
1. Come and tell.
2. We will be friendly.
3. We will listen to you carefully.
4. We will help.
5. We will try to:
   - stop the bully,
   - find out the facts,
   - make you happy again.
6. We will write it all down.

APPENDIX D

Guidelines for parents of children being bullied.

1. Try to discuss the issue with your child and reassure him/her that the school will deal with the situation.
2. Inform someone in the school whom the child trusts - this need not necessarily be the Headteacher.
3. All incidents should be seen as "alleged" until proved.
4. All incidents will be investigated, and as a parent you will be informed of the progress/outcome.
5. The investigation may involve talking with other parties concerned, but confidentiality will be respected.
6. Appropriate action will be taken in accordance with the school policy, a copy of which is available for you.
7. It must be realised that instant solutions cannot always be found, but every effort will be made to reach an outcome as soon as possible.

APPENDIX E

Guidelines for dealing with bullying.

Signs which may indicate that a child is being bullied.
1. Cuts, bruises or aches and pains which are not adequately explained.
2. Clothes or possessions belonging to the child are damaged or lost.
3. The child requests extra money or starts stealing.
4. The child starts going to school or returning to school at an earlier or later time or starts using a different route.
5. The child starts refusing to go outside at breaktimes or refuses to stay at school for school dinners.
6. The child requests to change classes, options or school.
7. Reluctance or refusal to attend school.

Symptoms of Stress

Any marked change in a child's behaviour, especially in well-established patterns of behaviour, may indicate that the child is under stress.
- The child's behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb sucking or tantrum behaviour.
- The child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- The child may be unable to concentrate and school performance may deteriorate.
- There may be sleep or appetite problems.

In some cases, bullying may be a cause of stress. In other cases, it may be family difficulties, the child may be abusing drugs or some other problem may be the case. Whatever the case, sensitive enquiries need to be carried out and help made available to the child.

APPENDIX F

Guidelines for members of staff confronted by bullying.
1. Publicise the school policy on anti-bullying (to those concerned).
2. React to signals.
3. Do not be misled by requests for confidentiality.
4. Reassure the child(ren) that the problem will be handled sympathetically.
5. Explain the alternative courses of action and involve the child(ren) in decisions.
6. Refer to other staff as appropriate.
7. Support the child in crisis.
8. Monitor.
9. Record all incidents.

APPENDIX G

No Blame Approach.
This approach, widely used throughout the U.K. and abroad is effective and does not put the victim at risk.
The steps can be summarised:

Step 1 - interview the victim
When the teacher discovers that bullying has occurred he/she talks to the victim about their feelings. The victim is not questioned but asked to say who was involved.

Step 2 - convene a meeting with those involved
The teacher arranges to meet with the pupils involved. This will include some bystanders or colluders who joined in but did not initiate the bullying. A group of 6-8 works well.

Step 3 - explain the problem
Tell the group how the victim feels without allocating blame or discussing details of the incident.

Step 4 - share responsibility
Teacher states that it is known that the group are responsible and that something has to be done about it. No blame is apportioned.

Step 5 - ask group for their ideas
Each member of the group is asked to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Step6 – leave it up to them
The teacher ends the meeting by passing over the responsibility to the group to solve the problem, arranging to meet with them later to see how things are going.

Step 7 - meet them again
About a week later, the teacher meets with each group member individually, including the victim, to discuss how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Maines and Robinson, 1992