



# Khalsa Secondary Academy

## **KHALSA SECONDARY ACADEMY POLICIES** **Preventing and Tackling Bullying - Anti Bullying Policy (L15)**

DATE APPROVED:	JUNE 2013
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APPROVED BY:	EDUCATION SUB COMMITTEE

*We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic); Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self).*

### **RATIONALE**

This policy is produced to help prevent and respond to bullying as part of our overall behaviour policy, as well as raising awareness of our legal responsibilities in this area, Providing safe and happy places to learn is essential to achieving academy improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the academy community.

Every child should be able to learn in our academy environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our academy and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.

Bullying has no place anywhere in the academy community, and this applies both to the bullying of students and teachers will take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. The Academy, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place.

A preventative approach helps schools to safeguard the well-being of their students and staff, as well as playing their part in creating a society in which we all treat each other with

dignity and respect. (DfE advice on Preventing and tackling Bullying 2012)

## **AIMS**

At Khalsa Secondary Academy, the aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

### **This policy will:**

- Raise awareness across the academy that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to
- Developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

## **DEFINITIONS AND SIGNS**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. Cyberbullying is a '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. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying; there are examples of academy staff being ridiculed, threatened and otherwise abused online. (DFE Cyberbullying)

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (DFE Homophobic bullying)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from academy.

At Khalsa Secondary Academy, all staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with Academy policy.

### **STATUTORY DUTY**

There are various legal requirements on and powers for Schools and Academies that relate to bullying (including homophobic, racist and cyber bullying). In particular, the Education and Inspections Act 2006 requires that Principals must determine measures on behaviour and discipline that form the academy's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the Principal must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students'.

The law empowers Principals, to such extent as is reasonable, to regulate behaviour of students when they are off academy site (which is particularly pertinent to regulating cyberbullying) and empowers members of academy staff to impose disciplinary penalties for inappropriate behaviour.

### **SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Academy's CP responsible person. Even where safeguarding is not considered to be an issue.

### **IMPLEMENTING THE POLICY**

For the successful implementation of the policy, our academy will ensure that the following statements are true for students who experience bullying:

- They are heard
- They know how to report bullying and get help
- They are confident in the academy's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For students who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future because they have
- Developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused.

For the Whole Academy:

- The whole academy community is clear about the anti-bullying stance the academy

takes students, as well as staff and other members of the academy, are fully engaged in developing and reviewing anti-bullying work in the academy

- Every chance is taken to celebrate the success of anti-bullying work
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For the Principal, Governors and other academy staff:

- To develop whole-academy policies which meet the law and academy-inspection requirements
- To promote a academy climate where bullying and violence are not tolerated and cannot flourish
- To continually develop best-practice based on knowledge of what works
- There is a review of the academy anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- Curriculum opportunities are used to address bullying
- Student support systems are in place to prevent and respond to bullying
- All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the academy community
- To work in partnership with parents, other schools and academies and with Children's Services and community partners to promote safe communities.
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For parents:

- They are clear that the academy does not tolerate bullying
- They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the academy's complaints procedure
- They have confidence that the academy will take any complaint about bullying seriously and investigate/resolve as necessary, and that the academy systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the academy on the anti-bullying policy or procedures.

## **PREVENTING AND REACTING TO BULLYING**

Our academy will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

### **OUR ACADEMY WILL TAKE A PREVENTATIVE APPROACH TO BULLYING IN A RANGE OF WAYS:**

#### Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-academy community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the academy.
- Link with other schools/academies in a local schools partnership.

#### Use of curriculum opportunities:

- Lessons can be used to discuss issues around diversity and draw out anti-bullying messages.
- The SEAL programme is a whole-academy and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying and are incorporated into our PSHE programme.

#### Use of other opportunities to raise awareness:

- Anti-Bullying Week (ABW) events in each year
- Targeted small group or individual learning to be used for those who display concerns
- Whole-academy assemblies will be used to raise awareness of the academy's anti-bullying policy and develop students' emotional literacy
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

#### Student voice:

- Engage students in developing anti-bullying policy and practice is an effective form of prevention.

#### Structured data gathering:

- Gathering information and data on the views and experiences of students, staff and parents in relation to bullying will enable the academy to monitor and

evaluate its anti-bullying work better.

#### **IMPROVING THE ACADEMY ENVIRONMENT:**

- Use available data to identify how the academy environment can be made safer can help to reduce incidents of bullying.
- Listen to students and develop a positive relationship which encourages confidence in students to share concerns
- To be continually vigilant and detect changes in patterns of behaviour of students

#### **Working with Children's Services:**

To ensure that partner agencies such as the Behaviour Support Service, Behaviour and Attendance Consultants, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and are engaged with anti-bullying work and student safeguarding has a high priority.

#### **OUR ACADEMY WILL REACT TO BULLYING IN A RANGE OF WAYS:**

Our academy's students reporting systems to include confidential and varied routes to report bullying:-

- Effective and fair investigation
- Listening strategies
- Follow-up systems to ensure that agreements are sustained.
- Support to students who are bullied. They will be reassured that they do not deserve to be bullied and this is not their fault. We will assure them that it was right to report the incident.
- Use restorative justice where appropriate to reach a solutions

#### **For those students who have bullied we will:**

- Use effective and fair investigation by interviewing the student/s involved in bullying separately.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Follow-up systems to ensure that agreements are sustained.
- Use restorative justice where appropriate to reach a solutions

#### **Use of sanctions and learning programmes:**

At our academy sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanctions have a number of purposes:

- To impress on the perpetrator that what he/she has done is unacceptable
- To deter him/her from repeating that behaviour
- To signal to other students that the behaviour is unacceptable and deter them from doing it.

Our sanctions will ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated. We will consider sanctions under our academy's Behaviour/Discipline Policy, including:

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Withholding participation in academy events that are not an essential part of the curriculum.

It will also include fixed term and permanent exclusion from academy.

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

The Department for Children Schools and Families' guidance for exclusion appeal panels makes clear that students responsible for violence or threatened violence should not normally be re-instated. Students must not be excluded from academy for being bullied, even if the academy believes they are doing so for the child's benefit. The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds' Strategies will also be in place to provide an opportunity for the student to put right the harm they have caused.

Use of reward and celebration strategies:

Our academy will use a range of rewards and celebration strategies to encourage students to behave well and take care of each other, including:

- Use of the DfE Bullying Charter to communicate and celebrate the academy commitment to anti-bullying.
- Rewards for individual students who take a specific role in anti-bullying work, e.g. as peer mentors or 'listeners'. The National Healthy Academics Status.
- Use of national for Anti-Bullying.
- Developing the roles students can play

Our academy will involve students in promoting a positive whole academy ethos (including the prevention of bullying) in a number of ways:

- Through class, circle or tutorial time in understanding the needs of their peers.
- As trained peer mentors or trained mediators.
- Through assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.
- Through active participation in the SEAL programme.
- Through being encouraged to have a say about the reward and sanction policy of the academy to ensure they view sanctions as fair and make them feel they have an influence over tackling the issue.



#### Adult mediation:

Mediation usually focuses on students who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the students to co-exist at the academy. Mediation can be very effective, but used on its own it may not have long-term success. It should be backed up by other procedures, both disciplinary and student-centred.

#### Engaging parents/carers:

We believe it is important for our academy to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We are legally required to have a complaints procedure and to make parents aware of this.

#### Parenting contracts

Some parents may need specific support to help deal with their child's behaviour. Where our academy identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help. When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought.

## **REPORTING AND RECORDING INCIDENTS OF BULLYING**

We encourage students to report bullying in confidence using a variety of methods. However, if student safety is at risk then academy staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the students about this.

- A range of strategies will be used in academy to encourage reporting:
- Peer mentors
- Email systems
- Talking to teachers, or any other staff with whom the child feels comfortable

These systems work well because:

- Students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- Students can access reporting routes easily
- Students know who will deal with their concerns, and have trust both in them and the systems which the academy uses
- Students are aware that malicious reporting relating to students or staff will be taken seriously and could incur a disciplinary sanction.

## **REPORTING ARRANGEMENTS FOR PARENTS**

- To ensure reception staff and other staff taking phone messages, notes or receiving visitors have been trained in academy systems and procedures, and are clear about steps to be taken.
- Reception and other staff are sensitive to the emotional needs of parents making contact with the Academy about incidents of bullying.
- Parents should have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.
- Staff will take actions to agreed timescales and report progress to parents.
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.
- We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Principal's notice.

If the Principal cannot resolve these concerns informally, parents can raise their concerns more formally through the Academy's Complaints Procedure.

## **DATA-COLLECTION MANAGEMENT**

The academy will record all incidents of bullying, including by type. The purpose of gathering information on the number and nature of bullying incidents, and to identify any developing trends. The LA can analyse the information gathered from schools to identify any issues of particular concern. The data will also enable support and challenge the academy in its duties to promote the welfare of students.

Schools and Academies have a specific legal duty to have a race equality policy and monitor its impact on students, staff and parents. Schools and Academies also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 1995.

Keeping records of bullying incidents enable us to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Celebrate the anti-bullying work of the academy
- Engage and inform multi-agency teams as necessary.

We will use bullying data to:

- Provide monitoring reports to students (e.g. through the academy council) and staff
- Create evaluation reports for:
  - Students, parents and staff in order to demonstrate openness and to celebrate progress
  - Governors in order for them to monitor the anti-bullying work of the academy
- Work towards meeting National Healthy Schools criteria and achieving National Healthy Schools Status
- Inform the evidence presented in the academy's Development Plan which forms a key part of the evidence for Ofsted's inspection of Schools.

### **WHAT SORT OF DATA CAN BE COLLECTED AND USED?**

We will keep information on the date and type of incident as standard but also record data on:

- Information on what action the academy took and the impact this had on the bullying
- A range of data from student surveys including quantitative data and perception data
- Records of peer-mentoring initiatives
- Parental complaints to the academy or Governors regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non-attendance at academy
- Exclusions data related to bullying
- Transfer and admissions data, specific requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy Academies theme of 'emotional health and well-being' (including bullying)
- Data from Ofsted reports
- Information contained in academy-improvement plans.

### **COMMUNICATING THE POLICY**

As an academy, we summarise the behaviour and anti-bullying policies within staff handbooks, and include them within induction programmes for all staff (including voluntary, temporary and supply staff).

The policy is always accessible to parents/carers and can be found on the Khalsa

Secondary Academy website or from contact with the Academy Office.

Students are made aware of the policy through a range of means including assemblies, tutor times, lessons, academy council meetings etc.

### **MONITORING, EVALUATION AND REVIEW**

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

#### **Links to whole academy policies**

- This policy links to other whole academy policies and practices on: Curriculum policies, in particular Personal Social and Health Education (PSHE), Citizenship, and the Social and Emotional Aspects of Learning (SEAL) programme Student support and safeguarding policies.
- Academy-improvement plan
- Behaviour policy/ Discipline Policy
- Staffing policies
- Site policies including those for before/after academy clubs, break-times, lunchtimes and travel-management supervision routines.
- Equality and diversity policies (e.g. disability-equality scheme, gender-equality scheme and race-equality policy).
- Academy celebration of achievement practices.
- The Anti-Bullying Charter
- The Academy Code of Conduct
- Home Academy Agreement
- Physical Control and Intervention
- Complaints Policy

### **Additional Information**

#### **Establishing Safer Academy Partnerships**

Establishing a Safer Academy Partnership with the local police can be an effective prevention strategy and effective reaction tool. The aims are to:

- Reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people, and to reduce the number of incidents within the academy and their communities.
- Provide a safe and secure academy community which enhances the learning environment.
- Engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community.
- Ensure that children and young people remain in education, are actively learning, healthy and achieving their full potential.
- In terms of dealing with incidents of bullying at the time they occur the vast majority can be handled by the academy. However, if a serious assault or injury occurs as a result of bullying the police should be involved.

#### **Restorative justice**

The use of restorative approaches are developed from the principle that the student causing harm is held to account for his/her behaviour.

This means: Accepting responsibility for the harm caused to the individual being bullied

- Accepting responsibility for the harm caused to others (e.g. staff, friends or family) recognising the need to take action to begin to repair the harm caused
- Agreeing a range of actions in conjunction with all those involved which will be monitored over an agreed period of time.

There is a range of restorative approaches, from informal meetings with students where they can talk through their issues in a structured way, to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important that they are used in conjunction with, not in place of, sanction





