



Hollingworth  
Learning Trust

A Hollingworth Learning Trust Academy

## NEWHOUSE ACADEMY

### Anti-Bullying Policy

<b>Created:</b>	
<b>Reviewed:</b>	October 2022 Ratified at the meeting of the Resources Committee – Wednesday 23 <sup>rd</sup> November 2022
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## **1. Purpose:**

Newhouse Academy is committed to the development of a whole school approach to bullying. This involves the whole school community- pupils, teachers, school support staff, governors, parents and carers. It is based on developing a policy that promotes shared values, beliefs and attitudes that discourage bullying and gives guidance on how to manage and record bullying incidents.

(The importance of everyone being involved and owning the policy is underlined by research)

- Ensure that the whole school community understands what is meant by bullying
- Make it clear that no bullying of any kind will be tolerated
- Create a culture and systems that enable children to report bullying incidents without feeling that they are 'telling tales'
- Ensure that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon, with clearly defined procedures
- Provide a thorough and systematic recording procedure for incidents, which can help with reviewing and evaluating the policy
- Facilitate participation in peer support and education approaches
- Become part of a curricular approach to bullying (Ofsted)
- Ensure that all staff are aware of the anti-bullying policy and procedures for its implementation.
- Ensure that all students are aware of the nature of bullying, the school's anti-bullying policy, and measures that will be taken against bullying
- Ensure that students are aware that if they are part of a group that makes anybody feel ashamed, unhappy, or afraid, they are involved in bullying.
- As per the Behaviour for Learning policy, the school may act on behaviour outside school if there is a clear link between maintaining good behaviour and discipline among the student body as a whole.
- Ensure that students understand that it is unacceptable to maintain a silence when they know that wrongdoing is occurring.
- Those who are present along with other students who are bullying without challenging this or removing themselves from the situation immediately and informing a member of staff, will be treated on a par with those who are bullying.
- Make parents/carers aware if there is known bullying taking place on social network site, so they can contact the administrator to have it removed and contact the police if necessary.

## **2. Definition:**

Bullying, including cyber bullying, is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

Bullying including cyber bullying is an abuse of power- that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a

single incident of verbal or physical aggression is not necessarily considered to be bullying - there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

### **Examples of bullying:**

Physical – when a person is, for example, punched, kicked, hit, spat at

Verbal – which can take the form of name-calling, the use of aggressive language or tone or laughing at and/or ridiculing someone. It includes, but is not limited to, harmful comments about a person's appearance experiences, family or any one of the protected characteristics of the 2010 Equality Act (including race, religion, and sexual orientation amongst others)

Exclusion – a person is bullied if s/he is excluded from discussion/activities with those they believe to be their friends; by being excluded from group work; by being ignored

Damage to property or theft – a person's property is intentionally damaged, hidden or stolen; verbal or physical threats to coerce the person to hand over property to the bully/bullies

Threats – to hurt someone, damage their property, get them into trouble etc.

Cyber-bullying – where ICT, particularly the internet & mobile phones, is used to deliberately upset someone else.

If there is a racist element to the bullying, this should be recorded as a racist incident. If there is a homophobic element it should be recorded as such. This is true of all protected characteristics defined by the Equality Act 2010.

Child on child – See Harmful Sexual Behaviour policy

### **Rationale:**

No member of the school should be bullied or caused anxiety by another. Bullying is considered to be any behaviour that repeatedly harms/hurts another person, either physically or emotionally. In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying. The school views bullying as serious anti-social behaviour and will always take firm action against it.

***Physical harm constitutes an assault and can be dealt with as such i.e. Police involvement***

### **3. Aims of Anti-Bullying Policy:**

- To minimise and try to end the incidence of bullying in schools
- For all members of the school, including community to recognise that tackling bullying in schools is inextricably linked to the development of a positive ethos
- To develop and maintain a safe, welcoming environment built on positive relationships and mutual respect, under-pinned by shared core values
- To encourage the whole school, including our partners and parents to play an active role in promoting this positive environment and to support anti-bullying initiatives

- For all members of the school community to recognise and take responsibility for reporting any bullying that occurs
- To standardise procedures and provide a consistency of approach in dealing with bullying across the school

#### **4. Responsibilities:**

##### ***It is the duty of all members of the school community:***

- To be vigilant, recognise and challenge bullying behaviour
- To listen carefully, reporting any suspicions of bullying immediately
- To follow the procedures outlined

##### ***It is the duty of school management:***

- To ensure that this policy and the procedures for dealing with bullying are understood, implemented, monitored and reviewed on a regular basis
- To ensure that all incidents are recorded consistently and in a way that allows the effective monitoring of bullying behaviour
- To make provision to follow up the detection and reporting of incidents so that those being targeted can be supported and protected, and bullies deterred
- To provide necessary support to staff and students to maintain a safe school environment

##### ***It is the duty of staff:***

- To ensure that school is a safe place where learning can take place in a supportive environment
- To ensure that bullying will not be tolerated
- To listen to the pupil(s) and record all incidents
- To offer those being targeted immediate support and to follow the school's procedure for anti-bullying

##### ***It is the duty of pupils:***

- To follow the agreed codes of behaviour for the school
- To take action when it is perceived that someone is being bullied or in distress by informing an adult immediately
- Not to tolerate bullying of any description
- Not to keep quiet
- Not to be afraid to tell someone

##### ***It is the duty of parents:***

- To take an active interest in their child's social life, including their use of social media. Discuss friendships and how their time in school is spent
- To watch for signs of distress in their child
- To inform school immediately if they suspect their child is being bullied in or even out of school
- To support strategies, that will support the pupil in and out of school

## **5. Procedures:**

### **Dealing with an Incident:**

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

***Before progressing it may be useful for parents/carers to consider the following:***

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?

***All reports will be followed up and the school undertakes to:***

- Operate a reporting and recording procedure
- Deal with all reports speedily, fairly and positively
- Take account of the evidence and all views
- Inform parents
- Sanction, where appropriate, those directly responsible

***The school will implement a range of the following strategies as appropriate:***

- After incidents have been investigated, offer advice and support to the victim (restorative approaches, buddy up with allocated Peer Mentors, Pyramid Club, Circle time)
- Offer advice and support to the person responsible (Support Group Approach, restorative justice)
- Peer Forums
- Monitoring of the situation to ensure repeated bullying does not take place.
- Ensure that all involved are kept informed
- Operate a system of sanctions or punishments which reflect the seriousness of the offence
- Where appropriate, offer conciliation between the bully and the victim

***Where appropriate, offer a range of strategies that include:***

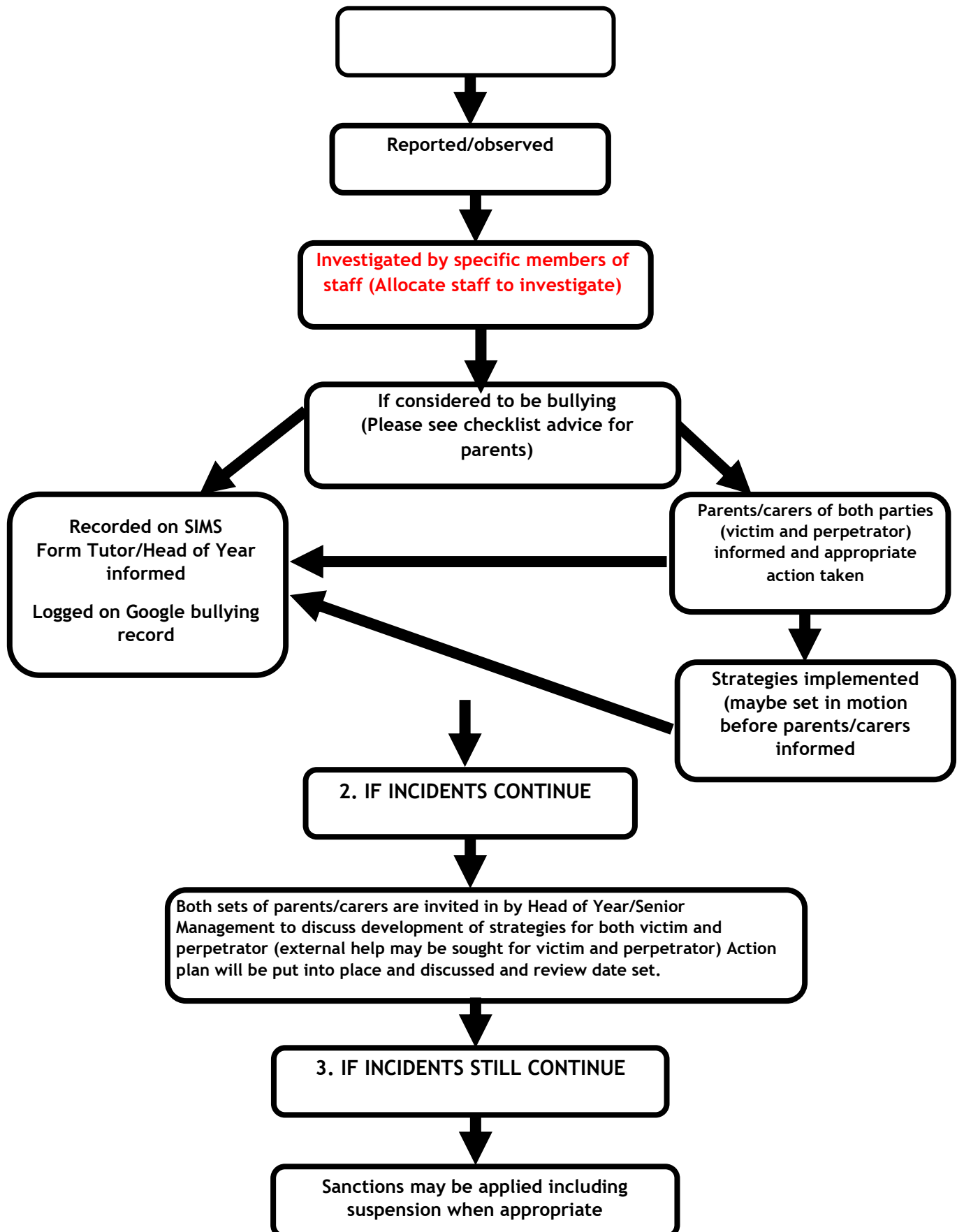
## **6. Sanctions/ punishments**

Measures will be in line with the school's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff member/head teacher expressing concerns

- Time out from the classroom (The Bridge / Isolation room)
- Detention after school
- Governor panel
- Fixed term suspension
- Permanent exclusion

Safeguarding procedures will be followed when child protection concerns arise.



## **(For Students)**

**Aim:** The principal aim is to foster a safe, caring and supportive environment, where all students can learn and achieve in an atmosphere free from the worry of bullying.

### **Statement**

*Bullying including cyber bullying, is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.*

*In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying.*

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#### **Physical:**

Any form of contact with aggressive intent to a person or their belongings. For example - hitting, kicking.

#### **Verbal:**

Words which can emotionally, hurt, upset and/or humiliate a person which makes someone feel inferior and intimidated.

#### **Cyber bullying:**

Can take the form of malicious texting, instant messaging, E-mail, use of social media e.g. Instagram, Snapchat etc., intentionally leaving out of friendship groups and/or spreading rumours.

#### **Bullying Examples:**

Physical hitting, kicking, pushing, theft

Emotional name calling and insults

Indirect spreading of rumours, excluding someone from social groups

Racial bullying motivated by race, including racial taunts, gestures and insults

Homophobic (extends into LGBTQ+) bullying

Bullying focussing upon issues of sexuality and gender

Cyber bullying - All areas of the internet, social media and email, including chat room misuse



Threats by mobile phone and text messaging, including misuse of associated technology, i.e. phone, camera & video facilities

## **7. What to do if you are being bullied?**

***Tell someone you trust, because they will help to stop the bullying.***

This could be anybody in school, friends, teachers, form tutors, head of house, peer mentors, dinner time supervisors, prefects, office staff.

*Tell yourself that you do not deserve to be bullied and that it is wrong*

*Be proud of who you are; remember that you are unique and special*

*Try not to show the bully that you are upset; it is hard, but a bully thrives on someone else's fear*

*Stay with a group, if possible, in view of others; there is safety in numbers*

*Be assertive: say 'No!'; walk away, go straight to a member of staff*

*Do not get involved in a fight. Use only reasonable "self-defence" if you feel that violence is imminent*

*Remember that telling someone who can help is a form of standing up for yourself*

***If you tell no-one the problem will not go away.***

## **What happens next?**

- The incident will be investigated by the person you told and or by an appropriate person
- Parents will be notified
- Parents may be invited in
- An action plan may be put in place
- The perpetrator will receive appropriate sanctions (where appropriate)
- You will receive feedback on the outcome
- Help will be offered to make you feel safe and confident again

## **(For Staff)**

**Aim:** The principal aim is to foster a safe, caring and supportive environment, where all students can learn and achieve in an atmosphere free from the worry of bullying.

### **Statement**

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Can take the form of malicious texting, MSN, E-mail, intentionally leaving out of friendship groups and/or spreading rumours.

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### **What to do if bullying is reported to you?**

- Identify the incident as bullying
- Bullied student/s record the events in writing
- Record the incident on SIMS, ensuring that all details are logged, including information on the victim, perpetrator and any witnesses
- Forward recorded incident to form tutor and Head of Year, detailing action taken and/or seeking further assistance/support

## **What happens next?**

- You report back to the student what action you have taken and if the information has been passed on, to whom
- Head of year will inform parents
- Head of year may invite parent's in
- Action Plan may be put into place
- Follow-up - check on the victim to ensure they are feeling safe and the situation has been resolved
- To adopt a whole school approach, the following strategies, have/will be adopted:

The victim will be supported by:

Being offered the immediate opportunity to talk about the experience

The school informing the victim's parents/guardians

The school offering continued support when required.

If appropriate, the Head of Year/Tutor/Pastoral team arranging for them to be collected to and from the school premises and/or providing a 'safe-haven' during the school day

The Head of Year/Tutor/ Pastoral team taking disciplinary action to prevent a recurrence of bullying

Being given feedback and assurance that action has been taken and how to respond to any future incidents. If appropriate, this may include a restorative justice meeting.

The bully/bullies will be sanctioned as per the Behaviour for Learning policy and may be managed in the following ways:

By the Head of Year/Tutor/Assistant Head (Pastoral) talking about what happened in order to discover the reasons they became involved and identifying strategies to support change. These may include raising self-esteem and offering counselling and/or anger management strategies

By the school informing the bully's parents/carers who may be invited into school to discuss the issue

By all staff continuing to work with bullies to eliminate prejudiced attitudes and inconsiderate and unpleasant behaviour

By the Head of Year/Tutor/ Assistant Head (Pastoral) / Head teacher taking one or more of the sanctions in line with the Behaviour for Learning Policy

Heads of Year will follow up incidents of bullying two weeks after they have occurred to ensure that the actions put in place have been effective to this point.

### **Anti-Bullying Policy:**

- Student Voice
- Steering Group – staff and students to write policy

### **Curricular approaches:**

The school curriculum can be used to tackle issues associated with bullying.

- *PSHE – Intolerance, conflict resolution*
- *Drama – Role play*
- *English –reading materials*
- *National Awareness Days E.g. Anti-Bullying Week*

Encouraging and developing pupils with social skills that enable them to manage their relationships with others constructively and to respond to bullying.

### **Assemblies:**

Topic of the assembly based on the bullying themes.

### **Peer Mentor and Prefect Support:**

- **Peer Listening** – One to One  
Gives pupils access to a friendly ear and allows problems to be shared. It can be particularly effective where there is a reluctance to share with an adult.
- **Peer Mentoring** –  
A supportive relationship between pupils where the mentor provides friendship combined with guidance, advice and encouragement.
- **Restorative Approaches**
- **Anti-bullying ambassadors – Safe space for students to visit. A shed or space in the playground**
- **Circle of Friends**
- **Support Group Approach** *(No blame approach)*

## **8. Recording, Monitoring and Evaluation:**

Supply quantitative data for comparison, and action will be taken through the following strategies: -

- **Bullying Questionnaires or collection of Student Voice**  
As part of annual external reviews.
- **Transition Questionnaire**  
Completed by Year 7, conducted six weeks after commencement of autumn term.

## **9. MIS**

The behaviour management system will be used to record incidents, and actions taken, on allegations of bullying. We will be able to analyse the different types of

bullying to include; racist, homophobic, cyber as well as general types of bullying. Incidents can be recorded on the victim's and perpetrator's record. Head of Year and Form Tutor are also electronically notified. Reports can then be generated on the various type of bullying.

## **10. This policy links to:**

Education and Inspection Act 2006

The Equality Act 2010

DCSF Improving behaviour and attendance

Child Protection Rochdale Borough Safeguarding Procedures

- Safeguarding and Child Protection

- Child on child Abuse

- Behaviour for Learning

- RSE and Health Education

- Harmful Sexual Behaviour

## **11. Review of policy**

In line with all policies, this policy will be reviewed annually.

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers and governors.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors.

*Note. Responding to Racist Incidents policy is separate.*