



Students' Anti-Bullying Policy

The Axholme Academy

February 2020

Review: February 2023

1. Objectives of this policy

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group physically or emotionally. It is often characterised by a sustained imbalance of power.

1.1. Objectives:

- To help governors, staff and students understand what constitutes bullying.
- To reaffirm and clarify the Academy's procedure for dealing with and reporting bullying.
- To clearly set out the roles to be played by governors, parents, staff and students in tackling bullying issues if they arise.
- Whenever bullying is witnessed, it will be reported and action will be taken.
- Whenever bullying is suspected, it will be investigated.

2. Introduction

2.1. At The Axholme Academy, we strive to ensure that students and staff can work in a safe and nurturing environment free from prejudice, discrimination and harassment. All staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse.

2.2. The DFE document for *Preventing and Tackling Bullying in Schools* states that 'Every school must have measures in place to prevent all forms of bullying'. Our Academy does not accept any form of bullying and will address any concerns raised by members of the school community. All forms of bullying are contrary to the values and principles that we work and live by. All members of the school community have a right to work in a secure and caring environment at the same time as having a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. Standing up to bullying is everyone's responsibility.

3. Types of bullying

3.1. Bullying may also be referred to as 'peer on peer abuse' (KCSIE 1:27 2019), and may include:

- Emotional - being unfriendly, excluding, tormenting, threatening gestures
- Physical - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise

causing physical harm

- Racial - racial taunts, graffiti, gestures
- Cyber - all areas of the internet, such as email and internet chat, text messages and calls. Twitter, Facebook, Snapchat and other apps mis-use. Mis-use of associated technology, i.e. camera and video facilities, live gaming.
- Homophobic - bullying because of, or focusing on the issue of Biphobic sexuality or gender/identity Transphobic
- Sexual - Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, may be stand-alone or part of a broader pattern of abuse. Upskirting (typically involves taking a picture under a person's clothing without them knowing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Sexting (youth produced sexual imagery). Sexual violence, rape, assault.

3.2 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. (Keeping Children Safe in Education, 1:29 2019)

4. Key steps in the process

4.1. Students

Any alleged, suspected or witnessed acts of bullying should be reported to a member of staff in the first instance. Tutors or Heads of Year are in the best position to respond, manage, resolve and monitor bullying concerns. Any identified 'bullies' will be provided with an opportunity to restore the damage that they have caused, addressing the impact of their negative behaviour and addressing some of the potential causes of their behaviour.

4.2. Staff

If a member of staff picks up/ suspects an incident of bullying they will log C5+ and complete a statement which is passed to the relevant Head of Year in the school. Pastoral team will talk to the student and any other students involved (including any witnesses) Any serious or immediate concerns (e.g. where a child's immediate safety is in question) needs to be reported to the DSL / DDSL through the publicised procedure. General concerns will be flagged with the student's tutor,

along with ongoing pastoral support for victims. Tutor/ Head of Year will inform parents if their child has been a victim of bullying or has been involved in the act of bullying. Head of Year / Senior Leaders will issue any necessary and appropriate sanctions.

4.3. Parents

Any parent or carer concerned that their child is experiencing bullying should report it to the school so that the matter can be investigated and dealt with in line with this policy.

Signs that a child may be experiencing bullying can include:

- being frightened of walking to or from school
- changing their usual routine, i.e. unwilling to go to school (school phobic)
- truancy & absence from school
- becoming withdrawn, anxious, or lacking in confidence
- attempting or threatening suicide
- running away / missing
- crying / disturbed sleep
- damaged possessions / clothing
- asking for money or stealing money
- unexplained cuts or bruises
- changes in behaviour – becoming aggressive, disruptive or unreasonable
- bullying other children or siblings
- changes in eating habits
- afraid to say what is wrong
- afraid to use the internet or mobile phone
- nervous and jumpy when a cyber message is received
- avoiding eye contact

5. Prevention

Our community will work together to eradicate bullying in all of its forms at The Axholme Academy. Much bullying emerges due to misconceptions, stereotypes and damaging views; we have a responsibility to educate our students and staff about acceptance and diversity. The Axholme Academy will strive to celebrate diversity and individuality and to educate students to encourage acceptance. We will deliver resources for tutor times, PSHE and assemblies that address bullying in all forms. Bullying will remain an on-going discussion within the school and wider community and all recorded incidents will be carefully monitored by Heads of Year. Through our dedication to continuous professional development of staff we can help to ensure that bullying incidents are noticed, reported and dealt with appropriately and swiftly.

The Academy will signpost with clarity the key staff responsible and the route to securing

support with bullying and listen without prejudice to the accounts of those who feel distressed.

Our response to bullying is victim led and restorative. We seek not simply to sanction to prevent recurrence but also to educate and repair harm. The conversation between Heads of Year, parents and victims is an essential part of that process and outcomes must be carefully considered. In many cases, the victim may benefit from consensual restorative justice meetings with the bully and a trained member of staff. In others, no contact between both parties may be mandatory for a predetermined period of time.

Any continuation of specific bullying serves naturally to exacerbate and the Academy's response will procedurally escalate.

6. References

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

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