

The Rural Enterprise Academy



# Preventing Bullying Policy

Approved by Governors: **March 2018**

Review Period: **2 years**

Review by: **March 2020**

## **1. Roles and Responsibilities**

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Principal.
- 1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.
- 1.3 The Academy places the primary responsibility for the day-to-day care of pupils with teachers as well as non-teaching members of staff but in particular the tutors. The tutor must be the first point of contact who any concerns are reported to. Only in the event of tutor absence or a concern which may immediately affect the health and safety of a pupil, should the tutor not be the first point of contact.
- 1.4 The Academy fully supports the DfE initiative: Preventing and Tackling Bullying - Advice for Academy Leaders, staff and Governing Bodies 2017 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) and the Academy will work towards the full implementation of the guidance in this.

## **2. Suggested Audience**

All staff

## **3. Related policies**

This policy is part of a suite of policies which should also be referred to:

- Child Protection and Safeguarding Policy
- Child Protection and safeguarding Whistleblowing Policy
- Behaviour Policy
- Complaints Procedure
- Equal Opportunities Policy
- Health and Safety Policy

## **4. Academy Mission Statement:**

**“The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs”**

## 5. Introduction

5.1 The Rural Enterprise Academy opened in September 2012, to provide 'world-class' learning with a strong focus on land based industries and the environmental sector for up to 300 pupils, aged 14-19. Since September 2015 the Academy has also accepted 13 year old pupils into Year 9. Fully consistent with having the highest aspirations for learning, the Academy will endeavour to ensure that pupils are given the support, information and skills they need to become well-balanced and confident individuals.

5.2 Bullying, in whatever form, detrimentally affects the ability of our pupils to achieve and progress to the best of their ability, their well-being and will not be tolerated in any form, or to any degree.

5.3 The Academy will implement an anti-bullying policy that reflects the aims and policies of the DfE reflected in, Preventing and Tackling Bullying - Advice for Academy Leaders, staff and Governing Bodies. 2017  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) This complies with the Human Rights Act 1998 and Race Relations (Amendment) Act 2000.

5.4 This policy should be read in conjunction with the guidance: Bullying Involving Children with Special Needs and Disabilities 2008. <http://www.anti-bullyingalliance.org.uk/media/7482/sen-and-disabilities.pdf>

5.5 Key objective:

We will work hard to ensure that bullying plays no part in our community by proactively working with all pupils, their families and our staff to eradicate it and promptly dealing with all reported incidents.

5.6 Purpose of this policy:

This policy will provide clear guidance for staff on dealing with bullying incidents and the process by which the Academy will seek to eradicate this issue.

## 6. Bullying Defined

6.1 Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

Bullying manifests itself in a number of ways:

- Physical e.g. Assaulting a person or damaging their property
- Verbal. e.g. Name calling or teasing, including homophobic abuse
- Sexually aggressive behaviour
- Indirect e.g. Damaging the reputation or character of the victim, or socially excluding them from games or conversation.
- Cyberbullying. Examples include; texting, e-mails or other digital communication, e.g. Chat rooms and social networks. (This is a

particularly nasty form of bullying, as the bullying follows the victim into the home and outside academy hours.)

- 6.2 No matter what form bullying takes, it is all abhorrent and damages both the victim and the bully to differing extents. The Academy will make use of the best information and practices available to eradicate this problem.
- 6.3 Bullying affects the ability of a pupil to fully participate in and enjoy Academy life and it is both an equal opportunities issue as well as a disciplinary offence, which the Principal, Governors and staff will do all in their power to resolve.

## **7. Preventing bullying**

- 7.1 The Academy has a clear strategy to prevent bullying, which it shares with all staff through a dedicated professional development programme. This strategy is clearly and comprehensively communicated to every member of our pupil population, their families and where appropriate, with the community.
- 7.2 This strategy uses current best practice not only from the UK, but also where appropriate, taking account of successes of schools/academies in other countries.
- 7.3 The Academy will take every opportunity to demonstrate to pupils, through the curriculum (CPSHE) programmes, pastoral programmes, displays, assemblies and by example, that it is totally opposed to bullying.
- 7.4 Expert opinion says that bullying is a response to powerlessness. We will seek to engage all our pupils through our pastoral programme and our Pupil Voice.
- 7.5 Staff will not ignore bullying or suspected bullying. All Academy staff will intervene to prevent bullying incidents from taking place. After initial intervention, a referral will be made to the pupil's tutor or in their absence, the Principal or Vice Principal
- 7.6 We will encourage pupils to report any incidents of bullying to a teacher or other adult at the Academy.
- 7.7 We will ensure that all staff, pupils and parents/carers are aware of the Academy's Anti-Bullying Policy.
- 7.8 Staff will praise and encourage pupils when they show kindness and consideration to others.

## **8. Recognising the signs of bullying**

- 8.1 The Academy recognises that any pupil can be bullied but certain factors can make bullying more likely:
  - A lack of close friends.
  - Shyness.
  - Race, religion, sexual orientation or social class.
  - A disability or difficulty

8.2 Staff will suspect bullying is occurring if a pupil:

- Becomes withdrawn and anxious.
- Shows deterioration in his / her work.
- Starts to attend erratically.
- Has a spurious illness.
- Persistently arrives late.
- Prefers to stay with adults.

8.3 Other signs may be that the pupil:

- Does not want to walk to and from the Academy
- Does not want to use public transport or the Academy buses
- Insists that they are driven to and from the Academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at academy
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses money on a regular basis
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong.

8.4 If you suspect a pupil is being bullied share your concerns with the pupil's tutor in the first instance or the Principal or Vice Principal in their absence. Monitor the health and behaviour of the pupil carefully and be prepared to promptly deal with any deterioration. If any deterioration is noted, agree with the pupil's tutor and other colleagues the most appropriate support, which may involve parents/carers.

8.5 Any pupil who has knowledge of an incident of bullying must tell someone about it. This could be:

- A member of staff.
- The people who the pupil lives with.
- A friend.
- A member of the pupil Voice.
- A peer mentor.

## **Bullying must never be kept a secret.**

### **9. Dealing with bullying**

- 9.1 All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.
- 9.2 In dealing with bullying, Academy staff will:
- 9.2.1 Not ignore it.
  - 9.2.2 Not make premature assumptions.
  - 9.2.3 Listen to all accounts of the incidents.
  - 9.2.4 Adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves. Restorative Justice approaches will be used where appropriate by trained staff.
  - 9.2.5 Make regular follow-up checks to ensure that bullying has not resumed
  - 9.2.6 Ensure that all relevant personnel within school (Tutor / Principal/SENCO) have been informed.
  - 9.2.7 Record the incident promptly on the appropriate proforma, as soon as practically possible after the incident, ideally within the day.
  - 9.2.8 Incidents will be reviewed to identify pupils, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans.
  - 9.2.9 Action will be implemented as appropriate and in consultation with all parties concerned.
  - 9.2.10 Liaison with the SENCO will be made to ensure there is targeted support to address the underlying issues
  - 9.2.11 Liaison with appropriate external agencies as appropriate.
- 9.3 Procedure to support a pupil who has been bullied
- Talk to the pupil away from other pupils, but with other staff close by.
  - Listen to the pupil's account of the incident.
  - Reassure the pupil that reporting the bullying incident was the right thing to do.
  - Make it clear to the pupil that she/he is not to blame for what has happened.
  - Ideally, allow the pupil to write a statement or make a note of what they have said.
  - Explain that the pupil should report any further incidents to a teacher or other member of staff immediately.

#### 9.4 Ask the pupil:

- What happened?
- Whether or not this was the first incident, if not how many other incidents have there been.
- Who was involved?
- Where it happened.
- Who saw what happened (Staff as well as pupils).
- What the pupil had already done about it.
- Depending on the severity of the incident, whether parents/carers ought to be contacted

9.5 Ideally, the pupil should be given the time and appropriate accommodation to make a written statement which is jointly checked by the pupil and member of staff and where necessary amended to ensure clarity. This information must be passed on as soon as possible to the pupil's tutor, or in their absence, the Principal/Vice Principal. It is usual to remove the accused bully and any witnesses from formal learning as soon as possible, to get them to write statements on their own about the incident.

9.6 Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

9.7 The victim should be consulted regarding their return to learning activity and where possible their views heeded.

## 10. Supporting pupils

### 10.1 Pupils who have been bullied

10.1.1 It is likely that the tutor will work with these pupils, but it is essential that the pupils are fully supported during this traumatic time through contacts with staff and with pupils. Ultimately, the pupil must make the decision who they would like to speak to. Usual choices are: Pupil's tutor, the Principal, Vice Principal or SENCO

10.1.2 The pupil's own peers could have an important role in acting as counsellors or mediators. This will be developed over time.

### 10.2 Pupils who have bullied

10.2.1 It is also important for the bully to receive counselling, to prevent further incidents. Often, bullies themselves have been victims. Usually a tutor will carry out this role:

10.2.2 Talk to the pupil about how things are going, their progress and friends.

- Ask why they acted as they did.
- Explain that bullying is wrong and makes others unhappy.
- Discuss with the pupil how to join in with others without bullying.

- Give the pupil lots of praise and encouragement for the times when she/he is being kind and considerate to others.
- Inform and involve parents/carers when appropriate.
- If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise / explain why, etc

## **11. Reporting and recording incidents**

11.1 Bearing in mind the seriousness of these incidents it is imperative that all incidents are:

- Promptly dealt with
- Reported promptly (to the pupil's tutor in the first instance and if unavailable, the Principal/Vice Principal) well before the end of the day
- Recorded using the normal reporting procedures
- Reported to the pupil's tutor by the start of school next day

11.2 Bullying by text message, mobile phones and social media. This form of bullying is on the increase and now accounts for almost all incidents of bullying. It is sometimes harder to deal with as it often happens outside school.

- Pupils will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Pupils should be encouraged to show the messages to their tutor or member of Academy staff
- Pupils who report bullying by text message or other social media will be taken seriously
- The pupil's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails or other forms of messaging should be dealt with in the same manner
- Pupils who take photographs on their phones with malicious intent should be dealt with in the same manner

11.3 The Academy will follow the DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet. (Refer to the Academy's ICT Policy for further details)

## **12. Working with Parents and carers**

12.1 We recognise that parents/carers have a key role to play supporting victims and counselling instigators. The Academy will work closely with parents and carers to deal with bullying

12.2 Bullying in the Academy is everyone's problem. All staff, pupils and parents/carers should be aware that bullying exists and share a commitment to combat it and to make the Academy a happier place for everyone.

- 12.3 Through all Academy communications: Website, newsletters, displays and in meetings, the Academy will ensure that parents/carers are aware of our Anti-Bullying Policy. A section will be included in the Academy Handbook on our Anti-Bullying policy and relevant sections, to support parents/carers.
- 12.4 Parents/carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.
- 12.5 The Academy will encourage parents/carers who suspect that a child is bullying or being bullied to immediately contact the Academy and make an appointment to see the pupil's tutor or in their absence, the Vice Principal or Principal as soon as possible.
- 12.6 Parents/carers will be informed of incidents and will be involved in discussions. The Academy will discuss with parents/carers how they can work together to stop the bullying.

### **13. Reinforcement of the Anti-Bullying Policy**

This policy will be reinforced effectively across the Academy via the following:

- The Code of Conduct will be displayed on the wall of every class room to encourage positive behaviour.
- CPSHE lessons will cover bullying and in response to specific incidents where appropriate.
- Assemblies will focus on issues associated with bullying and in response to incidents where appropriate.
- Self esteem and assertiveness training will be carried out in CPSHE.
- Prospective Year 9 pupils will participate in Anti-bullying education as part of their familiarisation programme.
- As part of our transition programme, an Anti-bullying element will be included to re-assure and support pupils. Pupils who previous academy colleagues identify as being particularly at risk will be given additional support.

### **14. Dealing with Persistent Bullying**

14.1 If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the Academy's discipline policy. The bully may for example:

- Be removed from the group
- Be put in detention
- Be banned from an Academy trip or other events where these are not an essential part of the curriculum
- Be excluded for a fixed period.

14.2 In the most serious cases, permanent exclusion may be considered if the bullying:

- Involves serious actual or threatened violence against another pupil
- Amounts to persistent and defiant misbehaviour

## **15. Monitoring and review of this policy**

- 15.1 This policy will be monitored and reviewed on a biennial basis, to ensure that current legislation and best practice is recorded in here by the Principal.
- 15.2 This policy will be additionally reviewed when there are changes in legislation or guidance from the DfE, to ensure that best practice is effectively applied to all Academy procedures.

## **16. Approval by the Governing Body and review date**

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.