



# **Anti-Bullying Policy**

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**ASPIRE ACADEMY BEXLEY**

*Working together and celebrating every success!*

## Anti-Bullying Policy

At Aspire Academy we recognise that learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that we all have a shared definition of bullying. This should be understood by the whole school including parents, young people and all staff. The school will ensure, through the actions of the whole staff Team, that every allegation of bullying will be taken seriously and dealt with according to policies and procedures.

## Principles

- Pupils have a right to learn free from intimidation and fear
- The needs of the victim are paramount
- Schools will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

## Aims

- To ensure that Anti-Bullying procedures are followed by all staff.
- To educate students and staff on how to deal with incidents of bullying.
- To educate both students and parents as to the effects and implications of bullying in school and within the community.

## Definition

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. It can be planned or unintentional. (The Anti-Bullying Alliance)

Bullying can occur in many different forms. It is essential that staff and parents are aware of the different types of bullying and the negative effects these can have on individuals. It is also essential for everyone to understand that bullying will be taken seriously and Anti-Bullying procedures will be followed closely.

- **Physical bullying** which can include kicking, hitting, pushing and taking away belongings;
- **Verbal bullying** which includes name calling, mocking and making offensive comments;
- **Emotional bullying** which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist bullying** occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- **Sexual bullying** is where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic and biphobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

- **Transphobic bullying** occurs when bullying is motivated by a prejudice against people who identify as trans
- **Disablist bullying** occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist bullying** occurs when bullying is motivated by a prejudice against someone because of their gender

With the advance in new technologies, schools are aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore our school has an ICT user's policy which all students and parents sign, along with a separate ESafety policy.

### Responsibilities

- All staff have a responsibility to prevent incidents of bullying, deal with bullying immediately as it happens and take all allegations seriously.
- All staff have a duty to deal with allegations and incidents of bullying according to the policy and procedures which they have seen and been told about. No staff should let an incident pass by unreported, whether it is onsite or during an offsite activity.
- The school has a duty to provide regular training/reminders to all staff on spotting the signs of bullying and how to respond to it
- The school has a duty to provide an inclusive environment to staff and students

### Creating an Anti-Bullying Climate in School

Aspire Academy's Positive Relationships & Behaviour Policy outlines how we promote positive behaviour in school, and aim to create an Trauma Informed environment where students are supported to take responsibility for their own and each other's emotional and social wellbeing; in an inclusive and supportive environment.

### Anti-Bullying Education in the Curriculum

We draw on the school's curriculum and promote appropriate behaviour by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create an environment where bullying is not accepted by anyone within the school community.

Through the curriculum and wider school life we:

- Promote Anti-Bullying campaigns within the school.
- Celebrate friendship week and anti-bullying week
- Continually raise awareness of bullying and our Anti-Bullying Policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach students how to constructively manage their relationships with others through:
  - Circle Time games and discussions
  - A robust PSHE curriculum incorporating relationships education
  - Assemblies and the school's values underpin a clear, anti-bullying message

- Role-plays and stories to show what children can do to prevent bullying, and to create an anti-bullying culture within school.
- Restorative Justice
- Workshops from outside agencies (e.g. NSPCC)
- ASPIRE Core Values - Achievement, Synergy, Perseverance, Independence, Relationships, Equality
- Therapeutic Interventions
- Gathering information and data on views and experiences of pupils, staff and parents in relation to bullying to help the school to monitor, evaluate and improve its anti-bullying work
- Monitor and adapt the school environment to ensure pupils have enjoyable and rewarding experiences in both lessons and at unstructured times
- Encourage parents/carer involvement through an 'open door' approach for access to staff.
- Staff are available to meet with parents/carers before and after school and Contact Books are used as a regular tool for information sharing - Assemblies and the school's values and learning goals underpin a clear, anti-bullying message

### Parents and Carers

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Encouraging their children to be positive members of the school community
- Advising their children to report any bullying to their class teacher/TA/BLM and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves

### Reporting and Recording

Students can and will report bullying to any members of staff, class teachers or teaching assistants, the Behaviour Team, the Intervention Team or a member of SLT.

All incidents of bullying are discussed and the details recorded by staff onto Sleuth. Any concerns regarding a particular student should be logged as a concern on CPOMS. Incidents are then discussed by the Class Team, the Behaviour Team and SLT where an appropriate course of action is decided

### Aspire Academy may then adopt strategies from the following list as appropriate:

- We will talk to the student (or students) involved in the bullying separately
- We will listen to their version of events
- We will talk to anyone else who may have witnessed the bullying

- We will reinforce the message that bullying is not acceptable, and that we expect the bullying to stop
- We will affirm that it is right for students to let us know when they are being bullied
- We will facilitate a Restorative Justice conversation between the affected parties to resolve the situation and rebuild the relationship
- We will adopt a joint problem-solving approach where this is appropriate, and ask students involved to help us find solutions to the problem. This will encourage students involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour Policy
- We will advise students responsible for bullying that we will be monitoring their behaviour to ensure the bullying stops.
- When bullying occurs we will contact the parents of the students involved at an early stage
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up incidents to check that the bullying has not started again.
- We will also work with students who have been involved in bullying others to provide the support they themselves need.
- Where appropriate and necessary, we will involve external agencies to support reducing bullying, including the school's police team.

### **Supporting students who have been bullied**

Students will be assured that bullying is not acceptable and not their fault. We will assure that it was right to report the incident and encourage them to talk about how they feel.

- We will ask them to report immediately any further incidents to us
- We will affirm that bullying can be stopped and that our school will persist with interventions until it does
- We will continue to monitor the situation and follow up with the student and their family
- We will work to build their confidence and self esteem and provide access to therapeutic interventions to support this.

**Interventions:** Therapy, Draw and Talk, Therapeutic Play is made available to both the victim and the perpetrator if felt appropriate

**Staff Training:** Training needs of staff are reviewed at least annually. New staff will receive training as part of their induction process.

**Criteria For Success:** The school will ultimately be responsible for overseeing the effectiveness of the policy. This will be achieved in discussion with staff, students and parents/carers regarding policy and procedures.

**Monitoring and Review:** The Head Teachers in consultation with the Behaviour Team will undertake systematic monitoring, review and evaluation of the Anti-Bullying Policy to ensure that the operation is effective, fair and consistent.

