

	<b><u>BICESTER LEARNING ACADEMY TRUST</u></b>  <b><u>ANTI-BULLYING POLICY</u></b>		<b>Written By:</b>  K Webb – Anti-Bullying Ambassador (TCS) M Tomlins – Deputy Head (GFPS)
	<b>Applicable to:</b>  <b>ALL STAFF &amp; STUDENTS/PUPILS</b>	<b><u>Accountable Officers:</u></b>  I Elkington – Headteacher (GFPS) B Baxter – Executive Headteacher (TCS)	<b><u>Date Reviewed:</u></b>  <b>Spring 2017</b>

Bicester Learning Academy (BLA) is a Multi-Academy Trust which incorporates The Cooper School (TCS) and Glory Farm Primary School (GFPS). It is a company limited by guarantee, registered in England and Wales with registered company number 09053713 and its registered address at Churchill Road, Bicester, Oxon, OX26 4RS.

## RATIONALE

The Bicester Learning Academy Trust through consultation with students and staff, has agreed to adopt the Stopbullying.gov definition of bullying which says that bullying is:

***‘unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over time’***

Bullying is completely contrary to the aims and values of the academy trust which encourages a respect for self and others and a tolerance of individual differences. We do not wish to label pupils/students as bullies but recognise that the most effective way to prevent bullying is for all staff members to establish clearly that bullying in any form will not be tolerated and will be dealt with firmly.

It is important to differentiate between bullying and bossiness as well as bullying and boisterous behaviour.

Bullying can take place between children and young people, staff and children/young people as well as between members of staff; it can take place by individuals or groups, face to face, indirectly through others or by a range of cyber bullying methods.

We record incidents of verbal or physical bullying:

Gender	Appearance
LGBT (Lesbian, Gay, Bisexual, Transgender)	SEND
Racist/religion	Disablist bullying
Sexual bullying	

## 1. Racist and Religious Bullying

We have adopted Childline's approach to racial and cultural bullying (2016):

**When someone is treated differently or unfairly just because of their race or culture. People can also experience prejudice, when a decision is made or opinion formed without knowledge, thought or reason, because of their religion or nationality.**

Racism takes many different forms. These can include:

- Written or verbal threats or insults;
- Damage to property, including graffiti;
- Personal attacks of any kind, including violence;
- Being treated differently or being excluded because of your race or culture;
- Having people make assumptions about you because of your race or culture;
- Making racist jokes;
- Mimicking cultural accents.

Religious or Faith bullying targets those who:

- Are religious;
- Take part in traditions;
- Wear religious items or clothing;
- Come from a foreign country;
- Speak with a different accent.

## 2. LGBT Bullying

We have adopted The Rainbow Project's approach to LGBT bullying (2016):

**Behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation,' including transgender individuals.**

The main factors which influence whether or not a person is a target of LGBT bullying are:

- People perceive that you have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal basis involving traditional gender roles or traits that are inaccurate. E.g. softly spoken boys or girls with short hair.

### How is LGBT bullying displayed?

Some of the more common forms of homophobic bullying include:

- Verbal bullying (being teased or called names, or having derogatory terms used to describe you, or hate speech used against you);
- Being compared to LGBT celebrities/caricatures/characters that portray particular stereotypes of LGBT people;
- Being 'outed' (the threat of being exposed to your friends and family by them being told that you are LGBT even when you are not);
- Indirect bullying / social exclusion (being ignored or left out or gestures);
- Physical bullying;
- Sexual harassment (inappropriate sexual gestures, including physical touching to ridicule);

- Cyber bullying (being teased, called names and/or threatened via email, text and on Social Networking sites).

### 3. Gender and Sexist Bullying

We have adopted an approach from anti-bullyingalliance.org towards gender and sexist bullying (2016):

**Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Young people's expectations and attainment can be limited by sexist attitudes. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.**

- Inappropriate or unwanted touching;
- Spreading rumours of a sexual nature;
- Use of humiliating or offensive sexual language;
- The display or circulation of images of a sexual nature;
- Power imbalance in relationships between genders.

### 4. Cyberbullying

We have adopted an approach from stopbullying.gov. (2017):

**Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers and tablets as well as communication tools such as social media sites, text messages, chats and websites. This includes conversation through gaming.**

It is important to recognise that cyberbullying:

- Can happen 24 hours a day, 7 days a week and can reach a young person even when he or she is alone;
- It can be anonymous and distributed to a very wide audience quickly;
- It can be difficult or sometimes impossible to trace the source;
- Inappropriate content can be very difficult to delete after it has been posted.

Examples of cyber bullying include:

- Spiteful text messages or emails;
- Rumours sent by emails or posted on social networking sites;
- posting a malicious message on somebody's profile, or the creation of a fake profile, or conversations on a public page;
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour.

### 5. Sexual Bullying

We have adopted anti-bullyingalliance.org (2017) approach to sexual bullying:

**Any bullying behaviour with a sexual element. This behaviour can be between children and young people of either gender and/or sexual orientation, and between children and adults.**

Examples of sexual bullying:

- Sexual comments, taunts and threats;
- Inappropriate physical contact that makes the recipient feel uncomfortable or scared (this can include hugging and kissing);
- Distributing sexual material (including pornography); sending photos or videos of a sexual nature;
- Making phone calls and sending texts or messages of a sexual nature;
- 'Games' with a sexual element that may make a child or young person feel uncomfortable or scared (e.g. taking clothes off, kissing or touching games);
- Pressure to spend time alone or apart from others with another person, or people, that makes the person feel uncomfortable or scared (e.g. behind school buildings, in the toilets or changing rooms, in the field);
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school.

## 6. SEND Bullying

We have adopted the anti-bullyingalliance.org (2017) approach to the bullying of pupils/students with SEND.

**SEND bullying is any behaviour which intentionally hurts a disabled person or group of disabled young people and young people with learning difficulties, emotional, mental health or behavioural difficulties.**

Examples of SEND bullying include:

- Verbal abuse, name calling and taunting;
- Being excluded from games/physical activities;
- Physical abuse;
- Humiliation due to adult support/extra lessons being required;

## 7. Disablist Bullying

We have adopted the endbullying.org (2017) approach to disablist bullying:

**Disablist bullying behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual disability or additional need.**

Examples include:

- Being called offensive names linked to a disability/additional need;
- Being left out because of their perceived or actual disability/additional need;
- Being physically harmed or taunted because of their perceived or actual disability/additional need.

At the Bicester Learning Academy Trust (BLAT) we recognise that the examples given are not exhaustive and many of the categories explored overlap.

Roles of a bully have been adopted from antibullyingalliance.org 2017:

The different roles within 'bullying' are identified as:

- the ring-leader, actively intimidating or through their social power, directing bullying activity
- assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader);
- reinforcers who give positive feedback to the bully, perhaps by smiling or laughing;
- outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour;
- defenders who try and intervene to stop the bullying or comfort pupils/students who experience bullying.

At the Bicester Learning Academy Trust (BLAT) we perceive no 'hierarchy' of bullying – all forms of bullying will be taken equally seriously and dealt with appropriately.

All staff will endeavour, in the first instance to:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again and;
- provide support to the person being bullied.

We use many anti-bullying strategies across the BLAT to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour;
- react to bullying incidents in a reasonable, proportionate and consistent way;
- safeguard the pupil/student who has experienced bullying and to trigger sources of support for the pupil/student;
- apply disciplinary sanctions to the pupil/student causing the bullying and to ensure they learn from the experience, possibly through multi-agency work.

## **AIMS OF THE POLICY**

**Wherever possible and when appropriate the schools will develop, both within and beyond the curriculum, pupils'/students' awareness of issues relating to bullying and inappropriate behaviour in order to ensure**

- that all pupils/students understand what we mean by bullying and that it will not be tolerated in any form;
- that all pupils/students should feel they can work in school, move from area to area and travel to and from school free of fear of what others might do or say to them;
- that all complaints of bullying will be treated seriously and will be acted upon in accordance with the practice agreed across the BLAT.

## **OBJECTIVES OF THE POLICY**

We aim to ensure that:-

- all members of the school community are informed about what to do and who to go to should they experience, observe or have incidents of bullying reported to them;
- reports of bullying are dealt with promptly and effectively and that records of all incidents are kept;
- incidents of bullying are followed up effectively and appropriately.

## **RESPONSIBILITIES IN RELATION TO THIS POLICY**

## **The Directors will work with the Headteachers and Staff to ensure that:-**

- the safety and security of all pupils/students is of paramount concern;
- **this policy is included in the school's written policy on discipline and included in the prospectus;**
- **the policy is put into practice effectively and kept up to date.**

## **The Headteacher, the Senior Leadership Team and Pastoral Leaders**

- Will lead the school in defining the aims of the school in relation to standards of behaviour, including its stand against bullying;
- Will create conditions for establishing wide agreements for those standards and how they will be achieved;
- Will ensure those standards are consistently and firmly applied;
- Will use assemblies where appropriate to reinforce the fact that bullying will not be tolerated.

## **All School Staff**

- Will listen carefully to reports of bullying, record the complaint, take appropriate action (including reporting the incident) and let the pupil/student know what is being done;
- Use opportunities in class, form time, extra-curricular and unstructured time to discuss the issue of bullying and reinforce the anti-bullying message;
- Will be alert to signs of bullying especially when on duty at break and lunch times and in vulnerable areas like changing rooms and toilets.

## **Pupils/Students**

- Will recognise they have both rights and responsibilities with regard to bullying;
- Should report any bullying they experience or witness;
- Should not get involved in bullying or encourage it in any form.

## **Parents**

Will support the school by:

- Letting the school know about any concerns they have about bullying;
- Accepting that bullying takes many forms; sometimes it can be easily dealt with, other situations are more complex, and take more time to resolve;
- Being patient, keeping in touch with the school and appreciating that there are two sides to a story;
- If their child is the victim, working with the school to rebuild his/her confidence;
- If their child is the bully, working with the school to improve his/her behaviour.

## **PROCEDURES IN RELATION TO THE POLICY**

- **The Anti-bullying policy is reviewed annually and is published in the Prospectus annually;**
- Staff, pupils/students and parents are encouraged to be vigilant and are advised about how to identify and deal with bullying;
- Pupils/students are encouraged to seek early assistance, reporting incidents promptly and accurately to an appropriate member of the school staff, usually their form teacher, subject teacher, Head of House & Student Support Manager;
- Staff will listen carefully to and record all reports of bullying. If after assessing the situation the incident does prove to involve bullying the member of staff will take appropriate action

(including copying a report of the incident to the pupil's/student's teacher/house tutor) and let the pupil/student know what is being done;

- Action will be taken including appropriate support and sanctions (from the full range of the school's disciplinary procedures) and follow up will be carried out to ensure these actions have been effective.

<b>Policy/Procedure Title</b>	<b>Anti-Bullying Policy</b>
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<b>Author (Name/Department)</b>	<b>K Webb – Anti-Bullying Ambassador (TCS) M Tomlins – Deputy Head (GFPS)</b>
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