

Anti-Bullying Policy

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Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
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1. Intent

Carr Lodge Academy recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

- Carr Lodge Academy is a place where children and adults should feel safe, secure and valued.
- We promote good behaviour, self-discipline and respect.
- High expectations of behaviour extend throughout school, and are supported by all staff. We encourage pupils to communicate their feelings in words, not inappropriate actions. Bullying, in any form, will not be tolerated.

2. Implementaion

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

3. Bullying of any kind is unacceptable at Carr Lodge Academy

- If bullying does occur all incidents will be dealt with promptly and effectively.
- The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community.
- If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate
- All reported incidents will be actioned by Designated Safeguarding Lead/Principal.
- We celebrate diversity and promote cohesion within our community.

Bullying

Bullying is a type of behaviour, repeated over time that intentionally hurts another individual or group. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse Be perpetrated by an individual or a group
- Take place online or via technology (aka [cyberbullying](#)) Be motivated by real or perceived differences
- Involve an imbalance of power
- Disproportionately impact children with SEN and disabilities

The [Education \(Independent School Standards\) Regulations 2014](#) and Section 89 of the [Education and](#)

[2006](#) both require schools and education settings to prevent bullying amongst pupils through the implementation of an effective anti-bullying policy. Where bullying outside school is reported to school staff, it should be investigated and acted on "*to such an extent as is reasonable*", in accordance with the school's anti-bullying policy; this includes cases of [cyberbullying](#).

Peer on Peer Abuse

- It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'peer on peer abuse' and can include:
- bullying, including [cyberbullying](#), prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual [sharing of nude and semi-nude](#) images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- Initiation/hazing type violence and rituals

All staff should be able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with their child protection policy. Even if there are no reports of peer on peer abuse, it should be recognised by schools and settings that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff in schools and settings should understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual Violence and Sexual Harassment between Children

Sexual violence refers to crimes under the [Sexual Offences Act 2003](#) and includes rape, assault by penetration and sexual assault; whilst sexual harassment incorporates a wider range of 'unwanted conduct of a sexual nature', such as: sexual comments or lewd "jokes", sexualised bullying, non-consensual taking or sharing of sexual images/videos (such as upskirting), or physical behaviour such as: deliberately brushing against someone or 'pinging' bra straps. Sexual violence and sexual harassment can/may:

- Occur between two children of any age and sex
- Be physical and/or verbal Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some children more than others, such as: girls, children with SEND or LGBT children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

More in depth information and advice on how to respond to concerns can be found in [part five of KCSIE](#) and the DfE

'[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance.

Guidance and Resources

DfE: o[Sexual violence and sexual harassment](#)

4. What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences.
- Appoint a designated member of staff as anti-bullying officer Appoint an Anti-bullying Governor,
- Designated Safeguarding Officer is Mrs A Rankin
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with DfE advice and DMBC SIMs system guidance.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community. Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed. Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by: oRegular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence.
- Any incidents are treated seriously and dealt with immediately.
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators

parents will be informed.

- Equality Act 2010 - Schools (including academies and free schools) cannot unlawfully discriminate against pupils
- because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment
- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.
- Safeguarding children and young people – under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or
- is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying
- Take part in National Anti-Bullying week, Doncaster Anti-Bullying Charter Mark, Internet Safety month.

5. How we will work with victims of bullying

- Ensure that there are easy/clear pathways for reporting bullying.
- Ensure that victims are listened to and reported incidents are acted upon. Ensure that strategies are put in place to support individual needs.
- Ensure victims are consulted, and kept involved and informed.

6. How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying
- and abuse.
- Ensure that strategies are put in place to support individual needs. Ensure perpetrators are consulted, and kept involved and informed.
- Implement appropriate sanctions and learning programmes for example: o counselling/instruction in alternative ways of behaving
- rewards/positive reinforcement for young people in order to promote change and bring unacceptable
- behaviour under control
- adult mediation between the perpetrator and the victim (provided this is safe for the victim) o fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

7. How we will work with bystanders

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.

- Implement appropriate learning programmes and raising awareness about the impact of bystanders

8. Strategies we may use include

- Circle Time
- Assemblies Bullying Buddies Peer mentoring Peer mediation Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer Sharing good practice with other schools
- Participation in Anti-Bullying Week Work with other agencies Implement sanctions
- Thrive Approach

9. How we will educate the school community

- Involve Parents/Carers, involve pupils, involve organisations & celebrate success.
- Emphasise through all aspects of the curriculum that bullying will not be tolerated. Arrange e-safety events.
- Ensure that the anti-bullying officer and governor attend appropriate training and development. Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)
- Challenge homophobic/transphobic language and support different families working with Stonewall & Doncaster Pride.

10. How will we work with parents and carers

By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the
- concern to.
- Every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying). If after following the schools formal complaints procedure the parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be accessed.

11. How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol).

12. Linked Legislation

- Criminal law - Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

Signed:

Head of School Miss Stead

Chair of Governors Chris Lambert

13. Appendix 1

Bullying, including cyber-bullying

What it is and who's more vulnerable

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can happen online (cyber-bullying) and both in and out of school, and can be prejudice based or discriminatory.

Bullying can have significant effects on children's mental health, including into adulthood. Children who are bullied might also do less well at school and have fewer friends.

Some children may be more vulnerable to bullying due to perceived differences, like:

- Having special educational needs or disabilities
- Characteristics such as race, religion or sexual orientation Being adopted or in care
- Suffering from a health problem
- Having caring responsibilities

What to look for

- Truancing or seeming reluctant to attend school
- Physical injuries, such as unexplained bruises
- Belongings getting 'lost' or damaged
- Not doing as well at school
- Being nervous, losing confidence or becoming distressed and withdrawn
- Nervous or secretive behaviour
- Problems with eating or sleeping
- Bullying others

What to do

- If you have concerns that a child is being bullied, always follow our policies and procedures
- If you think a pupil is suffering or at risk of suffering significant harm, treat a bullying incident as a child protection concern. Discuss your concerns with our designated safeguarding lead (or deputy).
- If a pupil tells you about prejudice-based or discriminatory bullying:
 - Listen to them and take them seriously
- Show empathy
- Let them know it's not their fault and they were right to tell you Avoid stereotypes
- Follow our procedures

Sources

[Preventing bullying, GOV.UK – DfE](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Bullying and cyber-bullying, NSPC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying)

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying>

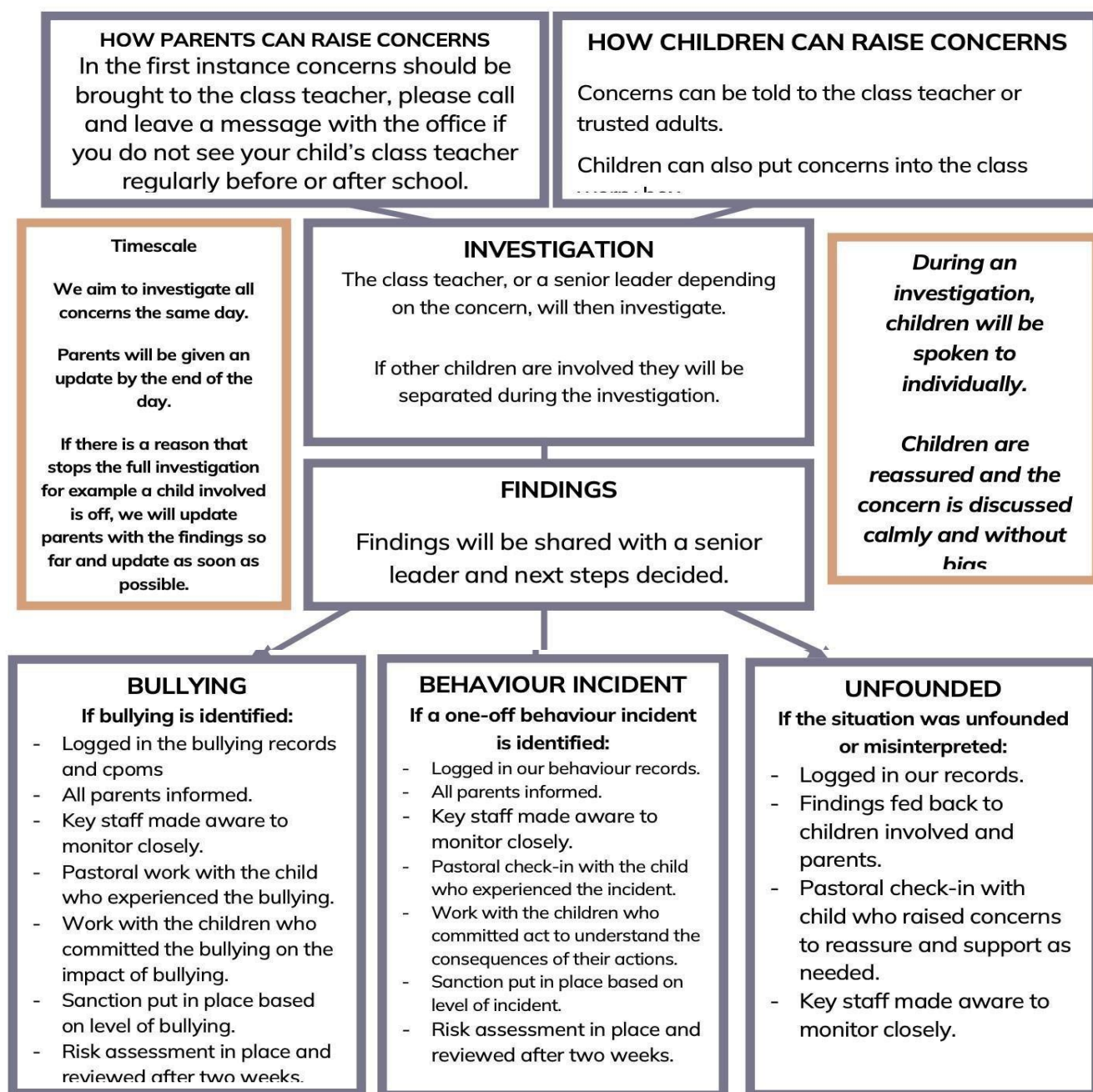
[Talking to children about racism NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying)

[https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial bullying](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying)

[Bullying around racism, religion and culture, Department for Education and Skills on Institute of Education's Digital Education Resource Archive](#)

14. Appendix 2- Flowchart for dealing with concerns

If you or your child report a concern the below flowchart will be followed



Possible Sanctions

Stage 4

Removal from classroom Missed Break time Restorative Practice with adult giving the Stage 4 Recorded on CPOMS by the adult who gave the Stage 4- Parents Informed via phone call

Stage 5

Break time/ lunchtime detention

After discussion with the SLT a ½ or full day isolation may be implemented. Restorative Practice Discussion will take place with SLT and Class Teacher/Adult who reported Stage 5.

Meeting with parent/carer in school- behaviour monitored for 2 weeks and Behaviour Support Plan put in place if significant improvement not seen at the judgement of the class teacher with SLT.

Reported on CPOMS by the adult who gave the Stage 5.