

## Anti-Bullying Policy

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### 1. Context

The JCB Academy (the Academy) has a 'duty of care' towards its learners due to the fact that the Principal and Academy staff stand in 'loco parentis' or in place of the parents<sup>1</sup>. This duty of care extends to protecting learners from the harm which can be caused by bullying.

### 2. Legal obligations

This policy takes full account of the Academy's legal obligations under Section 89 of The Education and Inspections Act (2006), The Education (Independent School Standards) Regulations (2014) and The Equality Act (2010).

The Academy adheres to the Department for Education (DfE) Guidance 'Preventing & Tackling Bullying (July 2017) to:

- Promote the well-being of all learners in the Academy.
- Develop a policy which encourages good behaviour, tolerance and respect for others on the part of learners and, in particular to prevent all forms of bullying amongst learners.
- Establish procedures for dealing with all reports of bullying.

### 3. Definition of bullying

Bullying can be defined in a number of ways; the Academy uses the definition in the DfE's Preventing and Tackling Bullying guidance:

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences".*

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<sup>1</sup> Within this document, the term parent refers to those with parental responsibility for a learner

It is generally accepted that bullying involves an imbalance of power between the perpetrator/bully and the victim.

Bullying can be direct or indirect and includes, but is not restricted to:

- **Verbal bullying**  
Such as name-calling, taunting, mocking, making offensive comments and teasing.
- **Physical bullying**  
Such as kicking, hitting, punching, pushing and pinching.
- **Emotional bullying**  
Such as producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- **Cyber-bullying**  
The rapid development of, and widespread access to, mobile technology has enabled 'virtual' bullying, which can occur in or outside of school. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on inappropriate content with a single click. It can include offensive text messaging, e-mailing or sending degrading images by telephone or via the internet and setting up social media sites with the intention to exclude individuals or to ridicule or embarrass them with the content which is then shared with other young people
- **Racist bullying**  
Such as racial taunts, graffiti, gestures, inappropriate jokes or language. Incidents of racist bullying are logged independently of the bullying log and are always investigated by a member of the Senior Leadership Team and parents will always be informed
- **Sexual bullying**  
Such as unwanted physical contact, sexually abusive comments
- **Homophobic bullying**  
Such as inappropriate language, ridicule, exclusion of an individual in relation to their sexuality, either perceived or known.

Bullying can happen in isolation or in the presence of others.

Any bullying which takes place outside of the Academy will be treated in the same way as any bullying which takes place on Academy premises or on Academy transport.

#### **4. Inclusion and equality**

Every member of the Academy community is entitled to expect equality of protection from bullying through policies and procedures designed to ensure that the Academy remains a safe environment in which to teach and learn. The Academy policy has given careful consideration to the six equality strands: race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all learners, staff and the wider Academy community to feel valued and included in effective policy and practices.

#### **5. Dealing with bullying incidents**

The Academy is committed to providing a caring, friendly and safe environment for all learner so that they can learn in a safe and secure atmosphere. Bullying of any kind is unacceptable and is never tolerated, but if bullying does occur, all learners should feel able to report it in the confidence that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the learner's Mentor or Head of House, the Learner Support Team Leader or a member of the Senior Leadership Team.

#### **6. Objectives**

- All governors, teaching and support staff, learners and parents have a clear understanding of what bullying is and that it is never acceptable.
- All governors and teaching and support staff know what the Academy's policy is on bullying and follow it when they are concerned that bullying is taking place or it is reported to them.
- All learners and parents know what the Academy's policy is on bullying and what to do if bullying takes place.
- Consistency in practice within the Academy community.
- Learners and parents are confident that they will be supported when bullying is reported

#### **7. Procedures and record keeping**

- All bullying incidents should be reported to the learner's Mentor or Head of House, the Learner Support Team Leader or a member of the Senior Leadership Team.
- The incident will be recorded in the bullying log by the Learner Support Team Leader who will provide regular reports to the Principal, Senior Leadership Team and Link Governors for Learner Welfare.

- The bullying behaviour will be investigated immediately and the bullying stopped quickly.
- In some instances, parents will be informed and asked to come into the Academy for a meeting to discuss the problem
- If necessary and appropriate, the Police will be consulted.
- If necessary and appropriate, a safeguarding log will be opened and safeguarding procedures followed.
- The bully will receive support to help him/her to change her/his behaviour.

## **8. Support for learners who are bullied**

Learners who have been bullied will be supported through a range of methods including:

- Offering an immediate opportunity to discuss the experience with their mentor or another member of staff of their choice.
- Reassurance by the member of staff involved in investigating the incident that the matter has been taken seriously and investigated thoroughly.
- Offering continuous support.
- Restoring self-esteem and confidence which may have been negatively impacted by their bullying experience.
- In some instances learners will be referred for counselling to help them to overcome the effects of being bullied.

## **9. Sanctions for learners who bully others**

The Academy will be open and transparent in the sanctions used for bullying incidents.

If, after investigation, it becomes clear that bullying has taken place the following sanctions will apply:

- Learners who have displayed bullying behaviour will be asked to genuinely apologise.
- If possible, the learners will be reconciled.
- Sanctions such as detention, isolation and the withdrawal of privileges may be applied.

- In serious cases, learners will receive a fixed-term exclusion and, if the bullying behaviour continues, this may become permanent.
- After the incident/incidents have been investigated and dealt with, each case will be monitored by staff to ensure repeated bullying does not take place.

## 10. Strategies to prevent bullying

The Academy provides a range of reporting methods for learners who wish to report bullying or who want to access support on behalf on themselves or a friend; these will be regularly promoted to all learners and their parents.

The Academy will incorporate anti-bullying into its PSHE and House Time programmes. The key message throughout these sessions will be one of zero tolerance, the need for an open and honest dialogue about bullying behaviour and the requirement to report all incidents which take place amongst its learners. Learner Support Staff will reflect on this programme regularly to ensure the lessons are fit for purpose and relevant to the real life experiences of learners at the academy.

Learners will be surveyed to annually to gather their views of the PSHE programme and to ensure that their voices are heard and their suggestions for preventing and tackling bullying are taken into consideration.

The Academy Council will discuss the prevention of bullying at its meetings to ensure the perception of bullying across the academy is based on the views of the learners themselves and not just staff.

Learners will attend sessions using specialist resources for young people to raise awareness of online safety and how to protect themselves online.

The Academy recognises that certain types of learner may be more vulnerable to bullying than others and puts measures in place to ensure that these individuals are protected and feel empowered to report any bullying behaviour that they may be subjected to.

The Academy will acknowledge and promote the work of national anti-bullying charities in order to raise awareness of anti-bullying strategies and the support which is available to young people and can be accessed directly by them via the internet, helplines etc.

## 11. Monitoring arrangements

The Senior Leadership Team and the Governing Body will, on an annual basis, analyse the Academy's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

**Related policies/procedures:**

Equality Policy, Behaviour Management Policy, Online Safety Policy; Safeguarding & Promoting Student Welfare Policy, Special Educational Needs Policy

Date of approval by Governing Body:	15 June 2010
Reviewed and reapproved:	20 November 2012
Reviewed:	January 2018
Date of next review:	January 2020



## Bullying Incident Form

This form should be used to record all reports of bullying behaviour. Tick as many boxes as apply. Update the form as the incident is dealt with. Copies of this form must be kept in the files of all learners involved and passed to the Learner Support Team Leader.

	Name(s)	Gender	Year
Complainant(s)			
Learner(s) allegedly bullied			
Learner(s) allegedly displaying bullying behaviour			

Date/time of incident:

Location of incident:

Type of bullying\*:

Details of incident:

**Action/support for learner who has been bullied** (*tick all that apply*)

Discussion of incident with peers

Defined ongoing support/monitoring from staff

Parent involvement

*Please specify:* \_\_\_\_\_

Counselling

Referral to other agency(ies)

*Please specify:* \_\_\_\_\_

Other

*Please specify:* \_\_\_\_\_

**Action/support for learner who has displayed bullying behaviour**  
(tick all that apply)

Discussion of incident with peers

Defined ongoing support /monitoring from staff

Parent involvement

Please specify: \_\_\_\_\_

Counselling

Referral to other agency(ies)

Please specify: \_\_\_\_\_

Sanctions

Please specify: \_\_\_\_\_

Other

Please specify: \_\_\_\_\_

Fixed term exclusion

Permanent exclusion

Name and designation of person completing this form:

\_\_\_\_\_  
\_\_\_\_\_

Date:

\_\_\_\_\_

\* Verbal, physical, emotional, cyber, racist#, sexual, homophobic (see *Anti-Bullying Policy for descriptions*).

# Racist incidents must also be recorded in the racist incidents file.



Accused Details	
Name (if known)	Contact Details (if known)

Witness Details	
Name	Contact Details

Any other information regarding the incident:

Signed: ..... Date: \_\_\_\_\_

This form should be filed in the racist incidents file.  
Where the incident involves learners, copies of the form should be scanned into their files  
and passed to the Learner Support Team Leader.

