



ARDEN

Academy Trust

Arden Academy (Arden) is an academy maintained by Arden Multi Academy Trust

Name of Policy	Anti-Bullying Policy	
Lead	Nicholas Burke, Deputy Headteacher	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
Policy Status	Originally drafted	July 2012
	Governor Approved	YES
	Date Governor Approved	28 th October 2023
Review Frequency	1 year	
Version No.	3	
Next Review	Autumn Term 2024	
Reviewed	On 20 th June 2014 – no changes necessary	
	On 16 th June 2015 – minor changes to wording	
	26 th May 2016 – minor changes	
	24 th May 2017 – minor changes	
	4 th June 2018 – minor changes	
	September 2019 – minor change to definition of a ‘bully’	
	September 2020 – significant changes to wording to strengthen the policy	
	September 2021 – minor updates in line with KCSIE 2021	
September 2023 – minor updates		

Section One: What is a Bully?

Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

Statement of Intent We believe that:

- Bullying is undesirable and unacceptable.
- Bullying/peer-on-peer abuse may take place even if not reported.
- Bullying is a problem to which solutions can often be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the Academy community should be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others and that we act upon any bullying or harassment we see.
- Young people should talk to an adult or access the support button on the website if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect all individuals from bullying and other forms of abuse.
- Bullying should never be passed off as “banter”, “having a laugh”, “part of growing up” or “boys being boys”.

Bullying usually includes:

- deliberate hostility and aggression with intent to harm or intimidate
- a victim who is weaker and less powerful than the bully or bullies
- an outcome which is always painful and/or distressing

Bullying can be:

Physical: Pushing, kicking hitting, pinching, and any other forms of violence

Verbal: Name-calling, spreading rumours, threats, verbal abuse

Emotional/Social: Excluding (i.e., sending to Coventry), tormenting (i.e., hiding books, threatening gestures), ridicule, humiliation, lying, spreading rumours, damaging social reputation, encouraging others to exclude someone

Racist: Racial taunts, graffiti, gestures, stereo-typing

Sexual: Unwanted physical contact, abusive comments, homophobic abuse

Online/cyber: Setting up ‘hate websites’, posting pictures and malicious communications, sending text messages, emails or posting hurtful comments and abusing the victims via their mobile phones, or on social media networks.

Homophobia: Name-calling intimidation or making a person feel uncomfortable as a result of their sexual orientation.

We believe all forms of bullying are unacceptable

Section Two: Why Bullying is unacceptable

All pupils at Arden Academy have the right to education free of unwanted fears generated by bullying. Pupils can only reach their full potential if they feel secure in their learning environment. We abhor bullying because its ill effects can last a person's whole lifetime and it is never justified.

Section Three: Ways of Preventing Bullying

- It is important to mention bullying at Primary Information Meetings as pupils need to know, before they start Arden School, that bullying is not acceptable. The following points should be covered briefly:
 - Bullying is not tolerated
 - We have very little bullying
 - How to report bullying

It is important that anti-bullying strategies are addressed at induction and transition, without overstating them or causing undue anxiety.

- Our Anti Bullying Policy is on our website
- All staff know how to identify, report and challenge bullying
- The education of pupils in relation to bullying is facilitated through the PSHE programme, assemblies and tutorial worship
- Our aim is to reassure pupils and parents that adults are here to support/address and help them overcome any issues
- Any bullying that does occur is addressed immediately when reported/identified
- Peer mediators have been trained to promote pupil-led resolution
- Specific work is conducted to develop emotional and social skills to help develop learning. These are evident throughout schemes of work
- Bullying as an issue and our anti-bullying work is tackled in assemblies which cover all aspects of bullying providing strategies and instigating preventative pro-active work
- Children are surveyed regarding their happiness and feeling of safety
- Children write their own bullying charter
- We have developed health and wellbeing through National Healthy Schools programme and through our Arden Values' Work
- Provide good role models through peer mediators, peer mentors, senior pupils, leadership pupils and form captains
- Bullying is a topic reviewed by form captains and Pupil Voice every year and at least one Head of Year meeting per year – statistics are analysed, survey results discussed and outcomes fed into action planning

- Homophobia, cyberbullying, prejudice-based and discriminatory bullying is tackled through PSHE and assemblies, staff are identified who will support students and offer support and guidance if they are subjected to any form of bullying
- An annual committee meets to review the Anti-Bullying Policy and provide ideas and strategy for the school

Section Four: Procedures for Investigating Incidents

- Staff should investigate all alleged cases of bullying and/or refer to a Head of Year/Head of Key Stage/Deputy Headteacher where appropriate
- All pupils have a duty to report bullying
- Staff have a duty to protect pupils who supply information; pupils who threaten witnesses must be punished
- All investigations should begin by believing that the victim is upset and needs to be treated sensitively and listened to
- Unless there is evidence to the contrary, all victims should be taken seriously
- Information needs to be gathered and facts gathered; statements must be in writing and by the pupil
- It may well prove useful to interview the victims' friends; again the statements must be in writing by the pupil
- Once the case against the bully is assembled and requires answering, a decision must be made as to the appropriate way forward

EITHER:

- (a) The bully requires punishing and support

OR:

- (b) The punishment can be waived if an end to the bullying can be agreed between both bully and victim. The bully and victim may or may not require additional support.

Should there be any reoccurrence of bullying, further sanctions will be used.

Section Five: Procedures for dealing with the bully, victim and parents

- The discretion for the way forward must lie with the Head of Year, Head of Key Stage or Deputy Headteacher
- If they decide the bully requires a punishment, then again it is at the Head of Year, Head of Key Stage or Deputy Headteacher's discretion. Possible punishments for those who might find it useful are listed below
- The parents/guardians of both victim and bully will be notified

Possible Punishments

1. Detention
2. Inform Parents (after appropriate consultation with the Year Head)
3. Letters of apology
4. Community Service
5. Loss of Privileges (Upper School)
6. Banned from school trips
7. Banned from co-curricular activities
8. Placed on a Home/School contract
9. Inform the police (if outside school as well)
10. Isolation or fixed term exclusion at the discretion of the school

Associate Headteacher

1. Lunchtime detention
2. Internal isolation
3. Suspension
4. Permanent exclusion

If the teacher decides on the 'no punishment' approach then the following action is suggested:

- Gain the victim's agreement to mediation
- Try to avoid involving the victims' and bullies' friends
- Teacher to always chair the meeting
- Begin by outlining the victim's case yourself
- Explain that the victim wants the 'no punishment approach'
- Explain that a full and frank admission followed by an apology and guarantee of no further bullying is required
- If point (f) cannot be satisfied revert to the punishment model
- Put in place monitoring of the situation to evaluate effectiveness of resolution □
Timetabled support for the victim and education for the bully

In all cases, please inform the Head of Year/Head of Key Stage/Deputy Headteacher of all the facts in writing and record the incident by email.

If you feel there is no substance in the accusation or for any reason you cannot successfully resolve the situation, please do the following:

- Inform the Head of Year/Head of Key Stage/Deputy Headteacher
- Monitor the situation for a reasonable period of time - perhaps by enlisting the help of the possible victim's friends
- Possibly enlist the help of a staff counsellor
- Informing parents/guardians of the alleged aggressor

This is also at the discretion of the teacher in consultation with the Year Head.

However, the following points should be considered before a decision is made:

- Is this the first offence?
- Previous behaviour record of bully
- Previous parental contact
- Severity of bullying
- Your chosen path - punishment or 'no punishment' approach

Informing Parents/Guardians of the Victim

Again, at the teacher's discretion but the following points to be noted:

1. Victim's wish
2. Severity of bullying
3. Timescale of bullying
4. Victim's previous school record
5. Is this child often a victim?
6. Previous parental contact
7. Is the telephone a better option than writing?

Support for the Victim and Bully

The type of support most appropriate will be determined by the Pastoral Staff at the time or by a meeting of professionals at a later date. Support will usually be a package of measures but could include:

- Counsel by Pastoral Managers:
 - Student Support Officer
 - A volunteer member of staff
 - An external organisation
- Referral to the Educational Psychologist
- Referral via the GP to the Child and Family Unit

Section Six: Strategies to deal with persistent bullies

- Persistent bullies are pupils who fail to respond to a reasonable number of attempts to reform them
- They may have a primary school record of bullying
- If they have a record of these offences, they will probably have sampled a number of our suggested sanctions
- One would normally expect these pupils to be dealt with by the Head of Year, Head of Key Stage, the Deputy Headteacher or the Associate Headteacher
- These experienced staff will have their own ways of dealing with persistent bullies but the following options may prove useful:

OPTION ONE

Signing a home-school Contract. Teacher, pupil and parent to sign. Breaking the agreement is deemed very serious.

OPTION TWO

The loss of break and lunchtimes over a long period of time. Lunch to be always eaten at the last sitting.

OPTION THREE

Lunchtime suspension (Associate Headteacher)

OPTION FOUR

Staff to be informed via:

- Briefing
- Staff Meeting
- Staff email

OPTION FIVE

The Special Needs Register via the Director of Learning Support, if it is considered to be a major issue linked to social, emotional and/or mental health concerns, requiring external support. This will enable outside help - in particular the Educational Psychologist.

OPTION SIX

Extensive detentions that involve responding to bullying material.

OPTION SEVEN

The Associate Headteacher will always reserve the right to temporarily or permanently exclude a persistent bully.

Section Seven: Curriculum Links

- The committee audits departments' commitment to anti-bullying within the school and discuss it at an annual review. This is then shared with pupils during assemblies
- The school always welcomes other offers of curriculum time from interested departments
- The PSHE Department is also committed to devoting curriculum time in the Lower School to bullying

Section Eight: Procedures to inform new staff, pupils and inner supervisors

Staff

This Policy forms part of the Staff Handbook (all staff receive a copy).

Pupils

New Year 7 are informed of the policy in a Year Assembly a few weeks into the Autumn term.

New 'In Year' pupils are informed by the Head of Year or Form Tutor upon arrival.

Dinner Supervisors

The member of SLT responsible for dinner supervisors ensures they have a copy of the policy.

The policy has been produced and is reviewed by staff, parents and pupil voice groups.

This policy runs in conjunction/is linked to the Use of the Internet Policy and Behaviour Policy; and is disseminated in the Staff Handbook and through assemblies and parent talks.