



## The Fermain Academy

### Anti-Bullying Policy

**Reviewed By:** SLT

**Approved by:** Fermain LSB

**Date of review:** Summer Term 2023

**Date for Policy review:** Summer Term 2024

## The Fermain Academy – Policies

### THE AIMS OF THE POLICY

This policy sets out The Fermain Academy's approach in both identifying safeguard risks and adequately managing them.

Any questions regarding its operation should be addressed to the Headteacher. At the Fermain Academy we are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied.

Bullying of any kind is anti-social behaviour and affects everyone, this type of behaviour is unacceptable and will not be tolerated in The Fermain Academy.

The Anti-Bullying Policy is in place so that everybody within our community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all students, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

Government Guidelines 1.

School's duty to promote good behaviour Education & Inspection Act 2006 Sec 89 2. Power to tackle poor behaviour outside school Education & Inspection Act 2006 Sec 89 (5) 3. - Equality Act 2010

STAFF WITH KEY RESPONSIBILITY FOR ANTI BULLYING AND SAFE GUARDING: Mr Robinson (Pastoral Co-ordinator, SLT), Mr T Aldridge (Wellbeing Lead)

### DEFINITION OF BULLYING

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms:

- Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.)
- Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence)

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- Cyber-bullying (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc.)

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying
- Bullying related to SEN or disability
- Sexist/Gender bullying
- Ageist bullying

At The Fermain Academy, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated

### SIGNS AND SYMPTOMS OF BULLYING

Things that are to be considered:

- Is frightened of walking to or from The Fermain Academy
- Doesn't want to go on provided transport/public bus
- Changes their usual routine or route to or from The Fermain Academy
- Is unwilling to come into school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Complains of illness particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

### GUIDANCE AND ANTI BULLYING CHARTER FOR ACTION

Things that are to be considered:

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1. Schools can sign up to the Anti Bullying Charter to show their commitment to tackling all forms of bullying and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.
2. 'Safe to Learn: Embedding anti-bullying work in Schools', launched in September 2007, is a suite of guidance for schools which covers practical implementation of anti-bullying work, policies and procedures.
3. The guidance also includes specialist advice on cyber bullying, homophobic bullying. This is in addition to the existing guidance on tackling bullying related to race, religion and culture which was issued in 2006 Implementation

Things that are to be considered:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and emailed to the Wellbeing Lead.
- The pupil to be interviewed by staff (SLT if a serious incident) about the incident.
- Interviews will take place and records completed for significant incidents see.
- Bullying/Victim of Bullying letters to be sent home.
- Form tutors will be kept informed and if bullying persists, the form tutor will advise appropriate subject teachers.
- Regular communication with parents/carers takes place.
- Interventions include the opportunity to follow-up, evaluate effectiveness and if necessary provide a further course of action.
- Regular monitoring of incidents takes place. All incidents are logged and kept on file (MIS) in order to report to the Governing Body and Local Authority when required.

The Fermain Academy will promote behaviour to prevent and reduce bullying through:

- The taught curriculum
- Restorative (Justice)
- Co-operative group work
- Peer support
- Mediation by adults
- A well-designed and safe environment

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- Whole School activities, e.g. assemblies, anti-bullying week activities, form time, etc.
- A range of activities to encourage play and positive social interaction at play and lunchtime as well as good supervision □  
Analysis and response to data from MIS.
- Use of outside agencies to provide universal and targeted support (Counselling etc...) Regular consultation with young people which will help evaluate their contributions to pupil wellbeing

### REPORTING AND RECORDING INCIDENTS OF BULLYING

Before recording incidents please refer to the flowchart of procedures for dealing with bullying incidents.

Things that are to be considered:

1. The Fermain Academy can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then staff cannot keep the information confidential. Will need to ensure that all staff are familiar with safeguarding procedures and dealing with disclosures sensitively.
2. It is important to recognise that parents are frequently the ones to report bullying and that procedures need to be in place at The Fermain Academy to effectively deal with this. Front-line staff need to be well-trained about procedures for dealing with concerns, and parents need to be clear about what steps will be taken and also how to take things further if they feel it has not been properly addressed by The Fermain Academy.
  - a. • Peer mentors
  - b. • Designated member of staff
  - c. • On-line reporting system, i.e MIS
  - d. • Adult counsellor or drop-in facilities

The will record all incidents of bullying, including by type, and report the statistics to their local authority, having a legal duty to have a race equality policy and to monitor its impact on pupils, staff and parents.

School's/Academies also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. To record that strategies are effective in achieving these goals, it is recommended that we monitor and record incidents of bullying. The collection of data can enable us to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies

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- Target resources/ support where it is needed most
- Celebrate anti-bullying work within The Fermain Academy
- Demonstrate defensible decision-making in the event of a complaint
- Engage and inform multi-agency teams as necessary
- Date and type of incident
- Action taken by The Fermain Academy and impact made
- Records of anti-bullying initiatives
- Records where bullying is a factor in non-attendance
- Exclusion data related to bullying
- Transfer and admission data (due to bullying/harassment)

### MONITORING AND REVIEW

The Fermain Academy will review this policy annually and assess its implementation and effectiveness. All members of The Fermain Academy community will be involved in the review and will be consulted about changes that may need to be made. The annual review will look for the following success indicators:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced frequency of bullying incidents
- Reduced duration of bullying
- Reduced fixed term and permanent exclusions related to incidents of bullying
- Well-being indicators from the Annual Reviews: Pupils report being safe at The Fermain Academy.

Workplace Bullying (staff) Workplace bullying can take shape or form in many different ways. You may be questioning whether what you are going through is bullying and a lot of this depends on if you actually are feeling bullied or harassed by a particular individual or a group of people. Unfortunately, bullying can affect your health and wellbeing.

If you do feel that you are under duress, or feeling bullied then please confide and speak to a member of the SLT, whom will hopefully be able to help and support you through this difficult period. You could get in touch with your trade union and ask them for advice and support. It is important to keep a diary of all incidents; this will help you enormously, especially if you decide to take this further.

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Homophobic bullying children and adults it is important this policy should embrace the adult and child. Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. It could be directed at young people of any sexual orientation and at children who have not yet reached puberty. Teachers, parents and other adults may also be bullied in this way.

Those affected by homophobic bullying:

- Children and adults who are perceived to be gay or lesbian
- Young people and adults who are lesbian or gay
- Children who have a gay or lesbian, parent or sibling
- Everyone who teaches or learns in an environment where such behaviour is tolerated.

Homophobic bullying can be a problem in a number of ways:

- Children who experience it have their education disrupted. They may be unable to concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may never fulfil their academic potential.
- It can be a particular problem for young people who are confused or unsure about their own developing sexuality. Some victims are driven to the edge of despair or beyond, with lasting consequences for their emotional health and development.
- Schools that ignore it, or deny its existence, are not helping young people to develop a concern for the welfare of minorities and tolerance of difference. Responsibility of staff At The Fermain Academy School staff must explicitly condemn homophobic bullying and be able to discuss pupils' concerns about homosexuality in a balanced manner that is appropriate to the age of the young people concerned. Staff have a duty of care to pupils, which includes safeguarding and doing everything possible to provide a safe learning environment.

### RELATIONSHIP TO OTHER THE FERMAIN ACADEMY SCHOOL POLICIES

**Behaviour Policy** The behaviour policy should outline a range of strategies and sanctions available to staff in dealing with behaviour incidents and this should include direct reference to incidents of bullying.

**Child Protection / Safeguarding Policy** In the event of a bullying disclosure, staff need to consider issues related to Child Protection and Safeguarding. All staff have a duty of care, and if the incident involves

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abusive or bullying behaviour by adults, the incident must be treated as a child protection issue.

The Child Protection Officer and Designated Person for Safeguarding is Mr N Brindle Designated Governor for Child Protection and Designated Person for Safeguarding is Miss D Gibson Guidance and procedures are outlined in the Child Protection / Safeguarding policy.

Confidentiality Policy Children and young people have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed, monitored and evaluated.

The implications of new technology including the Internet-cyber bullying, mobile phones, e-mail, instant messaging, camera phones and web cams in the context of anti-bullying should be considered during policy development.



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