



Anti-Bullying Policy

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Prepared by: Associate Deputy Headteacher			
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Principles

At Havant Academy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Child on Child Abuse, including bullying of any kind, is unacceptable at Havant Academy. If bullying does occur students are encouraged to report it immediately to staff and it will be dealt with quickly and decisively. The working definition of bullying is harassment that is done "several times on purpose" often referred to as S.T.O.P.

This policy aims to apply the principles of the DFE document "Preventing and Tackling Bullying July 2017", with particular reference to the Education and Inspections Act 2006, the Equality Act 2010, and the Children Act 1989, to ensure that students in this school learn in a supportive, caring and safe environment without fear of being bullied.

Aims and Objectives

- To emphasise that any form of child on child abuse will not be tolerated.
- To eliminate intimidating behaviour and promote a school ethos in which each student is safe and able to realise their full potential.
- To provide an environment in which every individual can be free from the possible traumatic consequences of bullying.
- To create an atmosphere where students who are bullied, or others who may be aware of the bullying, feel able to divulge the information knowing that the matter will be handled in a sensitive and efficient manner.
- To be proactive in the prevention of bullying, particularly prejudice based bullying and online bullying
- To provide support for those who are bullied to enable them to come to terms with what is happening to them.
- To reassure parents and carers that the school takes their child's welfare seriously and that they are being educated in a safe and secure environment.
- To raise awareness among staff; parents/carers and students about the issue of bullying and the school's attitude towards it, and to create an environment in which bullying is seen as inappropriate and unacceptable.
- To develop and implement an anti-bullying policy based on a consistently implemented whole school approach.

What Is Child -On- Child Abuse?

Child-on-child abuse is a national growing concern. There is evidence to suggest that criminal exploitation and sexual abuse, both directly and in the form of grooming, are among the biggest concerns here.

Peer-on-peer abuse includes:

- Physical and sexual abuse
- Sexual harassment and violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- Gang activity

This list is not exhaustive. The perpetrator and victim should be of a similar age and be under 18 years old.

Bullying (including Cyberbullying)

Bullying (including Cyberbullying) is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.”

Bullying can start with seemingly trivial events - such as name calling. It can happen anywhere - at school, at home or online, at any time. It's usually repeated over time and can cause physical and emotional hurt. A child that is being bullied may feel like there's no escape. There are many different forms of bullying: This abuse is prevalent in the real world as well as the virtual, and as such can go unnoticed.

Of concern is the people that dismiss child-on-child abuse as 'children being children'. We must ensure that this is never the case and it is dealt with stringently as any other safeguarding concern.

- 'Cyberbullying': involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos.
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation)
- Disablist Bullying: targets a young person solely based on their disability

Common features of harassment and bullying

In many cases the behaviour of the alleged harasser or bully may not be easily linked to any specific factors and may appear to be completely arbitrary. It may, in such cases, derive from the relationship between the two people involved. Harassment or bullying by pupils or colleagues may be motivated

by forms of prejudice such as sexism, racism, ageism, disablism or by homophobia, biphobia or transphobia.

A common feature of all harassment and bullying is that it is unwanted by the person subject to those actions. For those who are harassed and bullied, the result may be stress which can involve anxiety, depression or illness. Harassment and bullying can affect school performance and cause absence from school. Harassment and bullying can have a direct impact upon a person's mental and physical wellbeing and can have a detrimental impact on their ability to fulfill their potential.

What is harassment?

The Equality Act 2010 defines harassment as: “Unwanted conduct related to a relevant protected characteristic, [which] has the purpose or effect of violating [an individual's] dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for [that individual].”

The 'protected characteristics' covered by the Equality Act are: age, disability, gender reassignment, race, religion or belief, sex and sexual orientation. There are a variety of reasons why a person may be subjected to harassment including class, cultural or language differences, and membership or non-membership of a trade union, but only the protected characteristics are covered by the Equality Act.

Harassment can cause a person to feel threatened, humiliated or patronised. Such behaviour can interfere with the student's performance, undermine security and create a threatening or intimidating learning environment.

Whether harassment is intentional or unintentional, the key feature is its effect on the person rather than the motive of the perpetrator.

Harassment can take many forms. These include:

- the display or distribution of offensive material, graffiti or badges
- non-verbal abuse such as offensive gestures and body language
- inappropriate comments about someone's appearance
- intrusive questioning about someone's private life
- verbal abuse such as suggestive remarks, 'jokes' and name calling
- physical contact such as unnecessary touching
- threatened or actual physical abuse or attack.

In extreme cases, such as stalking, assault, rape, incitement to racial hatred or homophobic hate crime, harassment may constitute a serious criminal offence.

Freedom of expression may sometimes be used as a defense to allegations of harassment. Freedom of expression can never be used as justification for making statements/comments which discriminate against or harass, or incite violence or hatred against other people or groups, particularly by reference to their protected characteristics.

At Havant Academy we make sure we outline the importance of treating each other with respect and that there is an expectation for students to behave in line with the values of the school.

Dealing with identity-based bullying

We know that bullying by and of students can be related to identity based characteristics. This can be due to a students' race or ethnicity; a disability or special educational need; sexual orientation and/or gender identity whether actual or perceived; religious belief or a person's gender.

Falling out with friends and peer conflict

We acknowledge that both falling out with friends and bullying can be equally upsetting and unpleasant but it is important to distinguish between the two. Friendship problems may be an incident where children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental. However, we also recognise that repeated conflict can sometimes lead to bullying.

Prevention

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

- In addition the issue of bullying will be raised with students at a number of levels including:
- At a whole school level – through assemblies when students will be informed of the school's policy and the actions that will be taken to prevent bullying taking place.
- At classroom level – during tutor time, and PSHE sessions. Displays throughout the school will communicate codes of conduct and anti-bullying statements to reinforce to students appropriate behaviour.
- At an individual level – students who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

- Arrangements will be made to ensure that throughout the school day there is adequate supervision available to reduce the risk of bullying incidents.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Methods of dealing with bullies and their victims

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. We will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs, involving staff in school and/or external agencies as appropriate, and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling and mentoring
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents where appropriate
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to review progress

School will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. We will work with the bullies to demonstrate to them that their behaviour is unacceptable and to promote change. When sanctions are felt to be necessary they will be applied consistently and fairly, following the school's behaviour policy. If the incident of harassment or threatening behaviour or communication is considered serious enough to be an offence under criminal law, the matter will be referred to the police.

Physical violence of any kind is not acceptable at Havant Academy. If fighting occurs the parents of those involved will be contacted immediately and steps will be taken to ensure the safety of other students. Physical incidents will be dealt with in line with the school's behaviour policy and if a student is excluded, on their return, the student and parent will contact the school and explore the issues involved and reaffirm the standards required of students in this school community. Where necessary, outside agencies will be consulted. On the rare occasions where systematic long term bullying is exposed the matter will be referred to the Headteacher, discussed with the Chair of Governors and in some cases, referred to the Local Authority for support.

Parental involvement

Parents/carers who believe their child is the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly. The Pastoral Team will report back to the parent on the outcomes of the investigation, and the parent can ask to speak to the Head of Year at any point if they feel they need to.

Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

Procedures – Logging

Students suffering from bullying should report it to their Form Tutor, Head of Year, Student Services, or any other member of staff they feel comfortable talking to. Parents can also report incidents they are concerned about to their child's Head of Year, or other member of staff. The following process will be followed for logging incidents reported.

- The incident is reported. Member of staff reports the incident on CPOMS.
- Head of Year will action the report
- Incident is followed up with mediation/parental involvement as necessary.
- Head of Year and Pastoral team monitor incidents and follow up support and action

Monitoring and evaluating

Each incident of bullying falling within the school definition will be recorded by the Head of Year or classroom teacher, and information placed on the student's file. All incidents relating to protected characteristics are monitored (Sex; Race; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy and maternity; and Disability). These incidences will be monitored by the pastoral team to identify patterns of behaviour and adapt practices to support the welfare of the students.

Major incidents of bullying and harassment will be reported to the Governing Body as they arise. Senior staff and Governors will regularly evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. The Student representatives will regularly be involved in the monitoring, review and development of the policy.