

Anti-Bullying Policy

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1. Aims

1.1 - All stakeholders of the Thomas Deacon Academy (TDA) community have a right to work in a secure, safe and caring environment; they also have a responsibility to contribute in whatever way they can in maintaining this positive environment. As such, bullying in any form will not be tolerated at the TDA. It is entirely contrary to our character values (courage, compassion, commitment, confidence, courtesy and curiosity) and does not support our core purpose where all students are able to thrive. Keeping students safe and helping them to manage their relationships is essential in maintaining standards and to ensure an effective learning environment.

1.2 - Our vision is to create a learning environment where all students feel valued and safe from bullying behaviours. This ethos promotes the Fundamental British Values of tolerance and respect (including respect for difference and diversity) as well as compassion and courtesy, enabling positive relationships to flourish. All forms of harassment are not tolerated and we will ensure that students, parents/carers and staff understand what is meant by bullying and how to report incidents of it.

2. Principles

2.1 - At TDA, we believe that everybody, regardless of their individuality, has a right to feel safe and secure. In this context there is a zero-tolerance approach to any form of bullying be it physical, verbal, emotional or through the use of technology. This policy supports the academy's *Behaviour Policy*, *Safeguarding Policy* and *Responding to Prejudiced Related Incidents Policy* and is an integral part of our practice to ensure student well-being.

2.2 - The ethos that informs the culture of TDA is that every individual is important and entitled to respect. Where bullying does arise, it will be viewed seriously and dealt with immediately. Our policy is proactive as well as reactive and is dependent on effective communication between staff, students, parents/carers and, at times, the Academy Committee.

2.3 - We will work with our student body to ensure they are actively involved in the promotion of our stance on bullying and to directly support their peers, including the appointment of, and subsequent support from, our Anti-Bullying Ambassadors.

2.4 - We will deal with incidents of bullying both inside school and where bullying outside of school is reported to staff. Where any type of bullying outside of school is reported it will be investigated and acted on immediately. This includes incidents occurring away from the school premises and incidents occurring over social media.

3. Definition

3.1 - TDA acknowledges the Anti-bullying Alliance definition of bullying as, "the **repetitive**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Bullying is harmful and usually involves the repeated and persistent misuse of power by an individual or group towards one or more persons. It is usually targeted and sustained.

3.2 - Bullying behaviour can be:

- **Physical** abuse e.g. hitting, punching, kicking, scratching, tripping, spitting, pushing, pinching, taking or breaking someone's things.
- **Extortion** e.g. taking property or demanding money and/or services.
- **Verbal** abuse e.g. name calling, gossiping, teasing, putdowns, sarcasm, insults, threats, inappropriate comments.
- **Non-Verbal** abuse e.g. hand signs, eye contact or body language.
- **Emotional** abuse e.g. threatening or intimidating someone.
- **Sexual** harassment or abuse e.g. physical, verbal or online.
- **Social** e.g. ignoring, excluding, ostracising, alienating, or isolating someone.
- **Psychological** e.g. undermining, criticising or spreading rumours, hiding or damaging possessions.
- **Prejudice-Related** bullying is connected with prejudices around belonging, identity and equality in wider society in particular prejudices to do with Race, Gender, Sexual Identity, Disability and Home Life (e.g. parental occupation, poverty and social class). *See separate policy.*
- **Cyber** or virtual bullying through social networking, or using mobile phones, such as malicious text and email messages, inappropriate use of camera phones, malicious comments on social media.

3.3 - Conflict between students and **single** incidents of unkind behaviour are not defined as bullying. Bullying behaviour is not:

- students not getting along well (friendship friction);
- a situation of mutual conflict;
- single episodes of unkindness or random acts of aggression or intimidation.

Any such incidents will be recorded by staff as an 'unkind behaviour' event. A record of these events will be viewed by pastoral leaders on a daily basis who will escalate the incident to bullying, if they identify repeated instances of this behaviour.

The academy will respond to acts of unkind behaviour, and incidents of bullying, according to the TDA Behaviour Policy.

4. Reporting concerns

- Any behaviour which meets the definition of bullying (section 3.1) should be viewed as a safeguarding issue as the wellbeing of the child is at risk.
- As such, concerns are reported through the MyConcern system.
- **Unkind behaviour** (infrequent, or one-off, instances of physical, verbal or emotional abuse between students) are logged as a negative event ('unkind behaviour') on the academy's data management system. This information is monitored by year teams daily to identify trends and decide if the issue is one of bullying.
- Any issues linked to protected characteristics, follow the same process (Responding to Prejudice-Related Incidents Policy, section 6).

5. Responsibility of students:

- Refrain from becoming involved in any kind of bullying.
- Report to any member of TDA staff if they have witnessed or suspect instances of bullying.
- Work with staff and/or Anti-Bullying Ambassadors to help resolve any incidents of bullying.

6. Responsibility of teaching staff:

- Lead by example by demonstrating the TDA values (6 C's) and the high standards of behaviour we expect of our students. Foster our students' self-esteem, self-respect and respect for others.
- Discuss bullying with all classes and in all aspects of the curriculum so that all students are aware of the effects of bullying and TDA policy and expectations.
- Be alert to bullying and follow TDA procedures and policies when reporting bullying to Tutors and year teams.
- Challenge, support and report any instances of unkind behaviour, if necessary.

7. Responsibility of associate staff:

- Lead by example by demonstrating the TDA values (6 C's) and the high standards of behaviour we expect of our students. Foster our students' self-esteem, self-respect and respect for others.
- Be alert to bullying and follow TDA procedures and policies when reporting bullying to Tutors and year teams.
- Challenge, support and report any instances of unkind behaviour to a member of the teaching staff, if necessary.

8. Responsibility of pastoral staff:

- Lead by example by demonstrating the TDA values (6 C's) and the high standards of behaviour we expect of our students. Foster our students' self-esteem, self-respect and respect for others.
- Monitor incidents of unkind behaviour and bullying, on a daily basis.
- Take appropriate and proportionate action to support the victim of any such incidents.
- Apply appropriate and proportionate sanctions to the perpetrator(s) of any such incidents, in line with the TDA behaviour Policy.

- Escalate repeated and targeted incidents of unkind behaviour to bullying.
- Keep an accurate and up-to-date bullying log to support the monitoring of bullying incidents.

9. Responsibility of parents/carers:

- Advise their child(ren) to report any bullying to academy staff, or report it themselves.
- Advise their child(ren) not to respond to bullying in an inappropriate or aggressive manner.
- Work positively with academy staff in a mutually respectful and positive manner in order to successfully resolve any incidents of bullying.

10. Preventative measures:

- All student concerns relating to unacceptable behaviours from others are listened to and acted upon in an appropriate and proportionate manner.
- Systems are in place for students to report bullying including tutor time at the start of each day, year team staff and anti-bullying ambassadors.
- Students are aware of, and feel that they can report, bullying which may have occurred outside school, including online-bullying.
- All allegations of bullying are investigated and, if confirmed, are acted upon immediately.
- Consequences for students who bully are appropriate and proportionate and are consistently applied, taking into account the specific needs of the student(s).
- Support for students who are being bullied, and those who are identified as taking part in bullying, is offered via our pastoral system.
- Student-led mentoring is also available at TDA via Anti-Bullying Ambassadors who are trained via the Diana Award.
- Work with the wider community, such as the police and children's services, takes place where bullying is particularly serious or persistent or where a criminal offence may have been committed.
- Effective staff training takes place to ensure the bullying agenda is prominent. Staff are clear on the definition of bullying, the signs of bullying and are alert and equipped to deal with incidents as they occur.
- Dedicated curriculum and tutorial time are used to promote awareness and understanding of the need to combat bullying.
- Continue to recruit, train and utilise Anti-Bullying Student Ambassadors to support their peers and promote TDA's stance on bullying.