### ANTI-BULLYING POLICY

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Introduction

This policy takes into account the DfE document 'A safe place to learn' and associated guidance from the Department on how to prevent bullying.

The De La Salle Academy takes the issue of bullying very seriously. We are committed to enabling all our young people to reach their full potential in a secure Catholic environment. Christian values are promoted and respect for individuals and each other is emphasised. An anti-bullying policy will, we believe, go some way to helping our students to achieve this ideal by supporting their learning and development.

Purposes

To ensure that all staff, teaching and ancillary, are aware of the strategies used to monitor, record and act upon incidents of bullying within the academy, on the way to the academy and on the way home from the academy.

To ensure that all students within the academy have an understanding of what we mean by bullying and that they know what to do if they are bullied or see others being bullied.

To ensure that parents are aware that the academy treats bullying seriously and is prepared to act to curb the incidents of bullying, and where necessary, use the full disciplinary measures at the Academy's disposal up to and including permanent exclusion.

To ensure that parents know what to do if they believe their child is being bullied and how to recognise symptoms of bullying.

To ensure that both the victims of bullying and the perpetrators of bullying receive support and help.

To ensure that as many staff as possible receive training in matters relating to bullying - in particular recognising bullying and counselling victims and perpetrators.

To develop and provide support groups of students to help victims of bullying and liaise as necessary within Child Protection policies and outside agencies.

What is Bullying?

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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying is rapidly becoming the main medium for bullying in the UK.
Under the educational act 2011, where cyber-bullying is suspected, designated senior staff can examine data or files from a confiscated phone and delete these files if there is good reason to do so – for example, a picture has been taken off another student without their consent and it has caused offence / alarm. Under such circumstances, parental consent is not needed to search the phone.

To reduce the possibility of cyber-bullying within school time, the academy has a no phone policy and as such any phone that is seen or heard will be confiscated.

**Why is it important that we do something about bullying?**

- Bullying behaviour is demeaning, frightening and paralysing. Students who are being bullied will be unable to learn effectively.
- Allowing bullying treatment to go unchallenged in a school is not providing students with a safe and educationally stimulating learning environment.
- Being bullied can result in fear, depression, feelings of worthlessness and anger. In the last few years in Britain several students are known to have taken their lives as a result of bullying.
- Recipients of bullying can become bullies themselves.
- Word will get around that bullying is happening in our Academy and the Academy will get a bad reputation.
- Students who use bullying behaviour at school are more likely to get into trouble with the police when they leave school than students who learn other ways of behaving.
- Bullying that occurs in a group of students in a lesson has a deleterious effect on all the others in that class.

All the above statements run contrary to the sentiments contained in our Academy Ethos and Vision Statement and therefore make it imperative that we tackle the issue of bullying as a whole school community, using as many strategies as we can, to offer a safe environment for all our students.

**Preventing Bullying**

- The topic of bullying will be included in a PSHE programme throughout the academy.
- Assemblies and tutor time will be used to convey a clear message that bullying will not be tolerated and that support and help is available.
- Work from students will be displayed and results from questionnaires will be fed back and analysed to make any improvements that are deemed necessary to school routines.
- Regular reminders that the academy takes bullying seriously will appear in the academy newsletter.
- Staff will be made fully aware of the academy’s anti-bullying policy and be encouraged to play a part in its development, implementation and evaluation.
- Outside agencies, e.g. theatre groups will be used to raise awareness and offer support.
- INSET training will be made available and where the academy budget allows, staff training will be promoted to develop counselling skills.
- All incidents of bullying will be recorded on CPOMS and regularly analysed.
- Links with the school’s police officer will be made for restorative work when bullying has been identified.
- Form time activities deliver the academy’s values with respect for one another at its heart.
More serious or persistent acts of bullying should be reported to The Deputy Head of School, who will take action. Incidents can be reported by members of staff or students by filling in a bully report sheet.

- The academy, where possible and within the available resources, will give priority to the key areas which have been identified by students as being areas where potential bullying could take place.
- Students can report bullying that they are receiving or witnessing through the academy’s confide button on all student desktops.
- Students will be encouraged to report incidents of bullying that they witness and encouraged to support and look out for other students who have been victims of bullies. Caretakers, kitchen staff, ancillary staff and mid-day supervisors will be given advice on how to look out for bullying and how to support and report incidents as they occur.
- The academy’s priority will be to stop the bullying and not necessarily punish the offender unless the seriousness of the bullying behaviour warrants this.
- Perpetrators will be told to stop their behaviour and a method of 'shared concern' will be used.
- The no blame approach may also be used to help students change their behaviour which will be much more effective in the long run than merely punishing students.
- Students will be asked to make commitments to improve their behaviour and improve their relationship with the victim.
- Where appropriate, consequences may be needed and parents of offenders informed or asked to attend a meeting.
- Should an incident be repeated or become habitual, despite the above strategies, more serious action may need to be taken.
- Where an incident involves a more serious act of bullying such as extortion, damage to property or violence, more serious action may be taken; up to and including permanent exclusion from school.
- All students receive lessons on e-safety and cyber bullying through the ICT curriculum
- All students and staff are asked to familiarise themselves with the ‘acceptable use’ policy for computers.

**Evaluation**

This policy document and its strategies will be reviewed and evaluated annually by the Pastoral Leaders. This will be done by collecting data via:

- CPOMS logs
- Confide logs
- questionnaires

Success criteria which could be used to measure the value of this policy and its strategies might include:

- a decrease in the number of reported incidents over a period of time
- an improvement in attendance
- a fall in the exclusion rate
- a rise in the number of students wishing to join the Academy in year 7
- a rise in the number of positive comments made by parents
- improvements in student attainment

This will enable us to measure the effectiveness of the policy, and if necessary make changes to the policy or some of its strategies.
This policy takes into account the DfE document 'A safe place to learn' and associated guidance from the Department on how to prevent bullying.