



# **DAYSPRING TRUST**

## **ANTI-BULLYING POLICY**

**January 2017**

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

**At Ian Ramsey CE Academy:**

"Together to learn, to grow, to serve."

This is embodied in scripture:

*'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.'* 1. Peter 4.10

**At Venerable Bede CE Academy:**

"Soar to the heights together"

This is embodied in scripture:

*'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.'* Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

## DAYSPRING TRUST ANTI-BULLYING POLICY

*“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” – Archbishop Desmond Tutu*

### RATIONALE

Every member of the community of each Trust academy has the right to learn and to realise his or her true potential in all aspects of school life free from humiliation, intimidation and abuse. Each Trust academy is an anti-bullying academy, meaning that we do not tolerate any form of bullying and all incidents of bullying are taken very seriously. We are committed to providing a climate of security which is caring, positive and safe, ensuring that all students in our care feel happy and therefore thrive academically, socially and emotionally within a Christian learning environment.

### THE AIMS OF OUR ANTI-BULLYING POLICY

Our anti-bullying policy aims to develop within our community the concept of ‘Christian love’, thinking of others before ourselves, while instilling and reinforcing our seven core values.

**Respect** – To respond to the feelings, wishes, rights and traditions of others, and behave appropriately

**Forgiveness** – To recognise that all of us make mistakes and that we must be able to learn from and move on from these

**Integrity** – To be honest and truthful to ourselves and others, to say what we mean and do what we say

**Compassion** – To be concerned for others who are in difficulty and who are hurting, and to care for those around us

**Courage** – To do what is right, even though it might be difficult or frightening, to face our fears and to find ways of overcoming them

**Service** – To work for the good of the school and for local, national and global communities, supporting and helping in whatever way we can

**Responsibility** – To accept responsibility for our thoughts, words and actions

### In addition, this policy aims to:

- Demonstrate that as a school we will not tolerate bullying
- Give clear guidelines to students, staff and parents/carers
- Provide clear procedures for acting on any report of bullying
- Create a climate of openness, support and mutual respect
- Enable staff to maintain a consistent approach

## **SUSTAINING AN ANTI-BULLYING ETHOS**

- Each academy will make every reasonable effort to provide an environment where students feel safe and secure at all times of the school day. There will be regular supervision of areas of the school where there might be particular opportunities for bullying to occur and this will continue to be reviewed.
- All staff and students will be made aware of behaviour which is considered to be bullying.
- Students will be encouraged to speak out and report any behaviour that makes them feel unsafe or uncomfortable.
- All members of the school community will be encouraged to take an active role in fostering a positive anti-bullying ethos within the school. This will be achieved through our process of monitoring, acting on and following up bullying issues reported, as well as through the school prospectus, the student planner, our Parent/Carer Handbook, through our website, at initial meetings between staff and the parents/carers of new students, through assemblies and our curriculum content and focus.
- Bullying issues are explored specifically within our PSHE/PD curriculum.
- Members of the school community will be consulted in the development of the anti-bullying policy and the results of these consultations will be used to inform future actions.
- Our anti-bullying policy will be regularly reviewed and amended through information provided by parent/carers, staff and students via information provided both formally and informally.
- There will be clear guidelines for the anti-bullying procedures to be followed for all concerned. These guidelines will be regularly communicated to all members of the school community.
- Where appropriate, other agencies will be involved to provide the support and care needed to resolve difficulties.

## **UNDERSTANDING BULLYING**

**‘Any sort of behaviour which makes another person feel upset, frightened or unhappy will not be tolerated at any of the Trust academies.’**

There are a number of kinds of bullying. These may be exhibited by an individual pupil toward another individual, by a group towards an individual or by one group to another. The intention of bullying is to obtain a sense of power and control over another which includes physical or psychological intimidation over those who are unable to defend themselves. It implies a willful, conscious desire to hurt, threaten or frighten someone, with the intention of causing distress. It can include personal, sexual or racial harassment. Bullies can frighten so that a person does not want to go to School and instead pretends to be ill to avoid them.

### **WHAT DOES BULLYING LOOK LIKE, FEEL LIKE, SOUND LIKE?**

In the main bullying consists of:

**Physical** – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding belongings;

**Verbal** – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;

**Indirect** – spreading unpleasant stories/rumours about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, display of pornographic, classist, disability, homophobic, racist or sexual material;

**Cyber bullying** – sending abusive texts or emails; making offensive comments (and encouraging others to do so) on internet websites/chatrooms (further details later in policy.)

### **EXAMPLES OF BULLYING BEHAVIOUR**

- Calling people names;
- Making things up to cause trouble;
- Hitting, pinching, biting, pushing and shoving;
- Taking or damaging belongings;
- Stealing money;
- Alienating another student's friends;
- Making racist, homophobic or sexist comments;
- Ignoring or leaving someone out;
- Coercing a person, by whatever means, to behave in a way not comfortable to that person;
- Posting insulting messages on the internet or by Indirect Messaging;
- Malicious insulting or threatening notes in school;
- Spreading rumours;
- Threats and intimidation;
- Making silent or abusive phone calls;
- Sending offensive phone texts.

### **WHO BULLIES?**

Anyone has the capacity to bully. Often, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not.

### **WHO IS BULLIED?**

Anyone can be bullied – pupil, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group.

## **CYBERBULLYING**

Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities. ICT supports social activity that allows young people to be connected to their peers.

Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobile phones or the internet, they can feel alone and very misunderstood.

### **WHAT IS CYBERBULLYING?**

This is the use of ICT, particularly mobile phones and the internet, to deliberately upset someone else. Features of cyberbullying can be very different from other forms of bullying:

#### **24/7 bullying and the invasion of home/personal space and involves:**

- Text Message bullying;
- Picture/video bullying via mobile phone cameras;
- Phone call bullying via mobile phone;
- Email bullying;
- Chat Room and social media bullying;
- Bullying via Instant Messaging;
- Bullying via Websites;
- The audience can be very large and reached rapidly;
- Those who cyber bully may attempt to remain anonymous;

#### **What can students do to prevent cyberbullying?**

- **Responsibility** - Tell an adult you know and trust
- **Responsibility** - Tell the company that provides your MSN account, internet access or mobile phone
- **Responsibility** - Call the police
- **Responsibility** - Keep any messages from Cyberbullies
- **Responsibility** - Keep Email and URL (web addresses)
- **Responsibility** - Note dates and times messages and Emails are received and sent
- **Responsibility** - Save screen-shots from chatrooms or social media sites

#### **How can Parents/Carers help to prevent cyberbullying?**

- Teach your child not to respond to cyberbullies
- Teach your child the basics of sensible web behaviour
- Show your child how to block or delete the bullies' messages
- Tell your child that they should never try to seek revenge on a bully or cyberbully
- Teach your child about the importance of telling a parent or adult about any instance of cyber bullying

- Educate your child that they can report bullying incidents to internet service providers and website moderators
- Remind your child to keep their password a secret from everyone except you

### **How can school help to prevent cyberbullying?**

- Ensure all students sign an internet safety pledge, promising that they will not cyber bully or share personal information
- Make clear and regularly revisit consequences of cyberbullying in school

### **SIGNS TO LOOK OUT FOR**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child exhibits any of the following signs:

- **A change in attendance pattern.** The pupil may indicate a reluctance and fear of travelling to school or being present in an environment which is threatening to them.
- **A notable variation in the quality of work produced and work patterns.**
- **Lower levels of concentration.** The student seems unsettled
- **Inappropriate behaviour.** The student behaves immaturely with a negative tone
- **Changes in behaviour** such as becoming withdrawn, quiet, moody and uncooperative or anxious and lacking in confidence
- **Requests to seek medical attention** or feigns illness
- **Acts over-emotionally** and may cry easily
- **Requires money more frequently**
- **May exhibit cuts, bruises and pain** without a reasonable explanation
- **A change in eating patterns.** The student may refuse to eat, or binge eat
- **Leaving clubs** or previously enjoyed activities
- **Starts stammering**
- **Comes home** with clothes torn or books damaged
- **Becomes** aggressive, disruptive or unreasonable
- **Is bullying** other children or siblings

- **Is afraid** to use the internet or mobile phone
- **Is nervous** or jumpy when a cyber-message is received.

***These signs or behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated***

## **HOW DO WE TACKLE BULLYING?**

### **GUIDELINES FOR STUDENTS**

What to do if you think you are being bullied. You can use any one, a few or all of these tactics:

- **Responsibility** - Stay with groups of people;
- **Integrity** - Talk to your friends about it and say 'no' to the bully;
- **Responsibility** - Only go into places where bullying happens if you have some friends or an adult near you.
- **Responsibility** - Refer to the anti-bullying guidelines in your planner and on the academy website;
- **Have courage** - Tell a teacher;
- **Have courage** - Tell a parent/carer;
- **Have courage** - Tell any other adult you trust;
- **Responsibility** - Talk to one of the year 11 anti-bullying monitors who will help you to overcome your concerns during lunchtime.
- **Have courage** - If the bullying continues, report, report, report! If the action taken in the first instance hasn't worked, rest assured, another form of action will be taken until the issue is resolved;
- **Compassion** - Tell someone if you know that someone else is being bullied;
- **Have courage** - Try not to show you are upset, which is difficult;
- **Have courage** - Try to appear confident;
- **Have courage** - If you feel threatened walk away and report the incident
- **Respect yourself** - If you are different in some way be proud of it! It is good to be an individual;
- **Respect yourself** - Tell yourself you don't deserve to be bullied;



## GUIDELINES FOR PARENTS/CARERS

**If your child reports to you that he/she is being bullied, we suggest the following action:**

- Talk with your child about his/her experiences
- Make a note of what your child says and reinforce any of the above advice for students
- Reassure your child that he/she has done the right thing by reporting it
- Encourage your child to tell a teacher, if not, contact your child's Tutor, Head of Year or Pastoral Manager

**The academy will take action, however, we cannot guarantee that the action we take will work in the first instance. If this is the case, and the bullying continues, we will aim to amend our action until the bullying incident is fully resolved.**

## GUIDELINES FOR STAFF

Below are a number of strategies that staff can suggest to students as a way of helping to deal with a bullying situation. They will have to be explained and in many cases will need to be practiced.

**N.B. Whatever strategies are tried, the member of staff dealing with the incident MUST follow it up and check how effective (or not) it has been and amend action if it hasn't worked.**

1. **Be assertive not aggressive:** If the person being bullied acts in an aggressive way, then this can make the matter worse. Practice in speaking in a positive manner can help. Perhaps the help of the drama teacher could be sought?
2. **Call for help:** Ask for help from anyone around. This is where the "bystander" intervention comes into place. Work encouraging all students to take an active part in helping others will be a part of the ongoing work which will be carried out throughout the year. If outside school then draw the attention of any adult, e.g. a shopkeeper.
3. **Escape:** Rehearse getting out of situations, without losing face and then talk to an appropriate person. If possible, ask for "bystanders" to help you escape.
4. **Saying NO:** Everyone can learn to do this but it does take practice. Remember though not to be aggressive. Rehearse this in groups.
5. **Broken Record:** Choose a simple sentence and repeat it, e.g. "No I don't want to". Again this must be practiced so that it can be said with confidence.
6. **Fogging:** This means being vague and not allowing yourself to react. Bore the bully by agreeing with what they say. Use words like "possibly" or "probably" or "You think so". This last one is useful for name calling. (Again practice will help).
7. **Positive Self Talk:** Role play walking through groups of people saying things about themselves that they like. This acts as a barrier to the bullying. It is not walking away but it is also not ignoring. Look the bully in the eye, but do not smile. This is in fact a non-verbal challenge.

8. **Walking away:** This is not quite the same as “Escape”. Practice in groups – “No I don’t want to”, and then walk away to the side. This is better than backing away.

**What to do if you think/or a student IS being bullied:**

- Watch for early signs as described previously.
- Tell the students from day one that bullying (verbal or physical) is not tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Be available and willing to listen. Treat the information seriously.
- Deal with students who bully.
- Highlight to the student reporting the bullying that they have done the right thing reporting it.
- Record incidents of bullying precisely, follow them up and be seen to do this.
- Offer the victim immediate support and help by putting the school’s procedures into operation. Inform the parents/carers of both the victim and the student who is doing the bullying where appropriate.
- Involve the Form Tutor/Pastoral Officer/relevant Head of Year.
- All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later more appropriate time.
- Help the student who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim.
- Ascertain, wherever possible, the reasons why he/she bullies others and help the student who is bullying resolve his/her problems.
- Break up groups of students who bully by not allowing them to play, sit, eat, etc, together.
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is bullied. The victim, must, however, be made aware that some behaviour can easily be used as an excuse for bullying.
- Help students to think about strategies to use (described previously) and ensure that students know what to do when they are bullied and suggest strategies for students to avoid repetition and achieve self-esteem.

## Sanctions

**Depending on the incident, and the circumstances, any one of the following sanctions may be used. Please note, however, that incremental sanctions should be applied each time an incident occurs involving the same bully.**

- Verbal reprimand to student, logged and followed up
- Phone call home
- Meetings with parents/carers
- Temporary removal from class
- Withdrawal of privileges
- Other disciplinary measures (detentions)
- Internal isolation
- Fixed-term exclusion

Restorative approaches may include:

- Given a well-invigilated area to play during unstructured times
- A red card/time out card
- Meetings with victims and senior students
- Counselling
- Other outside agency support e.g. CAMHS

## **IMPORTANT WEBSITES AND ORGANISATIONS OFFERING HELP AND SUPPORT**

If you do not want to speak to someone you know but need help and advice, you can:

- Ring Childline free and confidentially on Tel: 0800 1111
- Contact Connexions - Speak to an adviser free and confidentially by phone, Tel 080800 13 219, by Email, text, online web chat or mini-com by visiting [www.connexions-direct.com](http://www.connexions-direct.com)

### **Websites offering help and advice:**

- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.kidscape.org.uk/](http://www.kidscape.org.uk/)
- [www.childline.org.uk/](http://www.childline.org.uk/)
- [www.dfes.gov.uk/bullying/](http://www.dfes.gov.uk/bullying/)
- [www.need2know.co.uk/beatbullying/](http://www.need2know.co.uk/beatbullying/)
- [www.connexions-direct.com](http://www.connexions-direct.com)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.stoptextbully.com](http://www.stoptextbully.com)
- [www.beyondbullying.com/](http://www.beyondbullying.com/)
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