



**John
Cabot
Academy**

**Anti-Bullying
Policy**

Audience: Students, Staff and Parents
Date updated: September 2018, John Cabot Academy

John Cabot Academy will not tolerate bullying. Every member of our school has the right to come to here without fear of being threatened, intimidated, mocked or abused. We all have a responsibility to make sure that bullying is not part of life at our school. It can make people feel miserable and insecure. In its worst forms, it can ruin people's lives. If you see someone being bullied or know that someone is being bullied you must tell a member of staff. Not telling means that the student being bullied may continue to suffer and the aggressor may carry on, probably with other students too. People who bully need help. John Cabot Academy is committed to addressing this problem also. This policy gives a clear methodology for staff to follow and the range of actions available when dealing with issues of bullying.

"The only thing necessary for the triumph of evil is that good men do nothing."

Edmund Burke (1729-1797)

This policy lays out the procedures that we will adopt to achieve this. The approach to confronting bullying and managing related incidents at John Cabot Academy stems from the school's aims and ethos.

Our Aims

At John Cabot Academy, working in partnership with students and parents/carers we aim to:

- enable all young people to achieve their full potential, academically, emotionally, physically and spiritually.
- foster the development of personal moral values.
- develop a sense of self-esteem and the habits of self-discipline.
- promote creative and aesthetic awareness and enjoyment.
- develop a wide range of skills in communication and IT.
- encourage active citizenship, participation in decision-making and the democratic process.
- educate young people to respect and value other cultures and to be aware of issues relating to the wider world.
- foster positive links with the local community.
- educate for and practise equality of opportunity.
- prepare young people effectively for the demands of a rapidly changing, high-technology society.
- develop respect for other people and the environment and an awareness of rights and responsibilities.
- promote a healthy lifestyle.
- encourage independent, lifelong learning.

These aims are reviewed annually by the Academy Council so that they continue to be appropriate for all young people during their time at John Cabot Academy.

All members of the school community are expected to uphold this policy by establishing and maintaining an atmosphere conducive to learning in a secure and orderly environment. Courtesy and mutual respect is expected from all.

John Cabot Academy expects that students will:

- Be **engaged** with learning and the life of the school.
- Take **responsibility** for her or his own behaviour and learning.
- Show **independence** in and develop control over their own behaviour and learning.
- Enjoy **confidence** in oneself as a learner.
- Display **maturity** in all relationships, marked by mutual respect.
- Act as an **active partner** in the design, implementation and evaluation of their education.

Rationale

Bullying is a form of anti-social behaviour that has no place in this school. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms but the main types of bullying are:

- physical – hitting, kicking
- taking or damaging belongings
- verbal – name calling, insulting, making offensive remarks
- misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email
- indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Bullying can make the victim feel distressed, nervous, hurt or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset.

This type of behaviour involves one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it.

When incidences of bullying are analysed across the UK, the following themes are often found to be used as a basis for the bullying or aggression:

- Race
- Ethnicity
- Skin colour
- Religion
- Culture
- Nationality
- Gender
- Sexuality
- Ability
- Disability
- Family
- Success
- Failure
- Appearance – size, weight, height, dress, personal features
- Language/speech
- Social class

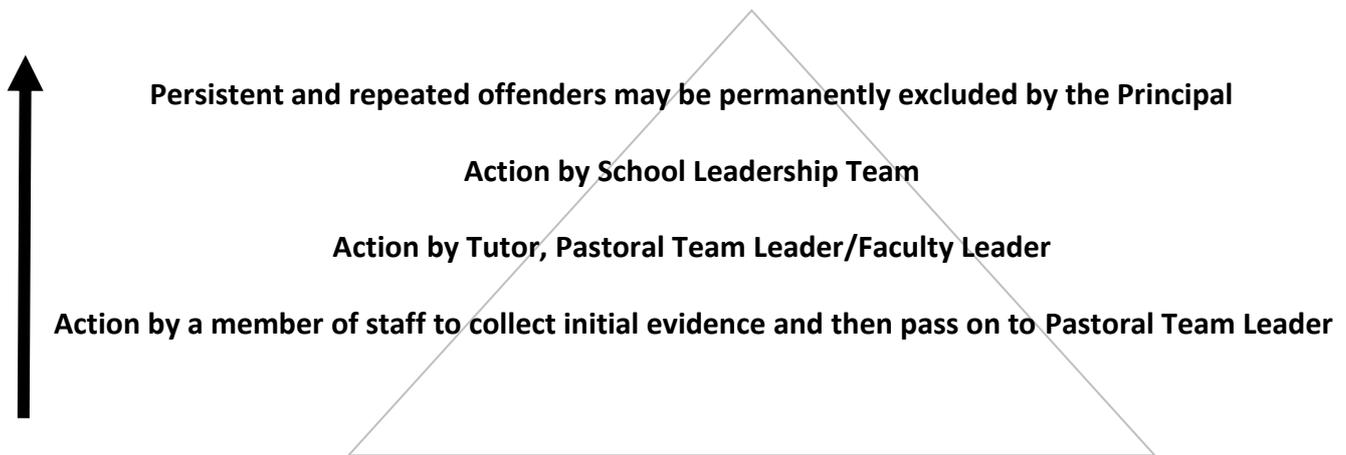
How does John Cabot Academy deal with Bullying issues?

Bullying behaviour is unacceptable by any member of the school community as no person has the right to make another feel uncomfortable or unhappy. We will raise the issue of bullying on a regular and proportionate basis throughout the school year in a variety of contexts and groups. We will deal with incidents of bullying swiftly, proportionately, discreetly and work to change poor attitudes where they exist and monitor our effectiveness.

The school sees the issue of bullying as an extremely serious matter

The school operates a continuous 'anti-bullying' campaign through its PSHE programme, Citizenship lessons, information in classrooms and assemblies. All students are thus clearly aware that such anti-social behaviour must not be instigated or tolerated. If incidents do occur they must be reported; they will be dealt with immediately following the guidelines on bullying for staff and students that follow.

A hierarchy of sanctions will be applied by the following members of staff:



How do we educate our students on this matter?

From their arrival in Year 7, students are given the very clear message that any form of bullying or unpleasant behaviour is neither welcome nor tolerated at John Cabot Academy. This is reiterated in assemblies, in tutor groups and through the curriculum. We hold an annual anti-bullying week in November and mark National Safer Internet Day in February.

Guidelines for Students

You have a right to feel comfortable and safe at school, as well as on your journey to and from school. If you are being bullied **YOU MUST TELL.**

“Who should you tell?”

Your tutor, a subject teacher, a Pastoral Team Leader or another member of staff with whom you feel comfortable - you can choose.

“What should you do if you are frightened to tell a teacher?”

Tell a friend; tell your parents. They can tell the teacher for you.

“What should you do if the bully or bullies threaten they will hurt you more if you tell?”

Still tell - **AND** tell the teacher about these threats.

If you don't tell, the bullying will go on. You must **TELL EVERY TIME.**

The BULLY IS WRONG, NOT YOU.

YOU WILL WIN - as long as you TELL EVERY TIME.

Advice if you are the bully

- Are you being unkind or cruel to someone you know?
- Do you know how it makes them feel?
- Do you know that calling someone a name is just as bad as hitting them?
- Do you have to be a bully because it makes you feel big?
- Don't you know any other ways to be strong?
- Do you know that your friends are probably only your friends because they're afraid of you?

Stop bullying

The next time you're tempted to react in your usual bullying way, stop for a moment and think. If someone treated you like this just think about how you would feel if they behaved differently and smiled or chatted to you instead. So why don't you smile instead? Try to understand the other person's point of view.

Different isn't worse - it's just different

People who are different in some way to you are just the same inside. Take a look around. Everyone is different - so what? You are no better than anyone else. We all have feelings - we are all human.

What do you get when you bully others?

You might think you're winning lots of friends. Maybe you think that everyone looks up to you because you're strong? But you are wrong. Behind your back people despise you and think you're a coward because you attack others. They may act in a friendly way but inside they are probably afraid of you. Is that the kind of friendship you want?

How can you change?

Why are you a bully? Is something about your own life bothering you? Are you unhappy for some reason, perhaps there's a problem at home? Then that's what you need to focus on. Get help for whatever is making you the kind of person who torments others. Remember if you respect others, they will really like and respect you.

Guidelines for staff should a student complain of being bullied

The term **staff** includes teachers and support staff. We all have a duty to implement the school policy on bullying.

Every complaint of bullying must be taken seriously. The member of staff receiving such a complaint must respond initially and where necessary pass the matter on to the tutor or Pastoral Team Leader who will undertake to see the matter through to completion. If the incident warrants it, the member of staff who has received the complaint should take statements and help collect evidence before passing the matter to the Pastoral Team Leader of the bullying student.

In this case, the Pastoral Team Leader of the bully will take charge of this issue and work in conjunction with colleagues in other communities and the Tutor of the aggressor and Tutor of the victim to ensure that the following steps are carried out. Please use the 'Process for Bullying Incident Forms'.

Schools have a legal duty to ensure homophobic bullying is dealt with in schools. Under the Education and Inspections Act (2006), Principals, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others and self-discipline amongst students and to prevent all forms of bullying. This includes the prevention of homophobic bullying. Homophobic language will always be challenged and, where necessary, punished by staff. When such language occurs, staff will remind students that:

- Homophobic remarks and language is offensive and will not be tolerated at John Cabot Academy.
- If a student makes homophobic remarks directed at a student then the member of staff should refer the matter to the School Leadership Team where the student in question will receive a fixed term exclusion.
- Racist language or behaviour will immediately be met with fixed term exclusion. The incident will be reported to the Local Authority and the incident logged on the student's file and in school administration. Racist bullies will be invited to take part in activities to help them change attitudes and to examine their behaviour.
- Persistent racist or homophobic attitudes will lead to a student being permanently excluded.

PROCESS FOR BULLIES

- When a student acts in a manner that makes another student feel distressed, nervous, hurt or worried it will be investigated by the Academy and may result in the aggressor being monitored for suspected bullying. If further similar incidents continue to take place, the aggressor will be placed onto the Academy's bullying log.
- The first offence of bullying will result in a formal letter from the Principal to parents/carers informing them that their child has been added to the Academy's bullying log. Subsequent formal warnings will follow if bullying persists.
- The teachers of the bully are informed so that they can look out for any bad behaviour/bullying in lessons.
- Informal or formal counselling for the bully could be made available if necessary.
- Bully receives sanction appropriate to the stage of bullying (Table 1).

If bullying continues:

- Conference with parents/carers.
- Move the bully to a different Tutor Group or other half of the year.
- Fixed Term Exclusion / CLF internal Exclusion.

If the bullying still persists then Permanent Exclusion or alternative appropriate action will follow at the discretion of the Principal.

Table 1: Bullying Stage & Sanction

Stage of Bullying	Sanction
Suspected bullying	Behaviour Contract
1	1 Day in SLR
2	5 FTE / CLF Internal Exclusion
3	12 Week Managed Move
4	PEX or Alternative Appropriate Action at the discretion of the Principal

n.b. Movement between stages is at the discretion of the Senior Leadership Team

PROCESS FOR VICTIMS

- Talk to a friend or a teacher, or get a friend to talk to a teacher for you.
- Consider what you have been taught about how to try and stop the bullying, e.g. walk away/confront the bully/you must tell.
- Phone call/letter home to let parents know what is happening with identification of the bully not given - no 'naming and shaming'.
- Offer peer mentor 'buddy'.
- When action has been taken, the Pastoral Team Leader investigating will update the victim's Tutor on what is happening to tackle the problem.
- Where appropriate contact parents/carers of the victim to explain the action taken.
- Fortnightly Six to Twelve week follow up checks must be diarised and carried out by the Pastoral Team Leader in line with the stage of bullying.

STAFF INVESTIGATING SHOULD CONSIDER THE FOLLOWING:

- Listen to and don't judge the victim or bully until you have heard both sides of the story and feel educated enough to make an informed decision.
- Talk to the bully.
- Tell the victim what you are doing to make sure that they feel comfortable with every step taken.
- Talk to parents of victim and bully.
- Be there for the victim OR bully to talk to if they feel it necessary.
- Be aware of the possibility of a long and complex history behind the story.
- Be ready for the possibility of the bullied becoming the bully.

Some further thoughts for teachers and students

- The aggressor(s) may be unaware of the unhappiness they are causing. Be constructive. It might be desirable to involve the whole class and/or the tutor/teacher to plan an activity for the tutor group that could support the bully and victim that could focus on relationships (consult the Pastoral Team and see the PSHE material on the subject).
- Keep an eye on the 'victim'. Check formally whether the bullying is continuing or has ceased. Be aware that victims are sometimes reluctant to admit that bullying is continuing because they feel that 'telling' has not worked and has made things worse.
- Advise the 'victim' on his or her comportment and behaviour if necessary but do not blame the complainant whose self-esteem may already be low as a result of the bullying.

John Cabot Academy's Response to Cyber & Electronic/Telephone Bullying

The use of the internet (cyber bullying) and mobile phones to bully is a very serious matter and can constitute a criminal offence. In the United Kingdom, there are criminal laws that can apply in terms of harassment or threatening and menacing communications, which would apply to students of secondary school age. Students involved in electronic bullying (where a student records a bullying incident on a mobile phone) will receive a fixed term exclusion or an alternative to fixed term exclusion (ATE) as follows:

- 1) A fixed term exclusion or ATE for the student(s) carrying out the bullying;
- 2) A fixed term exclusion or ATE for the student recording the bullying;
- 3) A fixed term exclusion or ATE for any student found to have viewed or passed on any recording and who does not immediately report this to the school.

At John Cabot Academy, we will deal with reported cases in the following way:

Supporting the student being bullied

- Give reassurance that the student has done the right thing by telling someone.
- The member of staff referring should work closely with the Pastoral Team Leader of the aggressor. Between them, these two colleagues will collect witness statements and evidence. The Pastoral Team Leader taking charge of the incident will contact the parents/carers of the victim to reassure them that the matter has been reported and will be dealt with.
- Make sure the student reporting the issue knows not to retaliate or return the message and will ask the victim to think about what information might be available on the internet.
- Help the student to keep relevant evidence for any investigation (e.g. by not deleting messages/files they've received and by taking screen capture shots and noting web addresses of online cyber bullying instances). Please ask for advice if you require help with technical aspects.
- Check the student understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chat room. Please ask for advice if you require help with technical aspects.

Take action to contain the incident when content has been circulated:

- If you know who the student responsible is, ask them to remove the content after you have had the opportunity to capture screen shots and witness content where possible.
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- The Pastoral Team Leader to use disciplinary powers to confiscate phones that are being used to cyber bully. Also ask the student to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Investigating incidents

All bullying incidents at John Cabot Academy should be recorded and in line with the guidance issued in this document. These incidents are recorded on the student's file and held electronically.

Students and staff involved in the investigation should try to keep a record of the bullying as evidence. It can be useful to show parents/carers, teachers and the police, if necessary, what has happened.

Take steps to identify the bully and interviewing possible witnesses. Contact the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

Working with the bully and sanctions

Once the aggressor is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

Police are available to perform 'restorative justice' activities between the students concerned. Parent/carer permission does not need to be sought for this though it would be expected by the school in most circumstances.

Factors to consider when determining the appropriate sanctions consider:

- Our policy should be followed consistently but we must consider the Special Educational Needs of all parties involved.
- The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- Technology-specific sanctions for students engaged in cyber bullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school.

John Cabot Academy parents/carers are exceptionally supportive and working closely with them will usually provide the most effective way of punishing a child found to have engaged in Cyber Bullying activity. The ultimate outcome is to reform the views of the student engaging in the bullying activities and for the student bullied to feel reassured and clear that justice has been done.

Appendices

Cyber Bullying Advice for John Cabot Academy Students

- Always respect others – be careful what you say online and what images you send to others and publish on websites.
- Think before you send or publish – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures, video/films or online conversations.
- **Make sure you tell** an adult you trust, or call a helpline like Child Line on 0800 1111 in confidence. You could also speak to the provider of the service to see where to report incidents.
- At our school – speak to any member of staff. Your tutor will usually be the best person to start with.
- Finally, don't just stand there – if you see cyber bullying going on, support the victim by reporting the bullying. How would you feel if no one stood up for you?

*This advice is based on information from the Government's
Department for Education.*

Cyber Bullying Advice

Advice for Parents and Carers

- Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Monitor internet use closely – your child may be suffering in silence.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone. Look also at the key messages for JCA students on Cyber Bullying.
- Use the tools available on your computer. Find out how to turn on in-built internet safety features.
- Remind your child not to retaliate to messages.
- Keep the evidence of offending emails, text messages, files/videos or online conversations.
- Be aware, your child could be a cyber-bully as well as be a target of cyber bullying.

Report cyber bullying:

- Contact your child's Pastoral Team Leader or Tutor if you think it may involve another student so that we can take appropriate action.
- Contact the service provider (Facebook, Twitter, Instagram, etc).
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police. The school will support parents/carers in this.

*This advice is based on information from the Government's
Department for Education.*

Appendix 1: Form to be used by members of staff investigating:

<i>Student (Victim)</i>	<i>Student (Aggressor)</i>
<i>Date</i>	<i>Community</i>
<i>Type of Bullying</i>	<i>Bullying Stage: (please circle) SB 1 2 3 4</i>

1. PROCESS FOR BULLIES

Suspected Bullying

- Behaviour contract agreed and signed
- Weekly monitoring for 6 weeks

Please tick ✓

Stage 1

- Formal warning with a letter from the Principal to Parents/carers informing them that child has been added to the JCA Bullying Log
- Sanction Issued – 1 day in Separated Learning
- The teachers of the aggressor are informed so that they can look out for any bad behaviour/bullying in lessons.

Please tick ✓

Further Potential Actions:

- Informal or formal counselling for the aggressor with
- Restorative conversation with aggressor(s) and victim(s)

Stage 2 (2nd offence of bullying):

- Formal warning with a letter from the Principal to Parents/carers informing them that child has committed a second offence of bullying
- Formal Conference with parents/carers and Pastoral Team Leader and a Senior Leader
Conference Date
- Sanction Issued – 5 Day Exclusion / CLF Internal Exclusion

Please tick ✓

Further Potential Actions:

- Informal or formal counselling for the aggressor with
- Restorative conversation with aggressor(s) and victim(s)
- Move Aggressor(s) to a different tutor group / year half
- Regular Informal Check Ins with Pastoral Team Leader
- Referral to SEMH Hub Intervention

Stage 3 (3rd offence of bullying):

- Final warning with a letter from the Principal to Parents/carers informing them that child has committed a third offence of bullying
- Formal meeting with Principal and Senior Leader
Meeting Date
- Sanction Issued – 12 Week Managed Move to an alternative education provider

Please tick ✓

Further Potential Actions:

- Informal or formal counselling for the aggressor with
- Restorative conversation with aggressor(s) and victim(s)
- Move Aggressor(s) to a different tutor group / year half
- Regular Informal Check Ins with Pastoral Team Leader
- Referral to SEMH Hub Intervention
- Counselling / Support for the aggressor(s)

Stage 4 (4th offence of bullying):

Please tick ✓

- Formal letter requesting Principal Meeting with Parents / Carers and aggressor(s)
- Sanction Issued - Permanent Exclusion or alternative appropriate action at the discretion of the Principal.

2. PROCESS FOR VICTIMS:

- Phone call/letter home to let parents know what is happening without identification of the aggressor.
(Identification not given – no ‘naming and shaming’).
- Pastoral Team Leader investigating will update the victim’s Tutor on what is happening to tackle the problem and support victim.
- Contact parents/carers of the victim to explain the action taken.

Further Potential Action:

- Informal or formal counselling for the victim with
- Restorative conversation with aggressor(s) and victim(s)
- Regular Informal Check Ins with Pastoral Team Leader
- Peer Mentor ‘buddy’ offered
Name of Peer Mentor

We are obliged to log all forms of bullying via the following methods:

Incident Recorded on Bullying Log	<input type="checkbox"/>
Incident Logged (CPOMS & SIMS) – Check with SG Administrator	<input type="checkbox"/>
Incident Logged with AP (Student Support)	<input type="checkbox"/>
Bullying Incident Document Copied to both students’ files	<input type="checkbox"/>

Anti-Bullying Follow-Up Procedure

Following an incidence of bullying it is necessary to ensure that the matter has been resolved and the victim of bullying is no longer being treated unfairly or unpleasantly by previous perpetrator or her/his friends or any other party. The follow up checks should be carried out in private so that the student is not worried about other students over hearing.

Two Week after incident follow-up check Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

Four Week after incident follow up check Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

Six Week after incident follow up check Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

Assuming that the bullying has ceased then at this point the Pastoral Team Leader should explain to the student that the onus is now on them to report if bullying should begin again. (Stage 1 only. If Stage 2 or 3 follow up checks must be extended to twelve weeks.)

Signed off (at Stage 1):

..... *Pastoral Team Leader (victim)* *Date*.....

PLEASE UPDATE BULLYING LOG, CPOMS AND SIMS

Eight Week after incident follow up check

Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Ten Week after incident follow up check

Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Twelve Week after incident follow up check

Date of this check:

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Assuming that the bullying has ceased then at this point the Pastoral Team Leader should explain to the student that the onus is now on them to report if bullying should begin again.

Signed off (at Stage 2/3):

..... *Pastoral Team Leader (victim)* *Date*

PLEASE UPDATE BULLYING LOG, CPOMS AND SIMS

DRAFT