



# **Anti-Bullying Policy**

## **(Peer on Peer Abuse)**

Issue Date: October 2014  
Updated: November 2019  
Review: September 2020

## **Rational**

At John Whitgift Academy we focus on developing the whole person, aiming to ensure that each student leaves here ready for the challenges of life at college, work, university and beyond and understanding their responsibilities towards others. We want our students to leave John Whitgift Academy well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others.

This document encompasses the Ethos of the academy by empowering students to be Supportive in their community.

## **The Policy**

All cases of bullying are serious, whether physical or emotional/psychological.

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied.

All members of the community, including Trust directors and representatives, teaching and non-teaching staff, students and parents should have an understanding of what bullying is and be familiar with the academy policy on bullying.

The aim of the policy is to help members of the academy community to deal with bullying when it, if and when it may occur and, even more importantly, to prevent it.

Bullying is an anti-social behaviour that affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously. A safe and secure environment is essential for effective learning and every student has a right to a positive school experience.

## **What is Bullying?**

Bullying also a form of peer on peer abuse may be defined as any deliberately hurtful behaviour, usually **repeated over a period of time**, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Examples of unacceptable bullying behaviour include:

- Physical (including sexual) assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail (please refer to the Cyberbullying Policy)
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

## **The Effects of Bullying**

### **For Victims**

Bullying behaviour can be demeaning, frightening, emotionally and psychologically harming. A student being bullied may be unable to learn effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. It may also cause confusion leading to self-blame and guilt. These may

manifest themselves in poor concentration, declining academic performance, withdrawal, low self-esteem, isolation, truancy, physical illness and even self-harm.

John Whitgift Academy has a pro-active policy which focuses on early identification, early intervention, and support for both victims and perpetrators.

### **Intervention for the Bully**

Bullies can also suffer in the long term. If they are not helped, they may persist with bullying into adulthood. Tackling bullies simply with punitive measures can reinforce their behaviour/attitude “Nobody is born a bully”. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to ‘get away with it’ could be detrimental to them as well as to their victims. All students deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault and threatening behaviour. If the academy feels that a criminal offence may have been committed, they may seek assistance from the police.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the academy feels that a criminal offence may have been committed, they may seek assistance from the police.

John Whitgift Academy aims to support students who exhibit bullying behaviour by addressing their behaviour. Sometimes Bullies do not know that they are bullies. A more consistent and effective approach through education and support is required. Above all, it is the constant reinforcement of positive behaviours which will enable students to realise how they can harm an individual but can also change and support one another from the opportunities that they will be given.

Students who over a period of time are not able to change their behaviour, and who assault individuals will follow the Care, Support, Guidance and Behaviour Policy. This may result in an immediate fixed term, or permanent exclusion.

### **What to look for:**

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with the policy.

### **How and when does Bullying happen?**

- Any time – but **over a period of time**
- Anywhere

Bullying can take the form of:

- name calling
- emotional abuse
- making fun of others in a nasty way
- stealing or damaging other's belongings
- intimidation, frightening or forcing others into doing things that they do not want to do
- hitting, punching etc. or threatening to do so
- ostracism
- racism - homophobia

### **What John Whitgift Academy Seeks to do?**

To create a positive climate in which children care for each other and will, themselves, report incidents of bullying. All academy staff have a responsibility to provide a safe environment in which students can learn

**Strategies to achieve this include:**

- early identification by all members of our academy community
- early intervention by all staff members
- referral to Learning Manager/Senior Leadership
- recording and monitoring of bullying incidents and subsequent actions (CPOMS)
- parent partnership to support students
- use of friendship groups
- use of mediation
- use of restorative justice
- use of outside agencies

**John Whitgift Academy will address the issue of bullying proactively:**

- via assemblies
- via Life lessons and Tutor Programmes
- via the wider curriculum to raise awareness, with discussions of differences between people and the importance of avoiding prejudice
- having posters and leaflets displayed around school
- outside agency "performance" presentations specialising in Bullying
- early intervention with all reported cases
- de-escalation strategies for cases needing immediate action or because students have been put in a "threatening" situation

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. 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.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Any incidents of cyber bullying will be dealt with in line with the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy.

### **Homophobic Bullying**

Homophobic bullying is behaviour or language that makes a young person feel unwelcome or marginalised because of a perceived or actual sexual orientation. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. John Whitgift Academy is a fully inclusive academy and takes an active approach to tackling all forms of bullying including homophobic bullying.

Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, students may not want to tell anyone about it because of perceived judgements from others.

Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.
- 'Being outed' (the threat of being exposed to your friends and family by them being told that you are gay, lesbian or bisexual even if you are not)
- Indirect bullying / social exclusion (being ignored or left out)
- Sexual harassment (inappropriate sexual gestures)

Any incidents of homophobic bullying will be dealt with in line with the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy. This will be swift, proportionate, discreet, influential and effective.

Staff will appropriately challenge incidents of casual homophobic language, and it is made clear to all members of the school community that this language will not be tolerated.

### **Transphobic Bullying**

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about Trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. Transphobic bullying is not the same as homophobic bullying. Homophobic bullying targets someone's sexuality (whether they are, or are perceived to be gay, lesbian, bi-sexual or heterosexual), whereas transphobic bullying targets someone because of their gender identity (whether they identify as male, female or something different, regardless of the gender they were assigned at birth) or because they do not 'conform' to traditional gender stereotypes.

Any incidents of transphobic bullying will be dealt with in line with the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy. This will be swift, proportionate, discreet, influential and effective.

Incidents of casual derogatory or discriminatory language linked to gender will be appropriately challenged by staff, and it is made clear to all members of the school community that this language will not be tolerated.

## **Xenophobic or racially motivated bullying**

John Whitgift Academy is situated in a largely white area and has a predominantly white British intake. It is precisely because many of our young people have had little contact with or experience of other cultures that ignorance, confusion and misinformation may result and opinions about other cultures become stereotyped.

The academy welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and other stakeholders associated with the academy.

We will ensure that the academy nurtures an ethos and environment where all are valued and where views are taken into consideration. All associated with the academy are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

The academy is an anti-racist establishment and is committed to:

- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing academy policies address inappropriate behaviour around racism and other discriminatory practices;
- recording and reporting racist incidents

**‘A racist incident is any incident which is perceived to be racist by the victim or any other person.’**

Any incidents of Xenophobic or racially motivated bullying will be dealt with in line with the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy. This will be swift, proportionate, discreet, influential and effective.

Staff will appropriately challenge incidents of casual xenophobic or racially derogatory language, and it is made clear to all members of the school community that this language will not be tolerated

## **Hate Crime**

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. There is no legal definition of hostility so we use the everyday understanding of the word, which includes ill will, spite, contempt, prejudice, unfriendliness, antagonism, resentment and dislike. These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property, but the list is not exhaustive. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Our country thrives precisely because of the rich co-existence of people of different backgrounds, faiths and ethnicities, and that rich co-existence is something we must treasure and strive to protect.

In England and Wales the monitored strands of hate crime are:

- racially and religiously aggravated;

- homophobic, biphobic and transphobic; and
- disability hate crime

Targeting someone because of their protected characteristics is totally unacceptable. All behaviours will be robustly challenged and dealt with in relation to the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy.

The police will be important partners where a crime might have been committed. Where a hate crime may have been committed, the starting principle is that **this must be referred on to the police.**

### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in a town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The academy will also consider whether it is appropriate to notify the police. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children

Sexual violence and sexual harassment will not be tolerated or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

All behaviours will be robustly challenged and dealt with in relation to the academy behaviour policy, such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirt or where a child’s dignity is violated, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

#### **This may include:**

- sexual comments, such as: telling sexual stories
- making lewd comments
- making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting.

#### **Physical behaviour, such as:**

- deliberately brushing against someone
- interfering with someone’s clothes
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment (this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats. This is not an exhaustive list).

## **Sexual violence and sexual harassment:**

- Exist on a continuum and may overlap
- Can occur online and offline (both physical and verbal)

**Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.**

It is important that all victims are taken seriously and offered appropriate support. We recognise that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

The police will be important partners where a crime might have been committed.

Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that **this must be referred on to the police.**

*Please refer to: Sexual violence and sexual harassment between children in schools and colleges - Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018 DFE Guidance*

## **Recording and Reporting Incidents:**

- When investigating a reported incident staff should use the same protocol for any other academy incident.
- Any member of staff must record the incident on CPOMS in any instance where the victim or perpetrator is a student.
- If students cannot report an incident verbally to a member of staff, students may report incidents via a dedicated email address, [safe@johnwhitgift.org.uk](mailto:safe@johnwhitgift.org.uk).
- All information regarding racial incidents is logged in a confidential centrally maintained file held by the Anti-Bullying Coordinator.

The police will be important partners where a crime might have been committed. Where a hate crime has been committed, the starting principle is that **this must be referred on to the police.**

## **Investigating an incident**

- Alert the anti-bullying coordinator/Learning Manager/SLT who will speak to all parties involved.
- It is their duty to:
  - support the victim and re-affirm to all parties the academy's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the academy community
  - support the alleged perpetrator (if a student or staff member) and re-affirm the academy's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the academy community.
- The anti-bullying coordinator/Learning Manager will keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.



- The academy will evaluate sharing information with Police and will consider any curriculum implications, including the need for a special assembly or changes to the academy Anti-Bullying Policy and Care, Support, Guidance and Behaviour Policy.
- The academy may also need to consider if there is a child protection or Channel (Prevent Agenda-Radicalisation) referral that needs to be passed on to outside agencies.

## **APPENDIX A**

### **Whole School Involvement**

Look out for any behaviours identified in policy. Staff to encourage students to respect one another one another's feelings and their treatment of one another.

#### **Anti-Bullying Awareness (developing empathy)**

We can change how students behave towards one another if we all approach incidents in the same way.

- It is important that all students realise that aggressive, violent or cruel behaviour is unacceptable.
- Do not let the students defend their behaviour by using the words "I/We only" or "I/We just". Please ban "only" and "just" from their explanations. These students are trying to diminish the seriousness of what they have said or done.

For example:

"I only pushed her" (but she did push her)

"I only moved her chair" (but he did move the chair)

"I just hit him once" (but he did hit him)

"I was just teasing" (but he/she was teasing)

"We were only joking" (but they were making fun of)

"We were just playing a game" (but it wasn't a game to the victim)

- If you are faced with students saying  
"It was a joke" CHALLENGE THEM – Was everyone laughing?  
Did everyone find it funny? If it really was a joke everyone should be amused, so why is this person unhappy?
- "It was just a game" CHALLENGE THEM – Did everyone join in? Was anyone left out? Did they really want to be left out? Was every one happy to play? If it was really a game as alleged, then everyone should have been happy to play and those not playing would have chosen not to join in. Why is this person unhappy then?
- "It was an accident" CHALLENGE THEM – Has someone gone to fetch help? Has anyone apologised? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it is not happening, then it's not an "accident".
- If students are unkind, unpleasant to one another in your classes it is your responsibility to draw attention to the fact that it is inappropriate behaviour and will not be tolerated.

- Any incident of bullying MUST be logged in CPOMS – this will then be picked up immediately by a member of the academy Safeguarding Team (in the first instance, Learning Manager; however, Inclusion Lead, SLT, SENCo may become directly involved)
- Please show clear verbal approval when you see/hear students:
  1. Showing kindness to others.
  2. Helping others
  3. Trying to resolve conflicts by listening to the other persons view and talking through the situation resulting in a way forward

## **APPENDIX B**

### **Stay Safe, Think Safe Act Safe Strategies**

#### **Stay Safe**

- move away from danger
- avoid areas of school that are out of sight of others
- avoid areas that are not supervised by adults
- stay with your friends
- go into the canteen at break even if not buying anything. It is supervised
- stay in main building at lunch
- say 'No' firmly (practice in a mirror)
- ignore and walk away from those who call you names
- try not to cry in front of those who are causing problems even if you hurt inside – be brave
- stay out of arguments
- stay out of gossiping
- stay out of fighting
- E-Safety on laptops and mobile devices

#### **Think and Act Safe**

- if you have a problem talk to someone who can help you - a friend or a member of staff
- if you cannot deal with a problem talk to a member of staff
- tell yourself that you have a right to be safe in school
- plan ahead to handle problems
- remind yourself how good you felt when you handled a problem with other children successfully
- remember times when you felt really proud of yourself
- think how good you feel when you are happy and say to yourself I can take care of this problem

#### **Further Information and Help**

##### **John Whitgift Academy**

safe@johnwhitgift.org.uk

##### **Childline**

Telephone: 0800 1111 (for children only)

##### **Parent Line Plus**

Telephone: 0808 8000 2222

**Kooth.com**

Free online support, guidance and counselling for young people

<http://www.childrenscommissioner.gov.uk/>

Working with and on behalf of all children in England to dramatically improve their lives.

Telephone: 020 7783 8330

**CG Nov 2019**