

Anti-bullying Strategy

At Hull Trinity House Academy, we are committed to providing a caring, friendly and safe environment for all members of our academy community.

Bullying of any kind will not be tolerated at our academy.

When bullying occurs all members of the academy community should be able to tell and know that incidents will be dealt with properly, effectively and sensitively. We are a telling academy which means that anyone who knows that bullying is happening is expected to report their concerns.

We believe everyone involved in the life of our academy must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour and by being clear that we will follow the core values of our academy.

This Policy should be read in conjunction with our Behaviour Policy which sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members, underpinned by the philosophy of Restorative Practices.

Restorative Practices aims to build the Hull Trinity House Academy community and to repair and strengthen relationships within it.

The underlying principle is that students and staff are held to account for their actions and encouraged to put right any harm caused.

We recognise that tackling bullying in all its forms is central to:

- Ensuring the safety and welfare of all members of the academy community, which for the purpose of this policy includes staff, students, parents/carers, visitors and governors.
- To achieving the wider aims of school improvement, raising achievement and attendance, and promoting equality and diversity.
- Allowing all students to enjoy a trouble free education

We therefore, believe that every student and adult at Trinity House Academy deserves respect and a safe learning environment irrespective of ability, culture, religion, gender, sexual orientation, special needs, ethnicity, heritage or social background. Students or adults who bully also need to be supported in learning different ways of behaving.

1. Definition of bullying

We support the most common definition of bullying as 'aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.'

1.1 We have also noted the Department for Education definition of bullying (September, 2012):

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

2. What Is Bullying?

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, teasing, stealing personal belongings)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments re sexual orientation
- Homophobic because of, or focussing on the issue of sexuality (including the use of inappropriate language or terminology)
- Verbal name-calling, repeated sarcasm, spreading rumours, teasing, inappropriate language
- Cyber Inappropriate use of social networking sites
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities - any inappropriate use of the internet
- SEND/disability bullying because of, or focussing on the issue of disability (including the use of inappropriate language and terminology)

NB: Cyber-bullying

We recognise that the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside the academy. Cyber-bullying is a different form of bullying which can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (DFE, 2014).

For more information please refer to our E Safety Policy.

We also take into account the Equality Act, 2010, which replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We also recognise that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Where this is the case, the academy staff will seek advice from the local authority children's social care services.

We also recognise that 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 and , the Communications Act 2003, and the Public Order Act 1986.

If academy staff feel that an offence may have been committed we will seek assistance from the police, in the first instance probably through our community police support officer as part of the protocols of the Safer Schools Partnership.

3. Aims of this Policy

- All governors, teaching and non-teaching staff, students and parent/carers should have an understanding of what bullying is.
- All governors and every member of staff should know what the academy policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what the academy policy is on bullying, and what they should do if bullying arises.
- As an academy we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
Students should feel confident to report any concerns about bullying either from other students or members of staff (teaching and non-teaching)

We recognise that all staff (teaching and non-teaching) have a responsibility to respond promptly, sensitively and effectively to issues of bullying.

3.1 Reporting Incidents

Bullying incidents should be reported in a way that is most comfortable and appropriate for the student concerned. This could be by any or some of the following methods:

- Contact with Student Services
- The tutor
- Any trusted adult at the academy
- Through another student such as an Anti Bullying Ambassador Officer or Peer Mentor
- Via telephone, email, text message, letter, school coms or concerns box

All concerns will be dealt with sensitively and at the first available opportunity. We recognise that taking a 'one style fits all approach' to bullying is not always effective. However, where possible we will seek to adopt approaches that are mainly restorative.

It is recognised by the DFE (October, 2014) that "there is no single solution to bullying which will suit all schools".

Our aim through our core values is to create an ethos of good behaviour where students treat one another and the academy staff with respect because they know that is the right way to behave.

3.2 **Restorative Practices:**

- Allow the act (unaccepted behaviour) to be rejected, whilst acknowledging the intrinsic worth of the person and their potential contribution to society.
- Rejects the 'Act not the Actor'. Separates the 'Deed from the Doer'. It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships.

3.3 **Restorative Questions**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right

For more information about Restorative Practices (RP), please see our associated Behaviour Policy.

3.4 **Procedures for dealing with incidents**

All incidents will be investigated by a member of staff such as the tutor or Learning Manager, which will mean talking to all those involved and at some stage could include an RP meeting.

Confidentiality will be maintained where possible and appropriate. We want our students to feel confident about reporting issues without fear of reprisal.

- All incidents will be recorded and where appropriate, entered on CPOMS log as part of a graduated approach.
- All reports involving racism will be investigated and logged on CPOMS

- In more serious cases or where there are repeated incidents of bullying related behaviour, parents/carers will be informed and invited to a meeting to discuss the issues. Please note that parents/carers will not routinely be informed of all incidents unless otherwise requested
- Where appropriate parents/carers will however, be given regular feedback on action taken and discrete checks made to monitor any reoccurrence of bullying issues
- If necessary and appropriate, the police will be consulted
- In serious cases, exclusion (fixed term or permanent) will be considered
- Incidents will be monitored by Student Services to try and ensure repeated bullying does not take place. Advice from the Principal or the school's Leadership Team will be sought in the case of any emerging issues or problems
- Support will be made available to all parties as appropriate, including the use of outside agencies such as the educational psychologist, school nurse, community police support officer, CAMHS and Headstart.
- Where there is a suggestion of bullying by a member of staff, the DSL or Deputy DSL will advise the Principal or another member of the senior leadership team at the first available opportunity. All concerns will be investigated.
- Where there is a suggestion of bullying by a parent/carers, staff should inform the Principal or member of the senior leadership team of their concerns
- Any suggestion of bullying by a parent/carers towards a student should be reported to the school's DSL in line with our Safeguarding Procedures for appropriate action. Please see our 'Safeguarding Policy'.
- Where possible, CCTV cameras will also be used as a means of investigating any inappropriate behaviour. Cameras are in use on the academy yards, corridors, staircases, entrances, the refectory and some classrooms.
- The academy Governors (Educational Advisory Board) and/ or LADO should be informed if there is any suggestion of bullying by the Principal.

3.5 **Students**

Without the support of our students, we will not be able to prevent bullying. That is why they will be consulted and invited to take part in the development, monitoring and review of anti-bullying policies and strategies. This could happen through student voice groups such as the student leadership team, peer mentors and surveys, Captain's Table and meetings with the Anti-Bullying Ambassadors.

We want our students to feel confident that everything is being done to make the academy a safe and secure environment for them to achieve and learn.

We expect that students:

- Will support the Principal and staff in the implementation of this policy
- Will not bully anyone else, or encourage and support bullying by others
- Will tell an adult if they are being bullied, usually either a member of staff or a parent/carers
- Will act to prevent and stop bullying, usually through telling an adult if they know or suspect that someone else is being bullied

Students must recognise that being a bystander is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victims of bullying.

We recognise that our students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus (DFE, 2014).

3.6 Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child/charge enjoys and is safe at the academy and that they will support us in helping to meet our aims. We want them to feel confident that everything is being done to make sure their child/charge is happy and safe at the academy. They should feel confident that the academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

We expect parents/carers to:

- Try to keep informed about and fully involved in any aspect of the education of their son/charge
- Contact the academy immediately they know or suspect that their son/charge is being bullied, even if the child has asked for 'secrecy', and work in partnership with the academy to bring an end to the bullying
- Contact the academy if they know or suspect that their son/charge is bullying another student
- Share with the academy any suspicions they have that bullying is taking place even when it does not directly involve their son/charge.

All bullying related concerns should be reported in the first instance to Student Services, in person or on the direct academy telephone link to Student Services or through the website contact form. Information can also be sent via email to watermanp@hthacademy.org.uk. The Head of Student Services routinely makes her academy email address available to parents/carers.

To help parents/carers seek advice and information from agencies independent of the Academy, we have added links on our website to provide a quick point of access to organisations who provide anti-bullying support. ie Childline, NSPCC, National Anti-Bullying Alliance,

3.7 Signs and symptoms of bullying

A child may indicate by signs or behaviour that he is being bullied by some of the following:

- is frightened of walking to or from the academy
- doesn't want to go on the academy / public bus
- begs to be driven to the academy
- changes their usual routine
- is unwilling to go to the academy (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academy work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- is upset about online games such as games played on Xbox, PlayStation or Fortnite

These signs and behaviours could indicate other problems but bullying should be considered a possibility.

3.8 Bullying outside of the academy premises

Head Teachers have a specific statutory power to discipline students for poor behaviour outside of the academy premises.

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools).

This can relate to any bullying incidents occurring anywhere off the academy premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on.

The Principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

4. Other anti-bullying strategies

Hull Trinity House Academy has always employed a number of different anti-bullying strategies. In the past, the academy has signed up to the Government's 'Bullying – a Charter for Action' and supported the aims of the locally drawn up 'Students United V Bullying' charter.

Trained Anti-Bullying Ambassadors and peer mentors offer an alternative means of support for younger students. They are identifiable by badges worn on their blazers or jumpers.

All students are welcome to use the LRC as a quieter social area before school, during break and at lunchtime when it is actively supervised by a teaching assistant to ensure behaviour is appropriate and in keeping with our Behaviour and Anti-Bullying Policies

Bullying is addressed in tutor time; is a focus of some assemblies and forms part of the academy's formal and informal curriculum. Staff are routinely made aware in morning briefing about any bullying related concerns. Minutes of briefing are also emailed to all staff by mid morning at the latest.

At lunchtime, the supervisory team are requested to be alert to any bullying issues and act appropriately, which may mean a restorative meeting or the use of sanctions in keeping with the Behaviour Policy. The lunchtime Senior Supervisors also work in Student Services and regularly share any concerns or updates on student information. The Senior Supervisors also routinely check the notes from morning briefing and feed back to other members of the lunchtime team.

We try to carry out an annual bullying survey focussing on our Yr 7 students, usually as part of National Anti-Bullying Week in November when a range of events is planned to highlight our anti-bullying work. We also carry out whole school surveys to see where students feel there are issues.

The views of parents/carers and students regarding our anti-bullying work have been sought through various means including the student leadership team, Student Focus Group, Parents Forum, parental and student surveys and from agencies such as our Community Police Support Officer.

Extra emphasis was placed on confidentiality and possible signs and symptoms of bullying were added to the Policy as a result of parental feedback. Website links to outside agencies were also added as a result of a suggestion by a parent.

As an academy, we continuously aim to develop a more sophisticated approach to our anti-bullying work with staff and students proactively gathering intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

A copy of this policy should be available in Student Services, the LRC, the academy's reception area and the website.

We aim to review or update it annually as part of the series of events that are held to mark National Anti-Bullying Week. However, it should also be recognised that this Policy is very much a 'living document' which is amended or updated as appropriate to reflect our commitment to trying to deal with all types of bullying that could affect any of our community members.

The Head of Student Services, who is also the academy's Anti-Bullying Co-ordinator and DSL, is responsible for ensuring the regular review and update of the Anti-Bullying Policy.

In writing this Policy, we have taken account of key guidance such as the Education and Inspections Act 2006 which states that the Headteacher in implementing the Anti-Bullying Policy is

responsible for 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying.'

In summary, we want every member of our academy community to recognise that all bullying, whatever the motivation or method, is unacceptable and will not be tolerated at Hull Trinity House Academy.

In reviewing this policy, updated advice provided by the Department for Education (DFE), July 2017, for headteachers, staff and governing bodies has also been taken into account.