



## **CRAMLINGTON LEARNING VILLAGE**

### **ANTI BULLYING POLICY**

<b>Document Title</b>	<b>ANTI BULLYING POLICY</b>
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## **Section 1: AIMS and CONTEXT**

### **PREVENTING BULLYING BY PROMOTING SHARED VALUES**

Cramlington Learning Village School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation. At our heart is the ethos of RESPECT and this permeates our work both inside and outside of classrooms.

*Cramlington Learning Village are Anti Bullying because:*

*We look after ourselves as we are important, we listen and try to understand others points of view, we are aware how our actions affect other people, we speak to others the way we would like to be spoken to. We accept that people have the right to be different.*

Cramlington Learning Village has 'no place for bullying' and this policy outlines what we will do to prevent and tackle any forms of bullying and harassment.

At the start of 2019-20 academic year 148 students from all year groups responded to an appeal to join a team of young people to help school leaders tackle bullying. Nominations from staff helped to create our first set of Anti-bullying ambassadors initially in Years 7-9. These ambassadors have now been trained by the 'Diana Award' charity organisation along with two staff 'Lead teachers'. They have created an action plan to campaign in school to tackle bullying head on.

In 2019 Children's North East Poverty Proofing report found, "students at Cramlington Learning Village have a very good understanding of the term bullying", "the ethos the school has created means that students reported that there is very little bullying", students also commented "we don't regularly see bullying" and "school doesn't tolerate bullying."

### **OUR SCHOOL COMMUNITY PREVENTS BULLYING BY**

- Discussing, monitoring and reviewing our anti-bullying policy on a regular basis
- Support staff to promote positive relationships based on respect and to identify and tackle bullying appropriately
- Ensuring that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy
- Report back to parents/carers regarding their concerns on bullying and ensures that effective communication is maintained when monitoring and managing bullying. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Enlisting the support of students in our anti-bullying work by actively seeking and listening to their views
- Seeking to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate for example The Diana Award, NSPCC, Anti-Bullying Alliance and Stonewall.

## **Section 2: DEFINITIONS of BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. (DfE Preventing and Tackling Bullying 2017)

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such. Bullying occurs in all types of relationships, not just child: child. The above definition applies to adult: adult, adult: child and child: adult relationships and can involve governors, staff, parents or students as perpetrators or victims.

### **Key Features of bullying**

Bullying is deliberately hurtful. It typically has seven elements:-

- 1. an initial desire to hurt*
- 2. the desire is expressed in action*
- 3. someone is hurt either physically or emotionally*
- 4. there is an imbalance of power*
- 5. it is without justification*
- 6. it is typically repeated*
- 7. there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

### **Bullying can typically take four forms**

- 1. Physical bullying hitting, kicking, taking belongings*
- 2. Verbal bullying name calling, insulting, making offensive remarks*
- 3. Indirect bullying spreading nasty stories, exclusion from social groups*
- 4. Inappropriate use of information technology – which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images.*

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or young mother, gender reassignment or some form of disability. Bullying is always significant to the person being bullied.

All these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our school community to view bullying as anti-social behaviour which is unacceptable and which will not be tolerated.

### **How students define bullying:**

Our Anti-bullying Ambassadors Focus Group (October 2019) defined it as:

*Bullying is a continued or repeated physical, emotional or verbal attack on a person or group of people which can cause physical and emotional harm and damage. Bullying can have a major impact on young peoples' mental health. Bullying can take place at school, in the workplace, at home and on journeys to and from school. Bullying can happen for amusement or power.*

*There are different types of bullying such as:*

*Name calling*

*Spreading rumours*

*Causing physical pain*

*Stealing possessions*

*Leaving people out*

*Texting inappropriate messages*

*Filming you on mobiles then spreading it about*

*Sending horrible emails or messages on social networking sites*

*However there is a difference between bullying and falling out between friends. People can be hurtful to each other because of thoughtlessness, but if this is intentional then this can also be bullying.*

## **Section 3: TYPES of BULLYING**

### **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 Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence,

they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (DfE Preventing and Tackling Bullying 2017)

## PROTECTED CHARACTERISTICS TARGETED BULLYING

### **1. Racist and Religious / belief Bullying**

The Macpherson Report (1999) defines racist bullying as “any incident which is perceived to be racist by the victim or any other person”

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines onto the school premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

### **2. Sexual Bullying**

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of a sexual assault. Under these circumstances police would be involved as these are criminal offences.

### **3. Sexual Orientation**

Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval. What distinguishes homophobic bullying from other forms of bullying is the language which is used. Incidents can include:

- Verbal abuse – name calling, homophobic jokes, offensive mockery / mimicry
- Physical aggression or threats
- Malicious gossip

### **4. Disabilities**

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences. Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference

- find it more difficult to resist bullies
- be more isolated, not have many friends
- not understand that what is happening is bullying
- have difficulties telling people about bullying

##### **5. Gypsy, Roma and travelling communities:**

Racism and ignorant bullying of Gypsy, traveller and Roman communities compounds the challenges they face. Although official government statistics show that these communities make up just 0.3 per cent of secondary school pupils in England they have higher overall and persistent absence rates than any other ethnic group in England's school system. They also have the lowest average attainment scores at key stage 4.

##### **6. Other areas of bullying**

- a. We closely monitor bullying through other areas of the Equalities Act 2010. Age, Gender Reassignment, Marriage and Civil partnership, Pregnancy and maternity.

## **Section 4: MANIFESTATION OF BULLYING**

Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

**Those who are being bullied may experience:**

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

**And may exhibit the following:**

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Destruction of books or clothes
- Inadvertent loss of possessions and money
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

## **Section 5: PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING**

### **ACTIONS SCHOOL WILL TAKE**

- Work with staff and outside agencies to identify all forms of bullying. We aim to ensure that the whole school community works together towards shared goals on this issue.
- Consider all opportunities for addressing bullying including curriculum opportunities through our well-being programme, through key messages in assemblies and displays around the site, student focus groups and through peer support
- Explore and celebrate differences and diversity through a wide range of events within/outside of the curriculum.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. We will seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action.
- Encourage students to talk to staff about their concerns and reassure them that they will always be listened to and kept safe. This will include not only students who are being bullied but also those who wish to report any incident of bullying.
- Make sure that any report of bullying is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place. Following investigations we will make sure that the outcome is made known to those involved and the situation monitored closely following the incident.

- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
- Ensure that staff are alert to the possibility of bullying taking place, e.g. via communication from the pastoral team and regular CPD opportunities available to all staff.
- Be vigilant for bullying incidents during social times and at key transition times in the day through staff on active duties across the site maintaining a positive presence and ensuring our school environment is well supervised.
- Actively create 'safe spaces' for vulnerable students and provide any additional support required e.g. nurture groups, school counselling service, mentoring programmes.
- Ensure that all staff manage learning within a respect framework and model non-bullying behaviour so that our methods of teaching and control do not endorse bullying tactics.
- Regularly consult with stakeholders on the issue of bullying so that they can say what they think and feel. These include students, school staff, parents/ carers, governors.

### INVOLVEMENT OF STUDENTS

School will:

- Ensure that all students are aware of the Anti Bullying Policy and sign up to the school's Anti Bullying pledge at the start of each year
- Regularly canvas young people's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure that students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying work eg. reviewing the Well Being programme, campaigns in school
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have

### LIAISON WITH PARENTS / CARERS

School will:

- Ensure that parents/carers know whom to contact if they are worried about bullying
- Ensure good communication between school and home if a concern around bullying is made
- Work with parents/carers and the local community to address issues beyond the school gates which give rise to bullying

## **Section 6: DEALING WITH BULLYING**

David Bell, Deputy Headteacher (SLV) and Damian Clark, Deputy Headteacher (JLV), are responsible for our anti bullying strategy. They work in liaison with the learning managers, pastoral co-ordinators and anti-bullying 'lead teachers'.

All staff at Cramlington Learning Village are made aware of the anti-bullying policy and it is available on the school website to ensure staff are aware of the procedures and strategies

used. There is effective monitoring, recording and analysing of the frequency and nature of bullying via the use of incident sheets being completed and recorded.

Staff are aware that incidents of bullying in classrooms e.g verbal abuse (including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and Well Being of those being bullied – pastoral staff will assume responsibility for this following a referral.

### DEALING WITH BULLYING OUTSIDE SCHOOL

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/ on transport deemed to have a serious impact on the school community will be dealt with using this policy.

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. We actively encourage all our students to tell and to share their concerns. A multi agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses;
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises;
- Plan safe routes to school with the students;
- Talk to students about how to avoid or handle bullying outside school premises;
- Talk to the local police about specific problem groups and problem areas

### PROCEDURES FOR DEALING WITH BULLYING

When a member of staff is made aware that a student is being bullied **they must report it IMMEDIATELY to the student's Learning Manager or Pastoral Coordinator**. Pastoral staff will provide a place of safety for students who have reported an incident of bullying/ or a member of staff has reported they have been bullied.

**The incident will then be investigated.** Appropriate paperwork will be completed by any staff and students involved – the alleged bully, the victim, any witnesses, staff.

**Teaching and support staff will be informed** to ensure support and close monitoring.

Appropriate support will be provided for the victim, the bully and witnesses if appropriate. **The Learning Manager and Pastoral Co-ordinator will discuss the most appropriate strategy to be used for the particular case.**

This includes mediation and conflict resolution.

Parents will be contacted and will be invited into school to meet with staff where appropriate.

Following the incident **both the victim and the bully will need support** to ensure there is no recurrence and the **situation will be monitored** for a period of time following the incident.

**A multi agency approach may be adopted** if appropriate to the individual case e.g. with involvement of: School Counsellor, Family Support, Attendance Manager, Education Welfare Officer.

**Sanctions will be appropriate to the individual case and may include**

- Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
- Detentions at lunchtime, after school (by prior notification)
- Placing on daily report
- Removal from parts of a timetabled curriculum for a fixed period of time
- Group changes
- Isolation
- In serious cases exclusions may be a consideration.

A record of the incident and outcomes are kept in the school Bullying log.

**Links with other school policies and practices**

This policy links with a number of other school policies and practices including:

Behaviour Policy  
Child Protection Policy  
Privacy Notices for Students and Parents  
Mental Health and Well Being Policy  
Acceptable ICT user policy  
Online Safety policy

## **Section 7: MONITORING and EVALUATION**

We will review this policy at least every two years as well as if incidents occur that suggest the need for review. Monitoring is essential to help assess progress and evaluate the impact of the anti bullying policy.

Monitoring will include

- • Termly analysis of information from the bullying log and behaviour tracker to provide details of types of bullying, frequency, action taken etc. This information to be shared/ discussed at pastoral team meetings and practice reviewed.
- Surveys are carried out on an annual basis to provide information on
  - Safety of students
  - Areas of school where students feel unsafe and why
  - Types of bullying
  - Frequency
  - Who students tell
  - Actions taken and by whom

- Gaining information from students about what we are doing well, what else they feel we can do etc

The outcomes of surveys are used proactively to inform our anti-bullying strategies, the messages we give to staff and students, the pastoral support we offer and well-being programme updates.

## **Section 8: Additional Information**

### **Legislative links**

Schools' duty to promote good behaviour:

Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Equalities Act 2010

### **Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

### **Cyber-bullying and online safety**

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Internet Matters:** provides help to keep children safe in the digital world.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## **LGBT**

**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH: (Educational Action Challenging Homophobia):** provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

## **Race, religion and nationality**

**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

## **Sexual harassment and sexual bullying**

**Ending Violence Against Women and Girls (EVAW): A Guide for Schools.** This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.