

Anti-Bullying Policy

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Leighton Academy, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. The vast majority of the pupils at Leighton Academy conduct themselves very well, are well mannered and well behaved. There are occasions, however, when certain children's behaviour can be described as bullying. This policy describes our interpretation of bullying behaviour and sets out the expectations we have of our pupils and the methods we employ to modify behaviour if children are considered to be a bully. Our aim is to always reward good positive behaviour and to show zero tolerance of bullying as defined below. We feel however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

Equality Act 2010

Leighton Academy strives to meet the aims of the above policy in all respects and adopt a consistent approach to all forms of bullying. The school aims to consistently eliminate discrimination, including discrimination on the grounds of sexual orientation, advance equality of opportunity and foster good relations.

The school will actively seek to protect the nine characteristics identified in the above Act through a range of approaches. These characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Definition:

The staff and governors of Leighton Academy accept the definition of bullying as:

Harmful behaviour/degrading treatment which is:

-deliberate

-repeated

-a manifestation of a repressive relationship; an abuse of power and strength

Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property.

Bullying is not: a conflict, an argument or a fight.

KiVa

Leighton Academy is a KiVa school.

KiVa is an evidence-based programme to prevent bullying and to tackle any cases of actual bullying effectively. The further aspect of KiVa is the annual monitoring of the situation in school and the changes taking

place over time; this is enabled by the annual online survey. KiVa includes both universal and indicated actions. The universal actions are taught to all KS2 pupils and focus mainly on preventing bullying. They take the form of specific weekly lessons and online games. This curriculum ties into our PD curriculum.

KiVa Programme Components for KS2

i) Lessons

The curriculum consists of 10 lessons that are delivered over 20 hours by classroom teachers. The pupils engage in discussions, group work, and role-playing exercises. They also watch short films about bullying. Each lesson is constructed around a central theme, and one rule is associated with that theme; after the lesson is delivered, the class adopts that rule as a class rule. At the end of the year, all the rules are combined into a contract, which all students then sign. For KS2 children, an anti-bullying computer game has been developed that pupils can play during and between the KiVa lessons. The programme actively engages the school and parents. For break time, special 'high-vis' vests are given to the staff to enhance their visibility and remind pupils that the school takes bullying seriously. Materials are also posted around the school that promote anti-bullying messages.

Through KiVa, we aim to teach to:

- reduce school bullying and victimisation
- raise awareness of the role that a group plays in maintaining bullying
- increase empathy toward victims
- promote strategies to support the victim and to support children's self-efficacy to use those strategies
- increase children's skills in coping when they are victimised

In addition to prevention messages, a KiVa team is in place to deal with identified bullying cases and a process is followed for any potential bullying incidents.

ii) Process for dealing with potential bullying:

When dealing with a suspected case of bullying [whether raised by staff, victim[s], their friend[s] or parents], staff at Leighton Academy follow the KiVa process.

The KiVa process ensures that:

- suspected bullying is never ignored.
- premature assumptions are not made.
- all accounts are listened to carefully – several pupils with the same version does not mean they are telling the truth.
- a problem-solving, solution-focused approach is adopted that moves pupils forward from self-justification.
- proven cases are followed up to check bullying has not returned.
- detailed records are kept.

Form 1 screening - completed by any member of staff

Form 1 will be completed for all suspected cases of bullying. The member of staff will then make the decision whether this needs reporting to the KiVa team to act upon as a case of bullying or file in the KiVa file kept in Miss R Dyer's office.

Form 2 – KiVa team complete

Form 2 will be completed following a discussion with the victim – including asking them who was not involved but saw the incident. From these children, some will be chosen to help and support. Evidence shows it is more effective if the child identifies who is involved– adults may see children differently. A date will be set to follow this up and feedback to parents/pupils.

Form 3 – KiVa team member interview bully/bullies

Form 3 will be completed following a discussion with the bully[ies] on the same day. This conversation will be very solution focused – what are you going to do to help? A date will be set to follow this up and see how it is going for the victim. If there are a group of bullies form 4 will be used also.

Form 5 and Form 6 – the KiVa Team will have follow up conversation to check how things are going for the victim[s] and discuss further actions as/if needed. A decision will be made about next steps based on whether the bullying has stopped, decreased, remained the same, increased.

Parents may not be informed unless positive changes are not being made.

NOTE : We will also follow the KiVa process for bullying targeted at specific groups.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability:

Leighton Academy will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial bullying will not be tolerated in Leighton Academy and such instances will be treated severely.

A full investigation following the KiVa process will be carried out, recording incident on the relevant forms detailed above and reported to the governing board. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PD and Citizenship lessons and in Religious Education lessons. We guarantee confidentiality and support for those bullied.

Sexual bullying has an impact on both genders. A sexual assault may lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Leighton Academy strategies to deal with sexual bullying include:

- Following the KiVa process.
- Developing understanding of gender relations through PD
- Exploring sexism and sexual bullying in PD lessons.
- Using single-sex groups to discuss sensitive issues where necessary.
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- Implement appropriate discipline procedures as appropriate.

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bisexual to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents.
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding -they might not understand the impact.
- Guaranteeing confidentiality and support for those being bullied.
- Implement discipline procedures if the bullying warrants it.
- LGBT lessons to educate children,

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Leighton Academy makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'no' or to get help.

If the bullying is serious, the school will undertake a full investigation, and use the forms identified above.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

In conclusion, Leighton Academy is a KiVa school. It is an evidence-based programme to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once and for all; we need to have tools that can be utilised when a case of bullying comes to light.