Anti- Bullying and Anti-Harassment Procedure 2022-24

All staff should have access to this procedure and sign to the effect that they have read and understood its contents

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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☐ Curriculum & Assessment ☒ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	Safeguarding

Ark Alexandra Academy

Anti–Bullying and Anti-Harassment Procedure

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Vision Statement

Ark Alexandra's vision is to provide all members of our community with the opportunities to engage with 'life in all its fullness' (John 10:10). This will be achieved through the highest quality of education that a truly great school will provide. We are committed to striving for excellence and inspiring our students to fulfil their potential. Our faith underpins our aim for all students to have the widest possible life choices. By knowing every student, and

demonstrating kindness, we will inspire every member of Ark Alexandra to have a positive impact on the community around them.

Introduction

Bullying or harassment have absolutely no place in Ark Alexandra Academy. We need to care for all parties involved in the incident - the victim and the perpetrator. Both need support and help in order to deal with the experience. It is our view that bullying and or harassment is best resolved when the victim feels that they have power and control over the situation. Empowering them is a life- lasting solution rather than punishing the perpetrator. As an academy we say 'No' to bullying and or harassment and will always support the victim to feel safe and secure. We will do what it takes to ensure all our members feel safe and will work with all students to build their confidence as we believe this is the essential element in reducing the occurrences of bullying and or harassment. If the perpetrator persists in causing harm after support, counselling and sanctions - whether that is mental, physical or emotional harm - then ultimately, they will be asked to leave our community.

1. Statement of Intent

At Ark Alexandra Academy we have a policy of prevention. Preventing bullying or harassment makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole academy community is clear that bullying and or harassment is completely unacceptable and will not be tolerated. This policy should be used in conjunction with the Academy's Behaviour Policy.

Why do we need an Anti-Bullying and Anti-Harassment Procedure?

Persistent bullying and or harassment can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this procedure promotes practices within the school to reinforce our vision and to remove or discourage practices that negate them. This policy has been rewritten in direct response to student voice and the work they completed on the harassment drop-down day. It will be reviewed by the students.

2. Review of this Procedure

2.1 This procedure will be reviewed bi-annually. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this procedure are children, parents and carers, teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Ark central team.

2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform procedure review and will be seen by the governing body at governing body meetings.

3. Definitions

3.1 Definition of Bullying

Bullying is a form of harassment in which the bully undermines and belittles or assaults the recipient. Bullies may seek to exploit others' perceived personal weaknesses, either because

they enjoy the exercise of such power or because they are under pressure themselves, or even because they believe such behaviour is the best means of managing relationships.

Bullying may also involve abuse and undue criticism in front of pupils. Bullying can also be in the form of 'cyberbullying' whereby the methods used to undertake the bullying behaviour are through information and communications technology, particularly mobile phones, and the internet.

The common feature of the different forms of behaviour that constitute harassment and bullying is that it is behaviour unwanted by the victim.

a) **Emotional**: being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures).
b) **Physical:** pushing, kicking, hitting, punching or any use of violence.
c) **Racist:** racial taunts, graffiti, gestures.
d) **Sexual:** unwanted physical contact or sexually abusive comments.
e) **Homophobic**: because of or focussing on the issue of sexuality.
f) **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
g) **Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e., camera & video facilities.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is a form of abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

3.2 Definition of Harassment

Harassment is defined by the Equality Act 2010 as "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment".

Harassment in relation to one or more of the following protected characteristics is unlawful:

- age,
- disability,
- gender reassignment,
- race,
- religion and belief,
- sex and sexual orientation.

However, the School/Trust is aware that harassment may also occur that is not in relation to a protected characteristic, and all forms of harassment will be dealt with via this policy and procedure.

The harassment you experienced was discrimination under the Equality Act if both the following apply:

- you didn't want it to happen

- you were scared, humiliated or offended - or the person was trying to make you feel that way

Harassment may be either intentional or unintentional. The key feature is its effect on the person rather than the motive of the perpetrator.

Harassment can take many forms. These include:

- the display or distribution of offensive material, graffiti or badges – including of a sexual nature
- non-verbal abuse such as offensive gestures and body language
- inappropriate comments about someone's appearance
- intrusive questioning about someone's private life
- verbal abuse such as suggestive remarks, 'jokes' and name calling
- Deliberate physical contact, such as brushing against someone or interfering with someone's clothes
- offensive messages or materials received via email or online
- threatened or actual physical abuse or attack.
- Up skirting (this is a criminal offence)

4. Aims of this Procedure

4.1 The aim of the Anti-Bullying and Anti-Harassment Procedure is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied or harassed.

4.2 To assist in creating an ethos in which attending Ark Alexandra Academy is a positive experience for all members of our community.

4.3 To make it clear that the academy operates a **zero-tolerance** approach all forms of bullying and harassment. To enable everyone to feel safe while at Ark Alexandra Academy and encourage pupils to report incidents of bullying or harassment.

4.4 To deal with each incident of bullying or harassment effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying and or harassment.

4.5 To support and protect victims of bullying and or harassment and ensure they are listened to.

4.6 To help and support children displaying bullying or harassing behaviour to change their attitudes and understand why it needs to change.

4.7 To liaise with parents/carers and other appropriate members of the Academy community.

4.8 To ensure all members of our community feel responsible for helping to reduce bullying and or harassment.

4.9 to regularly conduct student voice surveys to ascertain the extent of any harassment or bullying and, to take account of the student's perspective on how we deal with these incidents

5 Objectives of the Procedure

5.1 Evidence that our whole community has ownership of the Academy's Anti-Bullying and Anti-Harassment Procedure.

5.2 To maintain and develop effective listening systems for children and staff within Ark Alexandra Academy

5.3 To involve all staff in dealing with incidents of bullying and or harassment effectively and promptly.

5.4 To equip all staff with the skills and information necessary to deal with incidents of bullying and or harassment.

5.5 To involve the wider academy community (e.g., midday supervisors, part-time staff/volunteers) in dealing effectively with and, if necessary, referring bullying and or harassment incidents.

5.6 To communicate with parents/carers and the wider academy community effectively on the subject of bullying and or harassment.

5.7 To acknowledge the key role of every staff member in dealing with incidents of bullying and or harassment.

5.8 To ensure that all incidents of bullying and or harassment are recorded on Impero EdAware and, when necessary, Bromcom or Scholar Pack.

5.9 To raise incidents of bullying and or harassment violations from the safeguarding solution SENSO.

5.10 To ensure information is gathered appropriately and shared with relevant organisations as necessary.

5.11 To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

6. Some warning signs that a pupil is being bullied or harassed

Pupils who are being bullied or harassed 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 the Academy. These behaviours, however, do not mean that bullying and or harassment is taking place. Likewise, bullying/harassment may occur without these behaviours appearing. Pupils must be encouraged to report bullying and or harassment at the Academy. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Wanting to visit the nurse regularly
- Reluctance to come to school
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g., moody, bad-tempered, tearful, unhappiness
- Loss of appetite
- Not sleeping
- Loss of weight
- Seen alone a lot
- Not very talkative

7. Practice and Procedures

7.1 Statutory duty of academies

The Principal has a legal duty under KCSIE 2022 to draw up procedures to prevent bullying and or harassment among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Ark Alexandra Academy has clear protocols for the reporting and dealing with the prevention of bullying and or harassment.

7.2 What we do to prevent bullying and harassment

7.2.1 Everyone involved in the life of Ark Alexandra Academy must take responsibility for promoting a common anti-bullying and anti-harassment approach. We aim to:

a) Be supportive of each other
b) Provide positive role models
c) Convey a clear understanding that we disapprove of unacceptable behaviour
d) Be clear that we all follow the rules and shared values of Ark Alexandra Academy
e) Be fully involved in the development of the Anti-Bullying and Anti-Harassment Procedure and support antibullying/antiharassment practice
f) Support each other in the implementation of this procedure

7.2.2
Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and or harassment and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. All members of the academy community are expected to report incidents of bullying and or harassment.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

7.2.3 All Ark Alexandra Academy Staff will:

a) Provide children with a framework of behaviour, including rules which support the whole academy policy.
b) Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
c) Raise awareness of bullying and or harassment through activities, stories, role-play, discussion, peer support, academy council, PSHE etc.
d) Through the Principal/DSL, keep the governing body informed.
e) Record any concerns onto Impero EdAware.

7.3 Implementation

Ark Alexandra Academy procedures when dealing with child-on-child incidents:

a) If bullying and or harassment is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
b) If it is likely that bullying and or harassment may be occurring or has occurred, a clear account of the incident will be recorded on Impero EdAware and discussed with the DSL/Safeguarding Team. HoY & AP for behaviour notified
c) The DSL or named representative will interview all concerned, or where appropriate pass this to a DDSL, HoY or Ap for Behaviour and will record the incident. Will it be

the DSL who assigns someone to this as I think sometimes it will be the HOY who is best placed to investigate?

d) The class teacher/Head of Year/AP for behaviour?will be kept informed and if it persists, he/she will advise the appropriate staff members.
e) Parents/carers will be kept informed.
f) Sanctions will be used as appropriate and in consultation with all parties concerned.
g) Data protection does not prohibit communication and information sharing, especially where there is a safeguarding concern

7.4 Pupils

7.4.1 Who are 'Bystanders' and 'Upstanders'?

Bystanders - someone who witnesses bullying and or harassment, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders.
People who are bullied and or harassment often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care, or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying and or harassment is wrong. They may be afraid of retaliation or of becoming the target of bullying and or harassment themselves. They might fear that getting involved could have negative social consequences.

Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying and or harassment.

There are many things that bystanders to bullying and or harassment can do to become upstanders:

- Question the bullying and or harassment behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Call-it-out by simply saying the bullying of harassing is not acceptable
- Inform an adult – teachers, school staff, family members.
- Reach out privately to check in with the person who was bullied and or harassment to let them know you do not agree with it and that you care. It makes a difference.

7.4.2 Pupils who have been bullied will be supported by staff:

a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice/trusted adult
b) Reassuring the pupil
c) Offering continuous support
d) Restoring self-esteem and confidence.

7.4.3 Pupils who have bullied and or harassed will be helped by staff:

a) Discussing what happened
b) Discovering why the pupil guilty of bullying and or harassment became involved
c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change
d) Informing parents/carers to help change the attitude of the pupil

7.4.4 The following disciplinary steps can be taken:

a) Explanation of why the inappropriate behaviour is unacceptable
b) Reparation of damaged relationships

c) Time away from an activity
d) Meeting with staff, parent and child
e) A formal student panel – with ability to direct an apology, some education on the issue or to direct to a Senior Member of staff.
f) Missing another activity
g) Time out from the classroom
h) Pastoral support plan
i) Official warnings to cease offending
j) Detention
k) Exclusion from certain areas of the academy premises or placed in Reset at either site
l) Minor fixed-term suspension or short-term placement in isolation at another local school
m) Major fixed-term suspension or long-term placement at another school
n) Permanent exclusion or a managed move to another school (SWP)

7.4.5 Within the curriculum the Academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies, and subject areas, as appropriate, to eradicate such behaviour.

7.5 Support

7.5.1 At Ark Alexandra Academy**, we will continue to support this procedure in the following ways:**

a) We continue to address staff training needs, by organising regular training to tackle all forms of bullying and or harassment, through e-safety/online and behaviour management training, and develop increased awareness on identifying racist, sexist, homophobic, bi-phobic, and trans-phobic incidents.
b) Ensure anti-bullying and anti-harassment has a high profile throughout the year, reinforced through key opportunities such as anti-bullying ambassadors and the student panel.
c) Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
d) Consider a range of opportunities and approaches for addressing bullying and or harassment throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
e) Pupils made aware of bullying and or harassment through specific forms of abuse such as radicalisation, cyberbullying, peer on peer relationship/abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
f) By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

Anti-bullying and Anti-Harassment advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING.
    - Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the schools' control when your child is not in school.
    - Ensure that you check the whole of a conversation and not just snapshots of one side of the disagreement
    - Utilise Parental controls on your child's phone
    - Ensure that your children must ask for permission before they download an app
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.

- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied and or harassed, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- Be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying and or harassment on their own. They NEED the support of parents/carers and our school.

8. Remote learning

Ark Alexandra Academy ensure that keeping pupils and staff safe during remote education is essential. Staff delivering remote education online should be aware that the same principles set out in the school's safeguarding and CP policy and Covid-19 addendum, behaviour policy, code of conduct, IT Acceptable User agreement and home school agreement will apply.

9. **Cyberbullying or Cyber-harassment**

When responding to cyberbullying or cyber-harassment concerns, Ark Alexandra Academy**,** will:

a. Act as soon as an incident has been reported or identified.
b. Provide appropriate support for the person who has been cyberbullied or cyber-harassment and work with the person who has carried out the bullying to ensure that it does not happen again.
c. Encourage the person being bullied or harassed to keep any evidence (screenshots) of the bullying or harassing activity to assist any investigation.
d. Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems
    - identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary
    - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully)
    - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies
    - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
    - Inform the police if a criminal offence has been committed

9.1 Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

10. Equality Impact Statement

We will do all we can to ensure that this procedure does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

This will include, but not necessarily be limited to race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs, and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and this procedure may be amended because of this assessment.

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionhttp://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdfSchools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespectnobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgenderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgender-related

Appendix 1 – What staff should do

1. Inappropriate comments made in class or around the Academy

Take Action as a second warning – the student should be moved seats or have a minute outside the class. The lesson should be paused while you explain that inappropriate language is not acceptable.

Take Action If you hear it around the Academy you should speak to the group where the comment came from and express that it is not appropriate if you cannot identify the person who made the comment.

If you can identify them, you should issue a second warning to that person

The language used should be entered into BROMCOM under harassment. If it is a repeated pattern of behaviour or the member of staff has concerns that this is not an isolated incident, then this should also be entered on Impero

DDSLs HOY might be better place to monitor BromCom?and SLT will monitor these entries and professional judgement made as to when to call parents

2. A student discloses to you that another student is bullying them and or harassing them repeatedly

Listen and take notes

Ascertain the time and place that the incident(s) happened. Get as many names as possible and the exact language used.

Give the statement to the HoY to further investigate

If, on the balance of probability, this has happened, the HoY will follow the sanctions listed in 7.4.4

3. A student discloses to you that a member of staff is refusing to use their chosen pronoun or keeps saying their name incorrectly.

Listen and take notes

Call-it-out – if you are confident go and speak to the member of staff if not report it to your line manager and they will speak to the Member of Staff's Line Manager.

The Line Manager speaks to the member of staff under part 1 section 8 and part 2 of the teaching standards.

4. A student discloses that a member of staff is saying inappropriate comments in a lesson.

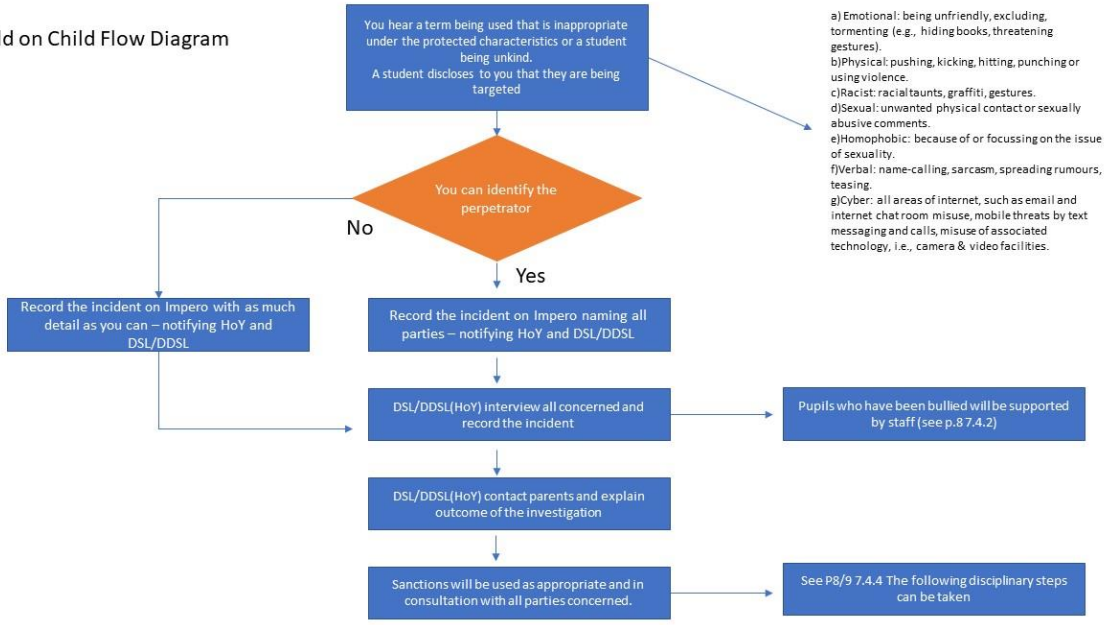
Listen and take notes

As soon as you can speak to the principal

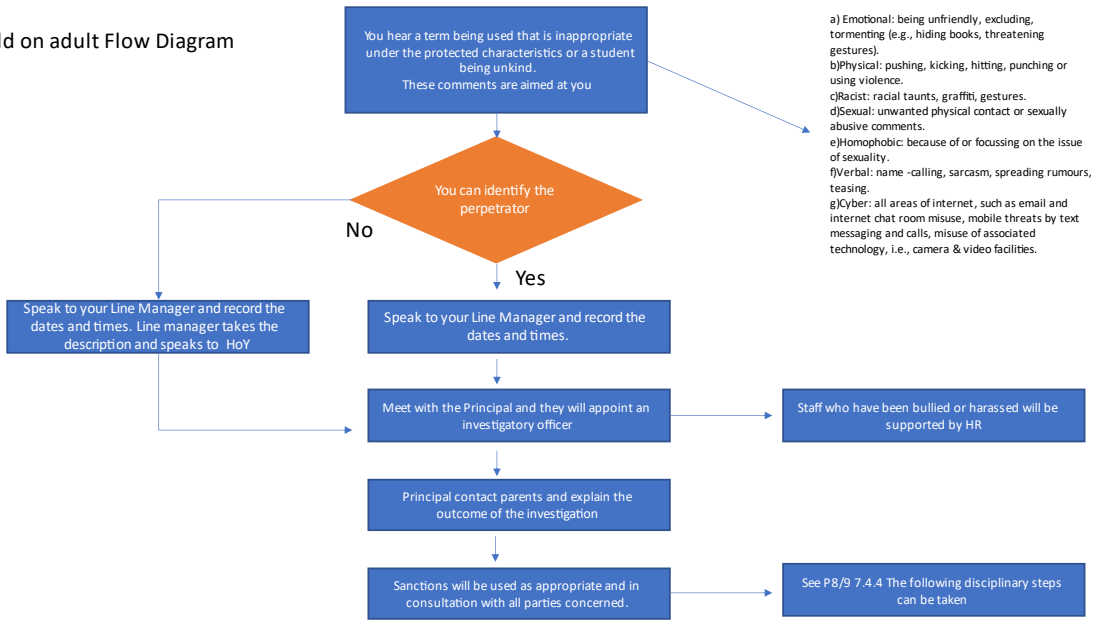
5. Where there are multiple entries for bullying and harassment students will be removed from general population schooling and will undertake a programme to support their learning of the issue(s).

Flow Diagrams

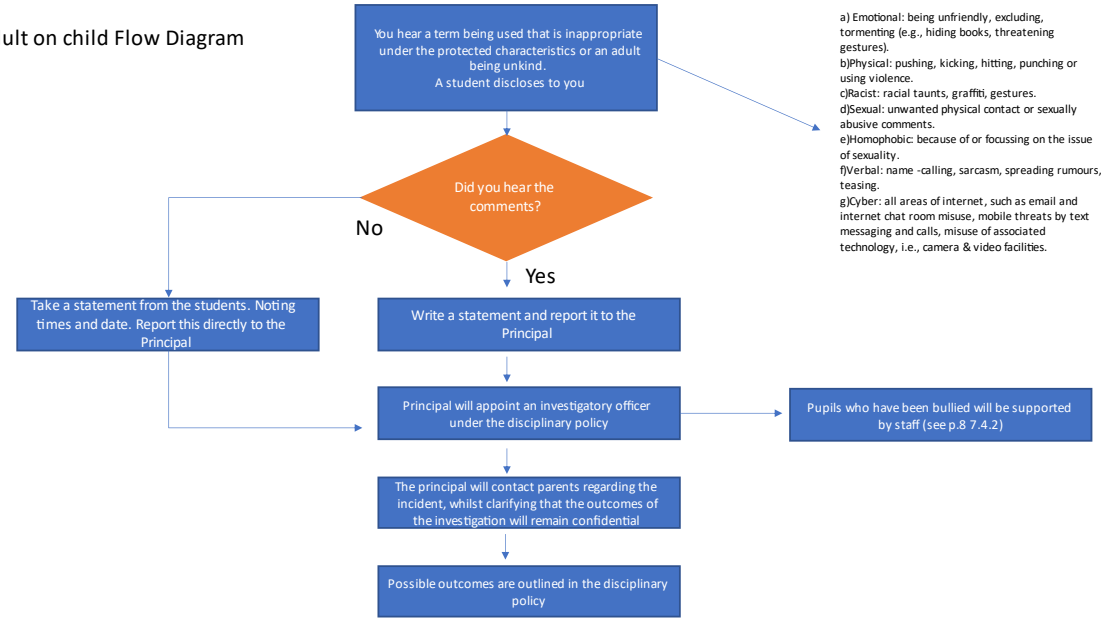
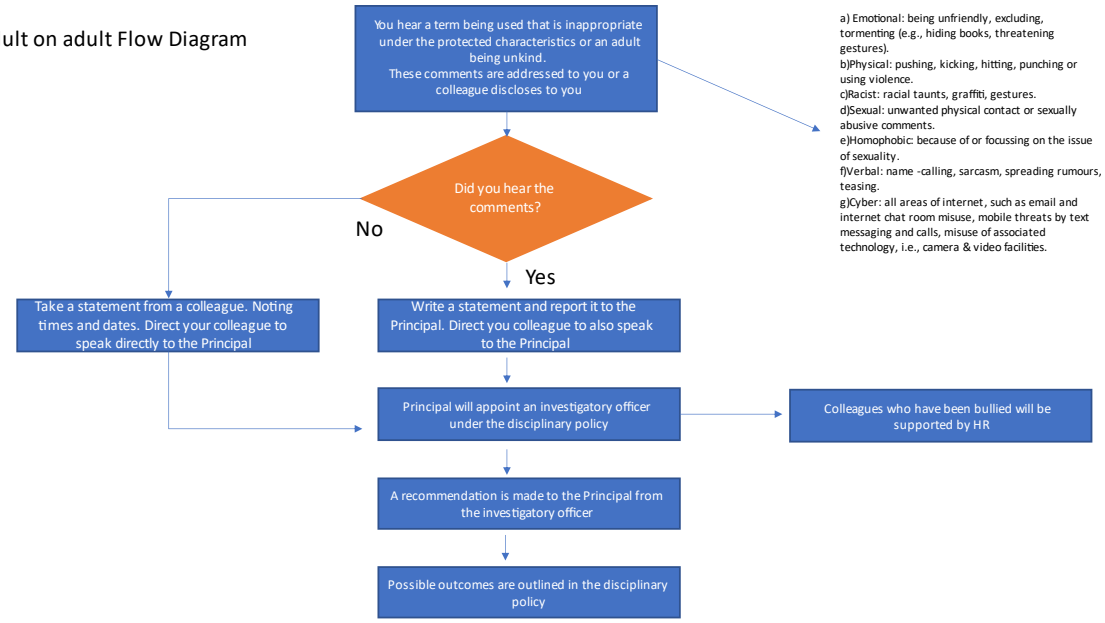
Child on Child Flow Diagram



Child on adult Flow Diagram



Adult on child Flow Diagram



Adult on adult Flow Diagram