



Anti-Bullying Policy

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Responsible:	Vice Principal Behaviour and Safety
Committee Responsible:	Teaching & Learning
Implementation Date:	September 2020
Date of Next Review:	September 2022

Approvals:

Role	Signature	Date
Chair of Governors		
Principal		

**Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*

CONTENTS

1. The Global Academy Commitment	Page 3
2. Practice	Page 3
3. Preventing Bullying	Page 4
4. Responsibilities	Page 4
5. Responding to Bullying	Page 5
6. Review	Page 5
Appendix A	Page 7
Appendix B	Page 9

1. The Global Academy Commitment

Rationale

Global Academy is a friendly and inclusive learning community where everyone has the right to study and work in a safe and secure environment, without harassment, intimidation or fear. We believe that to realise their potential and achieve their aspirations, students need to feel happy, confident and included in their environment. Bullying can seriously damage a young person's confidence, sense of self-worth and can prevent them from reaching their potential.

Aims

We will aim to reduce and to eradicate instances in which students are made to feel frightened, excluded or unhappy and respond effectively to all instances of bullying that are reported to us. This policy establishes a means of dealing with bullying and providing support to those who have been bullied, as well as guidance to those who are accused of bullying and may be experiencing problems of their own.

2. Practice

Definitions

Bullying can be defined as behaviour by an individual or group, usually repeated over time, that hurts another individual or group either physically or emotionally.

Bullying can be:

- Physical – hitting, kicking, pushing, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet/social media; producing offensive graffiti; gossiping; excluding people from social groups; spreading hurtful and untruthful rumours

Students can be bullied for a variety of reasons. Specific types of bullying include but are not limited to:

- Bullying related to race, religion or culture
- Bullying related to SEND
- Bullying related to appearance, health conditions or economic factors
- Bullying related to sexual orientation (including the use of homophobic language)
- Bullying of young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying

Global Academy holds the view that there is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Global Academy recognises that bullying can be done by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods (Appendix B). Even if the bullying takes place outside of school, it can have a negative impact on the behaviour within school and will be dealt with accordingly. The school has a duty of care to all students that extends beyond the classroom and should any outside agencies (e.g. Police, Social Services) become involved, Global Academy will fully co-operate and support any action taken in relation to our students.

3. Preventing bullying

There are many ways to prevent bullying. Strategies employed include the following:

- A highly visible staff presence at breaktime, lunchtime, before and after school
- Raising awareness of the impact of bullying, including (but not restricted to) the impact on mental health.
- Annually promoting Anti-Bullying week and other such events via the school's Global Cultural Learning program.
- Ongoing recruitment and development of student Anti-Bullying Ambassadors
- Open, visible social areas.
- A Behaviour Policy that rewards positive behaviours.
- Use a restorative method approach to prevent bullying reoccurring.

4. Responsibilities

All staff will:

- Foster in our students' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to the signs of distress and other possible indications of bullying.
- Listen to students who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the relevant member of the pastoral team.
- Follow any complaint by a parent about bullying and feedback promptly.
- Deal with observed instances of bullying promptly and effectively, in accordance with the Academy's behaviour policy.
- Use a restorative justice approach where necessary.
- Incidents as an opportunity to educate the individuals involved. This educative approach will also be used for the wider student body where relevant.

The Global Academy believes that it is imperative that our students have the confidence to tell adults about bullying behaviour that they witness or experience. We actively encourage our students to report bullying cases and have support mechanisms in place to do so. Students should:

- Refrain from becoming involved in any kind of bullying.
- Report any witnessed or suspected instances of bullying to any member of staff.
- Report to a trusted adult such as a parent or carer who will then contact the school

We ask our parents and carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying (see Appendix A)
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken
- Advising their children to report any bullying to their Form Tutor, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students
- Advising their children not to retaliate violently to any form of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school if their children are accused of bullying; try to ascertain the truth and point out the implications of bullying both for the children who are bullied and the bullies themselves

5. Responding to bullying

The Global Academy will always aim to tackle reported instances of bullying in a reasonable, proportionate and consistent way. Our primary aim is to prevent and/or stop any continuation of the harmful behaviour, to safeguard the student who has experienced bullying and to trigger sources of support. Any student who involves themselves in bullying behaviour can expect consequences to be applied but also, support to ensure they are better informed about how best to manage social situations without intimidating or upsetting their peers.

The school also places importance on the fact that students learn from the experience and develop their own emotional intelligence.

In the event of a disclosure we would seek to:

- Establish a supportive and safe environment.
- Reassure the student for disclosing.
- Appreciate a victim's need to see that positive action is taken.
- Inform parents, when appropriate.
- Give feedback to the victim when appropriate.
- Recognise the need for using agencies as appropriate.
- Use restorative approaches to repair the relationship.
- Bring about a lasting change of behaviour in the bully.

The following procedure should be followed when an incident is reported:

- A bullying incident is reported to the Form Tutor.
- Repeated incidents of bullying will be referred to the Head of Key Stage in order to support the victim and reform the bully.
- Head of Key Stage will discuss bullying concerns and interview (taking written statements where appropriate) any students involved or witnesses.
- Parents will be informed and may be asked to come in for a meeting to discuss the problem.
- Consequences will be issued to the student involved in bullying behaviour in line with the Professional Behaviour Policy.
- Supportive measures such as resilience workshops may be given to support the victim.
- To monitor behaviour over time of the victim and of the student involved in bullying behaviour.

The Global Academy also has a group of formally trained Anti-Bullying Ambassadors who can provide peer support where relevant.

6. Review

The Global Academy monitors incidents of bullying in a number of ways:

- All incidents are logged on the school data management system and analysed every half term.
- The data is analysed and presented to the Governing Body in half termly safeguarding reports.
- The data informs key staff at the Academy about trends arising in order for relevant staff training and/or students support to be implemented.
- Regular reviews are undertaken to determine the effectiveness of the school's actions in reducing the incidents of bullying in school.
- Regular monitoring of the consequences issued in line with the Professional Behaviour Policy.
- Regular reviews of the Anti-Bullying Policy takes place involving all stakeholders.

Appendix A

Signs and symptoms that may indicate bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (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 school 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 and jumpy when a cyber message is received

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

Indications of those at risk from bullying may include:

- Lack of friends
- Isolation
- Inexplicable behaviour
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Poor communication and/or co-ordination
- Unusual physical characteristics
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through SEND or child protection issues
- Returning after school after being ill for an extensive time
- Children and young people who are especially vulnerable

Appendix B - Cyber-bullying

Key Safety Advice For Children & Young People	Key Safety Advice For Parents & Carers
<ol style="list-style-type: none">1. Always respect others – be careful what you say online and what images you send.2. Think before you send – whatever you send can be made public very quickly and could stay online forever.3. Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.4. Block the bully – learn how to block or report someone who is behaving badly.5. Don't retaliate or reply!6. Save the evidence – learn how to keep records of offending messages, pictures or online conversation.7. Make sure you tell:<ul style="list-style-type: none">• an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;• the provider of the service; check the service provider's website to see where to report incidents;• your school – your form tutor or your Head of Key Stage can help you. <p>Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?</p>	<ol style="list-style-type: none">1. Be aware, your child may as likely cyberbully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.3. Use the tools on the service and turn on in-built internet safety features.4. Remind your child not to retaliate.5. Keep the evidence of offending emails, text messages or online conversations6. Report cyber-bullying:<ul style="list-style-type: none">• Contact your child's school if it involves another student, so that they can take appropriate action.• Contact the service provider.• If the cyber-bullying is a potential criminal offence, you should consider contacting the police on 101.

The table below explores the range of ways today's technology can be used.

Technology	Great for:	Examples of misuse:
Mobile Phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant messaging platforms	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms & message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretenses – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.

Social Network Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.

Virtual Learning Platforms	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites Consoles & Virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to avatars – a figure that represents them in the virtual world. other devices in the immediate vicinity.

When & How to Contact the Service Provider:

Mobile Phones:

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

<p>Social networking sites (e.g. Facebook & Instagram):</p> <p>It is good practice for social network providers to make reporting incidents of cyber-bullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social network sites do receive their account only with police involvement.</p>	<p>Contacts of some social network sites:</p> <p>Facebook: Facebook offers these tools to help you deal with bullying and harassment. Depending on the seriousness of the situation: Unfriend the person. Only your Facebook friends can contact you through Facebook chat or post on your Timeline. Block the person. This will prevent the person from adding you as a friend and viewing things you share on your Timeline. Report the person or any abusive things they post.</p> <p>Instagram: Reporting harassment or bullying on Instagram. If an account is established with the intent of bullying or harassing another person or if a photo or comment is intended to bully or harass someone, please report it. You can also learn what to do if you think someone is pretending to be you or someone else on Instagram. Once you've reported the abuse, consider blocking the person.</p>
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Video-hosting Sites:

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service. See www.youtube.com/t/terms

Chatrooms, individual website owners / forums, message board hosts:

It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.

