global academy

Anti-Bullying Policy

Responsible:	Sophia Martin – Vice Principal Behaviour and Safety
Review Committee:	Teaching and Learning Committee
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Any Associated Polices	DfE – Keeping Children Safe in Education Child Protection and Safeguarding Policy Professional Behaviour Policy E-Safety Policy The Whistleblowing Policy Prevent Strategy Accessibility Plan Equalities Statement and Objectives

Any concerns or issues, however minor, can be reported by emailing info@globalacademy.com

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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 intentionally hurts another individual or group either physically or emotionally. Where the relationship involves an imbalance of power.

Bullying can be:

- Physical – hitting, kicking, pushing, taking another's belongings
- Verbal – name calling, insulting, sarcasm, 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/biphobic/transphobic language)
- Bullying of young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying (including explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching)

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.
- 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/carer 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/Mentor, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students
- Advising their children not to retaliate violently or online 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.
- Advise the student to keep a record of the bullying, which the Academy will record on the school data management system as evidence and discuss how to respond to concerns and build resilience as appropriate.
- 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.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

6.   Cyber-Bullying

The Education Act 2011 amended the power in the Education Act 1996 to enable a member of the Pastoral or Senior Leadership Team when directed by the Principal to examine and delete files or data, when there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone or device.

If an electronic device has been seized and it is suspected to contain evidence related to an offence, then it may be passed directly onto the police as soon as it is reasonably possible. Material on the device that is suspected to be related to an offence or is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to passing onto the police.

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence. They are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- non-accidental injuries (including self-harm)
- low self-esteem, unhappiness, fear, distress or anxiety
- if left undealt with victims may see bullying behaviour as acceptable. Bullying can have long lasting effects which may affect their adult lives.

In the first instance it is not a requirement for the members of the school to investigate whether bullying is occurring but rather to accept the student's perception and jointly agree a way to move forward with them, which will reduce and ultimately eliminate their difficulties.

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

- A bullying incident is reported to the Form Tutor/Mentor.
- Repeated incidents of bullying will be referred to the Pastoral team in order to support the victim and reform the bully.
- The Pastoral team will discuss bullying concerns and interview (taking written statements where appropriate) any students involved or witnesses.
- Parents/carers 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 intervention may be given to support the victim.
- To monitor behaviour over time of the victim and of the student involved in bullying behaviour.

7.   The Law

Bullying itself is not a specific criminal offence in the UK. Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation
- hate crimes
- threatening behaviour
- send an electronic communication to another person with the intent to cause distress, anxiety or convey a message which is grossly offensive, a threat, or information which is false and known to be false by the sender.

8. 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 take place involving all stakeholders.

Appendix A

Signs and symptoms that may indicate bullying

A student may indicate by signs or behaviour that they are 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

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:

   - 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.

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?

Key Safety Advice
For Parents & Carers

1. Be aware, your child may as likely cyberbully as be a target of cyber- bullying.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 conversations

6. Report cyber-bullying:

   - 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 pretences – 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.

Social networking sites (e.g. Facebook, SnapChat, TiKTok & Instagram):	Contacts of some social network sites:
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.	**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. **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.

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.

Appendix C – Examples of Homophobic, Transphobic and Biphobic Bullying/Language

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people.

Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

Homophobic language This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people.

Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

Sexist language There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

Further details and help/support can be found at: https://www.stonewall.org.uk/about-us

Appendix D - Useful links and supporting organisations you can contact to help with bullying

Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk/child-protection-andsafeguarding/e-safety

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

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
SEND Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability

DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Online bullying
Childnet International: www.childnet.com
Digizen: www.digizen.org
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) https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

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

LGBTQ+

Barnardos 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

Anyone who's worried about online grooming or sexual behaviour online can contact CEOP www.ceop.police.uk/safety-centre

If you discover any criminal content when online you should report it to the Internet Watch Foundation www.iwf.org.uk