



## Sporting Stars Academy Anti-Bullying Policy

	<u>Agreed by the Directors:</u>	<u>08</u>	<u>02</u>	<u>2016</u>
	<u>Reviewed:</u>	<u>06</u>	<u>02</u>	<u>2017</u>
	<u>Reviewed:</u>	<u>12</u>	<u>02</u>	<u>2018</u>
	<u>Reviewed:</u>	<u>20</u>	<u>02</u>	<u>2019</u>
	<u>Reviewed:</u>	<u>03</u>	<u>03</u>	<u>2020</u>
	<u>Reviewed:</u>	<u>15</u>	<u>06</u>	<u>2021</u>
	<u>Reviewed:</u>	<u>23</u>	<u>07</u>	<u>2022</u>
	<u>Review Date:</u>	<u>July 2023</u>		
<p><b><u>Signed:</u></b></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENCO)</p>				

## **Anti-Bullying Policy**

### **Our Beliefs**

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school everyone has a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

#### **Bullying can take many forms, including:**

- physical - hitting, kicking, taking belongings
- cyber – takes place over digital devices, includes sending, posting and sharing negative, harmful and/or false content about someone
- emotional – harassment, abusive relationships/friendships, controlling behaviours
- verbal - name calling, insulting, homophobic, transphobic or racist remarks
- social - spreading unpleasant stories about someone, excluding someone from social groups

### **Our Aims**

- we aim to prevent bullying at Sporting Stars Academy
- we aim to raise awareness of bullying behaviour and the school's anti-bullying policy
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied young people and help build an anti-bullying ethos in the school
- we aim to improve the facilities so that we provide an interesting and stimulating environment for young people alongside quiet seating areas that can be easily supervised

#### **Reasons for being a victim may include:**

- race/gender/background/sexual orientation
- religious/cultural beliefs
- new student in school
- student with family crisis
- disability
- illness
- timid student who may be on the edge or outside a group
- successful – e.g. achieving well in school
- excelling in physical activities
- popularity with peers/adults
- distinctive physical appearance

**Reasons for being a bully may include:**

- victim of violence
- bullied at home
- enjoyment of power/creating fear
- not allowed to show feelings
- copying behaviour at home or on TV
- unhappy
- insecure
- self-hating
- prejudices
- peer pressure
- revenge

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

**General statements about bullying:**

- boys often bully younger/smaller children of both sexes
- girls often use verbal abuse and ostracise from peer group - usually to other girls
- some victims are also bullies
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

**Signs of distress:**

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions
- self-harm
- outward violence towards others
- refusing to eat
- poor hygiene

**Our commitment to Anti-Bullying**

Prevention is better than cure so at Sporting Stars Academy we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly
- educate and empower our young people to stand up and speak out against bullies

**Young people will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.**

**Each class teacher should:**

Use the curriculum to increase awareness of bullying and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying and to give individuals confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each young person has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the young person/people find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with them can find out whether their solution has been effective or not.

A record of the incident must be kept in the behaviour folder including - date - time - place - names of persons involved and their accounts of what happened. Students may be able to write these themselves.

Serious incidents must be reported to the Head teacher or, in her absence, the deputy head teacher or one of the Directors.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

**Class Discussion**

Class discussion may be facilitated on a more formal basis when the teacher may ensure that all young people have an opportunity to speak and that their contribution is valued. How discussion time is organised in every class is left to the teacher's discretion but it is important to have formal discussions regularly (i.e. at least once a week) and to limit the time available for discussion to ensure that everyone has a voice and is heard. Issues can be raised naturally but also there is room for set topics to be discussed at a given time e.g. politics, animal welfare, dietary choices.

Class discussion has an obvious role to play in learning as an opportunity for speaking and listening, and as fulfilling an essential part of the spiritual and moral development of young people.

**Adults supervising recreational and working lunch times should:**

- Ensure all young people are supervised.
- Patrol secluded areas such as toilets, corridors and doorways.
- Observe relationships - note young people who appear isolated or unhappy and inform the Head teacher.
- Investigate every allegation of bullying.

## **Parents/carers**

Parents/carers of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents/carers at an early stage is essential. The family of the bullied young person may wish to involve the police. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement - e.g. behaviour support services. Parents/carers will be kept informed at all stages.

## **Review and Further Information**

This policy must be read in conjunction with all other school policies and will be reviewed annually.