



SPORTING STARS ACADEMY

ANTI-BULLYING POLICY

Current Version Valid from January 2024

To be Reviewed in January 2025

Reviewed by The Directors

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1. Our Beliefs

At Sporting Stars Academy, everyone has a right to feel welcome, safe and happy. Bullying of any kind will not be tolerated in this 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.

It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

Bullying can take many forms, including:

- Physical - hitting, kicking, taking belongings
- Cyber - takes place over digital devices, including 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

2. Our Aims

We aim to:

- Raise awareness of bullying behaviour and the school's anti-bullying policy
- Challenge attitudes about bullying behaviour, increase understanding for bullied young people and help build an anti-bullying ethos in the school
- Improve the facilities so that we provide an interesting and stimulating environment for students
- Develop the skills necessary for students and staff to deal effectively with incidents as they arise

Reasons for being a victim may include:

- Gender and/or sexual orientation
- Religious and/or cultural beliefs and/or race
- Being a new student in school
- Being a student with family crisis
- Disability
- Illness
- Being a timid student who may be on the edge or outside a group
- Being a successful student – e.g. achieving well in school
- Excelling in physical activities

- Popularity with peers and/or adults
- Possessing a distinctive physical appearance

Reasons for being a bully may include:

- Being a victim of violence
- Being bullied at home
- An enjoyment of power and/or creating fear
- Not being allowed to show feelings
- Copying behaviour at home and/or as seen on TV
- Being unhappy
- Feeling insecure
- Feeling self-hatred
- Prejudices
- Feeling peer pressure
- Wanting revenge

Bullying occurs in children from all backgrounds, cultures, ages, races and sexes.

Signs of distress:

- Being withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- A desire to remain with adults
- Erratic attendance
- General unhappiness and/or anxiety and/or fear
- Late arrivals
- Bed wetting
- Crying themselves to sleep
- Unexplained cuts and/or scratches and/or bruises
- Unexplained missing possessions
- Self-harm
- Outward violence to others
- Refusing to eat
- Poor hygiene

3. Our Commitment to Anti-Bullying

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

- Ensure all staff are familiar with the Academy's current policies to protect students from bullying and other forms of harm
- Educate and empower our students to stand up and speak out against bullies
- Ensure that students develop a clear understanding about what bullying is; the impact it can have and how to prevent and report bullying. This will typically be through the STAR curriculum
- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly

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

3.1 Each class teacher should:

- Use the curriculum to increase awareness of bullying and to help them to develop strategies to combat it.
- Use discussion to explore issues related to bullying and to give students confidence to deal with 'bullying'.
- Be vigilant in watching for activity both inside and outside lessons which might be evidence of bullying.
- Ensure that any allegations or concerns reported to them are properly investigated.
 - 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.
- Report serious incidents to the Headteacher or, in her absence, one of the deputy headteachers or one of the Directors.
 - 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.

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

3.2 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 and 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 as per the STAR curriculum.

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.

3.3 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 record their concerns.
- Investigate every allegation of bullying.

3.4 Parents/Carers

Parents/carers of both perpetrators and victims 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, which is within their rights.

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.

4. Useful Links

[Advice for Parents on Cyberbullying](#)

[Cyberbullying Advice for Headteachers and School Staff](#)

[Preventing and Tackling Bullying Advice](#)

[Anti-Bullying Alliance](#)

[Helping Children Deal with Bullying & Cyberbullying](#)

[Approaches to Preventing and Tackling Bullying](#)

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