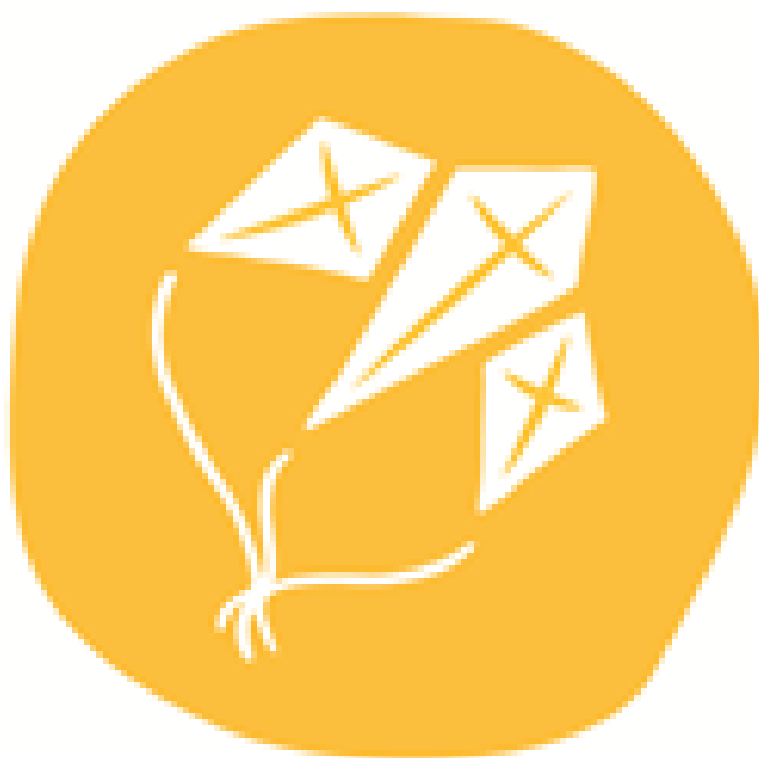


City Academy Whitehawk



Anti-Bullying Policy

February 2025

Review date: February 2026



Contents

Rationale.....	3
Position and values	5
Clarification of terms.....	5
Definition of bullying	6
Definition of cyber-bullying	6
Types of bullying	6
Online Bullying "cyber-bullying"	6
Actions NOT considered to be bullying	7
Reasons for bullying.....	7
The effects of bullying	7
Roles and responsibilities.....	7
The role of The Local Academy Board	8
The role of the headteacher.....	8
The role of the staff.....	8
Bullying in the workplace	9
The role of parents/carers	9
The role of pupils.....	9
Online bullying.....	9
Reporting, sanctions and monitoring	9
How to report bullying	9
Procedures.....	10
Monitoring, evaluation and review	10
Strategies to reduce bullying.....	10
Useful websites	11



City Academy Whitehawk Anti-bullying Policy

Adopted: February 2025

Review date: February 2026

This policy is to be used in conjunction with our Behaviour for Learning Policy, available on our website.



Mission:

Our mission is to provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.

CAW Qualities:

We are determined that, in and out of school, all children are able to adopt and then embody our CAW Qualities and their associated behaviours. We meet weekly as a school community to shine a light on our Qualities and what they look like in action, for example 'excellence looks like...' This feedback policy can be used to help students achieve the CAW Qualities, for example in exercise books in children's where they are supported to aspire for personal excellence.



Rationale:



At City Academy Whitehawk, we strive for children to demonstrate outstanding behaviour at all times and work collectively with all stakeholders to achieve this.

We believe that:

- Everyone has the right to feel safe at all times
- Everyone has the right to be treated with respect
- Everyone needs to have the highest of expectations of themselves and others regarding behaviour
- The highest behaviour expectations contribute to effective learning
- Every child has the right to learn without disruption from inappropriate behaviour
- Every teacher has the right to teach without the disruption from inappropriate behaviour
- Everyone needs to have a shared responsibility for ensuring that children behave well
- Everyone has a responsibility to consistently uphold the Behaviour for Learning protocols (Please see the flow diagram which outlines the procedures when inappropriate behaviours arise)
- A minority of children may require a differentiated approach with regards to behaviour management
- Our 'Behaviour for Learning Policy' should be read in conjunction with our 'Physical Intervention by Staff Policy'.

This policy has been reviewed following careful consideration of the below:

- Behaviour in schools: advice for headteachers and school staff 2022
- Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Use of Reasonable Force in schools: Advice for headteachers, staff and governing bodies July 2013
- Screening, Searching and Confiscation: Advice for headteachers, staff and governing bodies January 2018
- Exclusions from maintained schools, academies and PRUs in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- SEN and disability code of practice 0-25 years January 2015
- Mental health and behaviour in schools November 2018
- Ofsted: Education Inspection Framework; Inspection Handbook
- DfE and ACPO (Association of Chief Police Officers) 'Drug advice for schools' 2012 (non-statutory)
- DfE 'Getting the simple things right: Charlie Taylor's behaviour checklist' 2011

Safeguarding

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE: please see the school Safeguarding Policy for full information.

Incidents of poor behaviour will be considered by staff as a potential safeguarding concern and consult with the Welfare Manager [DSL], Headteacher [DDSL] or Deputy Headteacher [DDSL] when necessary. All behaviour incidents are reported in writing and reviewed by the one of the aforementioned leaders and patterns can be identified to assess risk.





Inappropriate behaviour between peers will be challenged and considered using KCSIE, section 48, to see if they are abusive in nature. Incidents pertaining to Child on Child abuse are categorised and monitored accordingly.

Position and values

This policy will help staff to achieve the mission of the school, which is to “provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children’s aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.” Staff and LAB Members at City Academy Whitehawk work towards this mission and will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment, City Academy Whitehawk will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school’s ability to educate children and a child’s ability to learn. If such a case arises, the staff at City Academy Whitehawk will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

Clarification of terms

Bullying is described as behaviours that are directed towards a child or a group of children with the aim of deliberately harming, hurting or causing upset or distress. Bullying is persistent and deliberate. It can take the form of physically hurting, harassing, verbally abusing or emotionally intimidating another. It also includes cyber-bullying. We encourage children to immediately report any bullying in order to provide swift and effective action including support for those subjected to bullying.

The following actions will then follow:

- Where appropriate, both parties will be brought together to allow the child who has been bullied to express how the behaviour has affected them
- Appropriate sanctions will be applied
- The child who has carried out the bullying behaviour will be expected to talk with a senior leader about the reasons why their behaviour is unacceptable.
- There will be supported opportunities for the child to apologise and make amends for their behaviour
- Advice and support may be sought where necessary



- Parents/carers of both parties will be informed and the incident recorded on CPOMS and reported to SLT/Governors/ Local Authority
- The children will be closely monitored and any further information communicated to parents/carers, staff and agencies
- Persistent bullying may result in an exclusion, following the school's exclusion procedures
- The school will participate in the Brighton and Hove 'Safe at School' survey to analyse the level and location of any bullying incidents. The results are used to inform our practice to continually strive to proactively prevent and deal effectively with bullying.
- All allegations of bullying will be recorded and rigorously investigated (including flippant or spurious allegations, as this may provide as valuable evidence at a later stage).
- The appropriate category 'tag' must be used when recorded on CPOMS – staff will ensure they use the 'Child on Child' sub category as appropriate.

Definition of bullying

A bully is defined as someone who deliberately sets out to upset or hurt another person on more than one occasion. It may be the case that some children will disagree, fall out or act unkindly; in isolation, these incidents are not classed as bullying and are dealt with through the Behaviour Policy.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Twitter and TikTok to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of bullying

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

Online Bullying “cyber-bullying”

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Being excluded from a group or activity
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behavior, intimidation, or meanness

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewelry
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, City Academy Whitehawk has developed this anti-bullying policy; a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.



Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and attending after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The role of The Local Academy Board

The LAB supports the headteacher in all attempts to eliminate bullying from the school. The LAB will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The LAB body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The LAB require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies. . The Headteacher reports on bullying to the LAB six times a year in writing.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Headteacher or the Chair of the LAB. The complaint will be dealt with in accordance with the complaints policy, which can be accessed from the school's website.

The role of the headteacher

It is the responsibility of the headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the headteacher and the school staff who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher and school staff will draw the attention of children to this fact at suitable moments. For example, the headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher and school staff will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.





Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the headteacher with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the headteacher. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Online bullying

City Academy Whitehawk has a separate policy related to online safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The IT code of conduct is explained and discussed with pupils in assemblies, PSHE classes and IT lessons.

Reporting, sanctions and monitoring

How to report bullying

1. Children and/or parents/carers need to speak to the class teacher or a trusted adult.
2. The class teacher or trusted adult will ensure that all of the relevant information is recorded on our school management system (CPOMS), using the appropriate category.
3. The Senior Leadership Team have overall day-to-day responsibility for dealing with reported





incidents and will forward details to the relevant member of staff to investigate.

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Senior Leadership Team must be informed immediately through written report on CPOMS, and, if the matter is urgent, speak to the on-call member of SLT.
3. The member of SLT, or a member of an appropriate member of staff, will interview all concerned and will record the incident on CPOMS.
4. Parents will be kept informed by the member of SLT.
5. Teachers and relevant staff will be kept informed and asked to monitor the situation
6. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the headteacher may inform the police.
7. There will be an annual audit and analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. The LAB, the Headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy biannually and their views given to the headteacher.
3. The Brighton & Hove Safe & Well at School Survey will be given to a representative cross section of pupils every year. The resulting data will be considered in the biannual policy review and reported to governors
4. A record of all such incidents will be kept both centrally and on pupils' files
5. The numbers of incidents will be reported to governors annually or provided to them at any time on request
6. Bullying data will be analysed to reflect and re-designed to further strategies to improve procedures

Strategies to reduce bullying

City Academy Whitehawk has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:





- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at City Academy Whitehawk
- consultation with School Council on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all pupil's backgrounds and cultures through assemblies & PSHE
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

Useful websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

