



Abbey Hill Academy Anti-Bullying Guidelines



Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the convention

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Abbey Hill Academy & Sixth Form **Anti-Bullying Guidelines**

Staff at Abbey Hill Academy & Sixth Form are committed to CHALLENGING, MANAGING, RESOLVING and REPORTING all forms of bullying and harassment in school. It is the right of everyone to work, study and play without fear of bullying or harassment.

We are all responsible for reporting any incidents of bullying to ensure that everyone in our school community is safe

As part of our ongoing work to prevent bullying, a suitable Personal, Social and Health Education (PSHE) curriculum will be available to all students, and issues connected to self-esteem, empowerment and bullying will be addressed.

Definition: What Is Bullying?

Bullying is deliberately hurtful behaviour that is intended to cause unhappiness or harm in a physical or emotional way to another individual or group.

Bullying is not the same as a one off argument, fight or disagreement as it is usually repeated over a period of time, or even towards a number of individuals. Bullying is carried out by the more powerful on the less powerful.

It should be remembered that Bullying is a one-way, distressing and hurtful act towards a victim, not an exchange between equals or good-natured fun.

Bullying is in all cases hurtful, disruptive and damaging to the victim and school community as a whole.

Some Of The Forms Bullying May Take

- Verbal- name-calling, insults, jokes, taunts, teasing, offensive language, threatening or abusive telephone calls
- Written - jokes, taunts, letters, writing notes, graffiti on walls, books, desks, school bags, offensive materials
- Online bullying - which may include offensive e-mails, offensive Social network site use (e.g. Facebook) or text messages and media abuse on mobile phones and other devices
- Physical - Unprovoked physical assault or the threat of it
- Targeted vandalism of personal property
- Spreading rumours or making repeated unfounded trivial complaints
- The wearing and displaying of offensive badges and insignia or use of obscene gestures
- Making comments which are deliberately intended to offend
- Refusal to co-operate or work with other students or deliberately leaving students out of social activities
- The theft of, or obtaining by extortion another persons possessions

This list is not exhaustive therefore staff must always be aware of all possible forms of bullying. Many bullying incidents have particular issues at their core, these may include:

- physical appearance,
- colour ,
- race,
- nationality,
- faith,
- culture,

- beliefs,
- ethnic origins,
- gender,
- sexuality (including Homophobic bullying),
- disability, sensory impairments or learning difficulties.

School staff will not only deal with the behaviour in such incidents, but will endeavor to challenge the underlying values/beliefs of the offender(s) to ascertain whether;

- They are actually aware that this behaviour is wrong.
- They may be copying others or being encouraged by them.
- They may not have learned appropriate ways of interacting with others.
- They may be having a difficult time of their own which they need support with
- They may like the feeling of power over others.
- They have previously been/are being bullied themselves.
- They have no sense of achievement in other areas.
- They may have a very poor self-image.
- They need recognition from others and so they follow the bullies to be friends

The Emotional Effects Of Bullying On The Victim

- A feeling of not being liked.
- Believing they deserve it.
- Feelings of a loss of identity.
- A lack of confidence.
- Feelings of depression and helplessness.
- Anger and frustration.
- Irritability.
- Being frightened to play outside.
- Feeling useless.
- Refusal, or reluctance to attend school.
- Feeling there is nothing they can do to prevent bullying occurring.
- In extreme cases, self-harming and suicidal tendencies may result

Staff Responsibilities

- To ensure that the school complies with its legal responsibility to have active Anti-Bullying Guidelines in place which is authorised by the Directors and reviewed every three years.
- To raise awareness of the issue of bullying in the school and ensure that the school ethos on bullying is made known to all school staff, students, parents and directors.
- To ensure that the intentions laid out in this policy are known and consistently implemented by all adults working in the school
- To ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying and harassment.
- To ensure that there is sufficient and suitable curriculum coverage of the issues around bullying and harassment, through PSHE, cross curricular opportunities assemblies and tutor sessions and workshops
- To ensure support for all students who are involved in incidents and their families, keeping parents or carers informed of the schools response. Such support can involve staff meeting parents/carers to discuss issues further
- To monitor incidents and be fully informed about the incidence of bullying in school, especially in the case of patterns of bullying or where parents or students have shared concerns with school;
- To inform directors on the general situation with regard to bullying and to inform them of serious incidents or the effectiveness of any measures being taken to combat them.
- To ensure an ethos in school where students feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored or thought of as telling tales;
- To keep parents/carers informed of incidents of bullying and how they have been dealt with;
- To consult with parents, directors, staff and students on the school policy and its effectiveness;

- To use display materials in class, houses and around the school to create an environment that reinforces an anti-bullying atmosphere. It is good for the students to know that worries can be investigated and that the bullies know that there are consequences for their behaviour.
- To plan whole school events (assemblies, performances, school visits) to regularly revisit the themes of celebrating diversity and respect for each other to support the intentions of the anti-bullying policy;
- Make clear the systems for break/lunch time and other higher risk areas, which reduce the likelihood of issues between students and ensure proactive staff supervision. This will also include the use of individual risk assessments for students, which will identify those who are known to show bullying behaviours.
- To use the school council and other student meetings as forums where students can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about appropriate responses to Display school expectations of behaviour prominently around the school.
- Staff to ensure that they complete incident records where appropriate incident sheets, in order to monitor, inform others and record issues of bullying and improve further prevention strategies. Staff should establish if the incident is part of a pattern.
- All students and adults involved will be given the opportunity to give their version of events.
- Staff will initially encourage the bully to see the victims' point of view and make clear to the bully that the behaviour is not acceptable and is against school policy;
- Staff should share information with other staff to make them aware of the issue;
- If appropriate, sanctions* for the bullies behaviour will be put in place and the reasons for any sanctions explained clearly;

Staff should ensure that the victim and as appropriate their parents/carers are kept informed of any actions take where sanctions relating to bullying are applied. They may be any of the following, according to the individual circumstances:

- Verbal or written apology to victim of bullying
- Loss of privileges
- Internal exclusion within school
- Meeting with parents/carers.
- Fixed term exclusion (for repeated offences)

Responsibilities of Students:

To ensure that everyone at Abbey Hill Academy feels safe, we need the help and co-operation of all of our students. Through discussion, staff need to ensure that students are aware of the following expectations;

- To always tell a member of staff or a trusted adult in if they think bullying is taking place either in school or online.
- To be aware of the school's ways of dealing with incidents of bullying and the kinds of support available.
- To not become involved in other bullying incidents or become a bully themselves
- To support other students who may be being bullied and encourage them to speak to a trusted adult for support
- To value pupils differences and treat others with respect;
- To work with other students in helping the school to deal with bullying effectively such as through student forums or during PSHE lessons
- To contribute to class discussions, assemblies and house group meetings, which may tackle bullying issues
- To provide good role models to younger/less able students and to support them, if bullying occurs
- To respond honestly to any student questionnaire about the way in which they feel bullying is dealt with in school