



CARE Policy

Statement of Intent

Hodgson Academy takes bullying seriously. We strive to create a culture based on our core values of CARE: Consideration and Respect for Everyone. Students must feel safe and respected if they are to learn effectively. We are a school, which sets high standards for our students and we create an atmosphere in which bullying does not thrive. No student should have to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation. Bullying is in the news and creates anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to identify incidences of bullying.

Hodgson Academy is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. Incidents of bullying will **always** be taken seriously and followed up by staff. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

The purpose of this policy is:

- To prevent bullying from happening in our academy, as much as possible
- When bullying does happen, to make sure it is stopped as soon as possible and that those involved receive the support they need
- To ensure that if bullying recurs, further action is taken. This is likely to include escalation of sanctions
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

We will seek to prevent bullying by:

1. Developing codes of behaviour that set out how all members of Hodgson are expected to behave, both in face-to-face contact and online
2. Assisting all members of the academy community through pastoral support, especially those pupils and students new to the academy and joining at 'non routine' times
3. Holding regular discussions with staff, volunteers, children, young people and families who are linked to Hodgson Academy to ensure that they understand our anti-bullying policy

These discussions will focus on:

- everyone's shared responsibility to look after each other and uphold the behaviour code
- giving people a chance to discuss their feelings and be listened to
- respecting the fact that we are all different
- trying to make sure that no one is without friends
- dealing with problems in a positive way
- identifying the most appropriate form of support that is available

4. Ensuring that complaint and escalation procedures are clear

5. Making sure that staff, volunteers, children and young people, and parents and carers have clear information about our anti-bullying policy, complaints procedure, code of behaviour and anti-bullying procedure

6. Identifying a lead teacher to coordinate and support the Anti-Bullying Ambassador team

7. Providing safe spaces and activities (e.g. Student Services, lunch clubs) for students to access every day

8. Provide an email address for students to report bullying incidents:
not@hodgson.lancs.sch.uk

Identifying bullying

There is no legal definition of bullying but we recognise:

- Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. "behaviour, usually repeated over time, which intentionally hurts another individual or group, physically or emotionally" *Safe from bullying in youth activities, DCSF 2009*
- Bullying can take many forms (for instance, cyber- bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Bullying can include:
 - verbal teasing or making fun of someone
 - excluding children from games and conversations
 - putting pressure on other adults or children not to be friends with the person who is being bullied
 - spreading hurtful rumours or passing round inappropriate photographs, images and/or drawings
 - shouting at or verbally abusing someone
 - stealing or damaging someone's belongings
 - making threats
 - forcing someone to do something embarrassing, harmful or dangerous
 - harassment on the basis of race, gender, sexuality or disability

- physical or sexual assault (**note: all sexual incidents and all but very minor or accidental physical incidents constitute abuse and will be dealt with in accordance with child protection and safeguarding procedures**)
- Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).
- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones
- Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying)

We recognise that:

- Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- People are often targeted by bullies because they appear different from others
- We all have a role to play in preventing and putting a stop to bullying

When bullying occurs, we will respond to it by:

- Having easily accessible support for students and families
- Having clear anti-bullying procedures in place
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- Addressing the issue from the point of view of the person being bullied, the bully, any bystanders and Hodgson Academy as a whole
- Reviewing the action taken to address the bullying, in order to ensure that the problem has been resolved
- Ensuring that all incidents are reported accordingly
- Quickly addressing any issues that are reported
- Dealing with incidents consistently
- Ensuring that everyone involved provides a written account where appropriate and provides copies of any relevant evidence, such as emails and screenshots
- Ensuring that any relevant information is documented in the student files
- Sanctioning perpetrators appropriately and signposting relevant support with the intention of preventing any reoccurrence and helping them to understand the error in their actions. We recognise that bullying may often be a manifestation of the perpetrators' own problems, which the Academy will endeavour to offer support to resolve as it does for all students

- Increasing the sanctions issued to any student who is a persistent perpetrator, which may include exclusion from the Academy
- Using a restorative justice system for victims and perpetrators, where appropriate, facilitated by Pastoral Support Officers , Heads of Houses or SLT
- Arranging support for victims and/or perpetrators from outside agencies if needed. This could for instance include youth workers and/or counsellors

Staff training

- The Academy advises staff of their responsibility to intervene in and/or report bullying incidents
- The Academy ensures that all staff are sufficiently equipped to deal with bullying, including identification of potential indicators of bullying such as victims being persistently late, having mysteriously lost belongings, being careless in their work, appearing isolated from peers or acting withdrawn
- All members of the Student Support team and many other members of staff are trained in restorative justice and de-escalation techniques
- Staff have had online safeguarding training. Training for students is delivered through assemblies, special events and the PSHE and pastoral programmes of study
- Our Academy core value of Consideration and Respect for Everyone (CARE), is used as a reference to underpin the development of good relationships between all members of the school community and is continually displayed and referred to regularly by Form Tutors and school leaders to keep this in the minds of pupils and students

Promoting anti-bullying behaviour

The Academy:

- Makes detailed transition arrangements for new pupils and students
- Actively promotes anti-bullying through Form Tutor time, assemblies, special events and student voice
- Ensures that areas where bullying may occur outside of class time are adequately staffed and effectively supervised
- Maintains a zero-tolerance approach to violence and all other types of bullying
- Provides a range of mechanisms for children to report bullying issues
- Celebrates differences and promotes mutual respect and all British Values
- Expects, encourages and rewards good behaviour

Parental involvement

- The Academy promotes a whole-Academy approach to anti-bullying by communicating this policy to staff, students, parents, and the wider community
- Parents reporting bullying incidents either by telephone or email are responded to promptly and feedback on progress and actions are provided as soon as possible (within 24 hours, unless there are extenuating circumstances)
- Parents of perpetrators are contacted and their support sought to prevent further incident
- The police are consulted, if necessary

- Initial contact with home is via Pastoral Support Officers. Where relevant, matters can be referred on to the Head of House, Duty Manager or any other member of the senior leadership team
- The Academy website provides further advice and guidance for parents and carers, including a section on online safety, cyber-bullying and social media. This includes links to other sources of help
- Parent online safeguarding and safeguarding updates are available from the academy website

Monitoring and review

- Quantitative data is compiled each half term
- Data is analysed for trends, sub cohorts and to evaluate the effectiveness of anti-bullying interventions
- Victims are supported and revisited to ensure there is no reoccurrence
- Information is provided to the Senior Assistant Principal for Conduct
- This policy is formally reviewed every 2 years and continually monitored for effectiveness

Linked policies (non-exhaustive list) include:

- Behaviour for Learning
- Equality
- Anti - Radicalisation
- Child Protection and Safeguarding
- Online Safeguarding
- Child on Child Abuse
- Special Educational Need

Teaching

Covered in a variety of areas across the curriculum, along with books read during our Reading offer that cover the aspects of bullying which can lead to open discussions. Our PSHE offer cover specific teaching across the 5 year groups. See Appendix 1.

Bullying is also covered in the assembly programme.

Reviewed by: Fiona Bate

Approved by: SLT

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Next Review Due: September 2024

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk

- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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
- Sexual Violence and Harassment: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101667/WITHDRAWN Sexual violence and sexual harassment between children in schools and colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101667/WITHDRAWN_Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

Cyberbullying

- 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

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- 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
- Show Racism the Red Card: <https://www.theredcard.org/education>