



**John  
Cabot  
Academy**

**Anti-Bullying  
Policy**

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Audience: Students, Staff and Parents  
Date updated: May 2020 John Cabot Academy

**John Cabot Academy will not tolerate bullying. Every member of our school has the right to come to here without fear of being threatened, intimidated, mocked or abused. We all have a responsibility to make sure that bullying is not part of life at our school. It can make people feel miserable and insecure. In its worst forms, it can ruin people's lives. If you see someone being bullied or know that someone is being bullied you must tell a member of staff. Not telling means that the student being bullied may continue to suffer and the aggressor may carry on, probably with other students too. People who bully need help. John Cabot Academy is committed to addressing this problem also. This policy gives a clear methodology for staff to follow and the range of actions available when dealing with issues of bullying.**

***"The only thing necessary for the triumph of evil is that good men do nothing."***

***Edmund Burke (1729-1797)***

This policy lays out the procedures that we will adopt to achieve this. The approach to confronting bullying and managing related incidents at John Cabot Academy stems from the school's aims and ethos.

### **Our Aims**

At John Cabot Academy, working in partnership with students and parents/carers we aim to:

- enable all young people to achieve their full potential, academically, emotionally, physically and spiritually.
- foster the development of personal moral values.
- develop a sense of self-esteem and the habits of self-discipline.
- promote creative and aesthetic awareness and enjoyment.
- develop a wide range of skills in communication and IT.
- encourage active citizenship, participation in decision-making and the democratic process.
- educate young people to respect and value other cultures and to be aware of issues relating to the wider world.
- foster positive links with the local community.
- educate for and practise equality of opportunity.
- prepare young people effectively for the demands of a rapidly changing, high-technology society.
- develop respect for other people and the environment and an awareness of rights and responsibilities.
- promote a healthy lifestyle.
- encourage independent, lifelong learning.

These aims are reviewed annually by the Academy Council so that they continue to be appropriate for all young people during their time at John Cabot Academy.

All members of the school community are expected to uphold this policy by establishing and maintaining an atmosphere conducive to learning in a secure and orderly environment. Courtesy and mutual respect is expected from all.

John Cabot Academy expects that students will:

- Be **engaged** with learning and the life of the school.
- Take **responsibility** for her or his own behaviour and learning.
- Show **independence** in and develop control over their own behaviour and learning.
- Enjoy **confidence** in oneself as a learner.
- Display **maturity** in all relationships, marked by mutual respect.
- Act as an **active partner** in the design, implementation and evaluation of their education.

## Rationale

Bullying is a form of anti-social behaviour that has no place in this school. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms but the main types of bullying are:

- physical – hitting, kicking
- taking or damaging belongings
- verbal – name calling, insulting, making offensive remarks
- Cyber - The use of the internet and mobile phones to harass or threaten others
- indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Bullying can make the victim feel distressed, nervous, hurt or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset.

This type of behaviour involves one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it.

When incidences of bullying are analysed across the UK, the following themes are often found to be used as a basis for the bullying or aggression:

- Race
- Ethnicity
- Skin colour
- Religion
- Culture
- Nationality
- Gender
- Sexuality
- Ability
- Disability
- Family
- Success
- Failure
- Appearance – size, weight, height, dress, personal features
- Language/speech
- Social class

## How does John Cabot Academy deal with Bullying issues?

Bullying behaviour is unacceptable by any member of the school community as no person has the right to make another feel uncomfortable or unhappy. We will raise the issue of bullying on a regular and proportionate basis throughout the school year in a variety of contexts and groups. We will deal with incidents of bullying swiftly, proportionately, discreetly and work to change poor attitudes where they exist and monitor our effectiveness.

## The school sees the issue of bullying as an extremely serious matter

The school operates a continuous 'anti-bullying' campaign through its PSHE programme, Citizenship lessons, information in classrooms and assemblies. All students are thus clearly aware that such anti-social behaviour must not be instigated or tolerated. If incidents do occur they must be reported; they will be dealt with immediately following the guidelines on bullying for staff and students that follow.

A hierarchy of sanctions will be applied by the following members of staff:



**Persistent and repeated offenders may be permanently excluded by the Principal**

**Action by School Leadership Team (ZTL/SLT)**

**Zone Pastoral Team**

**Action by a member of staff to collect initial evidence and then pass on to Zone Pastoral Team**

#### **GUIDELINES FOR STAFF INVESTIGATING INCIDENTS OF BULLYING:**

- **Member of staff** – reports incident to the zone pastoral team of the victim/perpetrator including any evidence they have.
- **Zone Pastoral Team** – The PTL/SSL of the perpetrator take the lead on investigating the incident (This does not mean that they cannot delegate and ask other PTLs/SSLs to collect statements etc.)
- **Zone Pastoral Leader (PTL)** – The PTL of the perpetrator will need to write a summary of the facts on a serious incident form and give a recommendation on what sanction should be put in place for the perpetrator/perpetrators involved (refer to **table 1**, bully stage and sanction).
- **Zone team Leader (ZTL)**– The PTL should share the report of the serious incident with their ZTL including a recommended sanction. The ZTL should ensure that:
  1. A sanction is arranged (Discuss with SLT/Principal if necessary e.g. FTERP/exclusion)
  2. Parents of the perpetrator and victim are contacted and informed of the incident and what the next steps are for their child.
  3. Perpetrator/Perpetrators are placed on the bullying log by the zone team
  4. Parental meetings are arranged where appropriate e.g. re-integration following FTERP/exclusion

#### **STAFF INVESTIGATING SHOULD ALSO CONSIDER THE FOLLOWING:**

- Listen to and don't judge the victim or bully until you have heard both sides of the story and feel educated enough to make an informed decision.
- Talk to the bully.
- Tell the victim what you are doing to make sure that they feel comfortable with every step taken.
- Talk to parents of victim and bully.
- Be there for the victim OR bully to talk to if they feel it necessary.
- Be aware of the possibility of a long and complex history behind the story.
- Be ready for the possibility of the bullied becoming the bully.

#### **How do we educate our students on this matter?**

From their arrival in Year 7, students are given the very clear message that any form of bullying or unpleasant behaviour is neither welcome nor tolerated at John Cabot Academy. This is reiterated in assemblies, in tutor groups and through the curriculum. We hold an annual anti-bullying week in November and mark National Safer Internet Day in February.

#### **Guidelines for Students**

You have a right to feel comfortable and safe at school, as well as on your journey to and from school. If you are being bullied **YOU MUST TELL.**

#### **Who should you tell?**

Your tutor, a subject teacher, a Pastoral Team Leader or another member of staff with whom you feel comfortable - you can choose.

**What should you do if you are frightened to tell a teacher?**

Tell a friend; tell your parents. They can tell the teacher for you.

**What should you do if the bully or bullies threaten they will hurt you more if you tell?**

Still tell - **AND** tell the teacher about these threats.

If you don't tell, the bullying will go on. You must **TELL EVERY TIME**.

*The BULLY IS WRONG, NOT YOU.*

*YOU WILL WIN - as long as you TELL EVERY TIME.*

**Advice if you are the bully**

- Are you being unkind or cruel to someone you know?
- Do you know how it makes them feel?
- Do you know that calling someone a name is just as bad as hitting them?
- Do you have to be a bully because it makes you feel big?
- Don't you know any other ways to be strong?
- Do you know that your friends are probably only your friends because they're afraid of you?

**Stop bullying**

The next time you're tempted to react in your usual bullying way, stop for a moment and think. If someone treated you like this just think about how you would feel if they behaved differently and smiled or chatted to you instead. So why don't you smile instead? Try to understand the other person's point of view.

**Different isn't worse - it's just different**

People who are different in some way to you are just the same inside. Take a look around. Everyone is different - so what? You are no better than anyone else. We all have feelings - we are all human.

**What do you get when you bully others?**

You might think you're winning lots of friends. Maybe you think that everyone looks up to you because you're strong? But you are wrong. Behind your back people despise you and think you're a coward because you attack others. They may act in a friendly way but inside they are probably afraid of you. Is that the kind of friendship you want?

**How can you change?**

Why are you a bully? Is something about your own life bothering you? Are you unhappy for some reason, perhaps there's a problem at home? Then that's what you need to focus on. Get help for whatever is making you the kind of person who torments others. Remember if you respect others, they will really like and respect you.

### PROCESS FOR BULLIES

- When a student acts in a manner that makes another student feel distressed, nervous, hurt or worried it will be investigated by the Academy and may result in the aggressor being monitored for suspected bullying. If further similar incidents continue to take place, the aggressor will be placed onto the Academy's bullying log.
- The first offence of bullying will result in a formal warning and parents/carers will be informed that their child has been added to the Academy's bullying log. Subsequent formal warnings will follow if bullying persists.
- The teachers of the bully are informed so that they can look out for any bad behaviour/bullying in lessons.
- Informal or formal counselling for the bully could be made available if necessary.
- Bully receives sanction appropriate to the stage of bullying (Table 1).

#### *If bullying continues:*

- Conference with parents/carers.
- Move the bully to a different Tutor Group or other half of the year.
- Fixed Term Exclusion / CLF internal Exclusion.

If the bullying still persists then Permanent Exclusion or alternative appropriate action will follow at the discretion of the Principal.

**Table 1: Bullying Stage & Sanction**

Stage of Bullying	Sanction
Suspected bullying	Behaviour Contract
1	1 Day in SLR
2	5 FTE / CLF Internal Exclusion
3	12 Week Managed Move
4	PEX or Alternative Appropriate Action at the discretion of the Principal

***\* Movement between stages is at the discretion of the Senior Leadership Team and will dependent on the severity of the incident***

### PROCESS FOR VICTIMS

- Talk to a friend or a teacher, or get a friend to talk to a teacher for you.
- Consider what you have been taught about how to try and stop the bullying, e.g. walk away/confront the bully/you must tell.
- Phone call home to let parents know what is happening with identification of the bully not given - no 'naming and shaming'.
- Offer peer mentor 'buddy'.
- When action has been taken, the Pastoral Team Leader investigating will update the victim's Tutor on what is happening to tackle the problem.
- Where appropriate contact parents/carers of the victim to explain the action taken.
- Fortnightly Six to Twelve week follow up checks must be diarised and carried out by the Pastoral Team Leader in line with the stage of bullying.

## ANTI-BULLYING PREVENTION AND INTERVENTION STRATEGY

### **Restorative Approaches**

The aim of this approach is to provide a safe process in which, wherever possible damaged relationships can be repaired. In particular, it gives those who have been the bully a chance to learn, with the challenge and support of staff, a better way to manage their relationships. Importantly it provides the person harmed with an equal voice in the process. The restorative process does not preclude using sanctions, but it does provide an opportunity to:

#### Both

- Heal any harm caused by the incident
- Enable those affected to define a positive way forward

#### Bully

- Explain their point of view
- Face up and take responsibility for what they have done
- Make amends in order that they can be re-integrated into their community

#### Victim

- Express how they have been affected
- Seek what they need to repair the harm

### **Some further thoughts for teachers and students**

- The aggressor(s) may be unaware of the unhappiness they are causing. Be constructive. It might be desirable to involve the whole class and/or the tutor/teacher to plan an activity for the tutor group that could support the bully and victim that could focus on relationships (consult the Pastoral Team and see the PSHE material on the subject).
- Keep an eye on the 'victim'. Check formally whether the bullying is continuing or has ceased. Be aware that victims are sometimes reluctant to admit that bullying is continuing because they feel that 'telling' has not worked and has made things worse.
- Advise the 'victim' on his or her comportment and behaviour if necessary but do not blame the complainant whose self-esteem may already be low as a result of the bullying.

**Appendix 1:** Form to be used by members of staff investigating:

<i>Student (Victim)</i> .....	<i>Student (Aggressor)</i> .....
<i>Date</i> .....	<i>Community</i> .....
<i>Type of Bullying</i> .....	<i>Bullying Stage: (please circle) SB 1 2 3 4</i>

**1. PROCESS FOR BULLIES**

**Suspected Bullying**

- Behaviour contract agreed and signed
- Weekly monitoring for 6 weeks

Please tick ✓


**Stage 1**

- Formal warning, Parents/carers informed that their child has been added to the JCA Bullying Log
- Sanction Issued – 1 day in Separated Learning
- The teachers of the aggressor are informed so that they can look out for any bad behaviour/bullying in lessons.

Please tick ✓


**Further Potential Actions:**

- Informal or formal counselling for the aggressor with .....
- Restorative conversation with aggressor(s) and victim(s)


**Stage 2 (2<sup>nd</sup> offence of bullying):**

- Formal warning Parents/carers informed that their child has committed a second offence of bullying
- Formal Conference with parents/carers and Pastoral Team Leader and a Senior Leader  
Conference Date .....
- Sanction Issued – 5 Day Exclusion / CLF Internal Exclusion

Please tick ✓


**Further Potential Actions:**

- Informal or formal counselling for the aggressor with .....
- Restorative conversation with aggressor(s) and victim(s)
- Move Aggressor(s) to a different tutor group / year half
- Regular Informal Check Ins with Pastoral Team Leader
- Referral to SEMH Hub Intervention


**Stage 3 (3<sup>rd</sup> offence of bullying):**

- Final warning with a letter from the Principal to Parents/carers informing them that child has committed a third offence of bullying
- Formal meeting with Principal and Senior Leader  
Meeting Date .....
- Sanction Issued – 12 Week Managed Move to an alternative education provider

Please tick ✓


**Further Potential Actions:**

- Informal or formal counselling for the aggressor with .....
- Restorative conversation with aggressor(s) and victim(s)
- Move Aggressor(s) to a different tutor group / year half
- Regular Informal Check Ins with Pastoral Team Leader
- Referral to SEMH Hub Intervention
- Counselling / Support for the aggressor(s)

  
  
  
  


**Stage 4 (4<sup>th</sup> offence of bullying):**

Please tick ✓

- Formal letter/communication requesting Principal Meeting with Parents / Carers and aggressor(s)
- Sanction Issued - Permanent Exclusion or alternative appropriate action

  


**2. PROCESS FOR VICTIMS:**

- Phone call home to let parents know what is happening without identification of the aggressor. (Identification not given – no ‘naming and shaming’).
- Pastoral Team Leader investigating will update the victim’s Tutor on what is happening to tackle the problem and support victim.
- Contact parents/carers of the victim to explain the action taken.

  
  


**Further Potential Action:**

- Informal or formal counselling for the victim with .....
- Restorative conversation with aggressor(s) and victim(s)
- Regular Informal Check Ins with Pastoral Team Leader
- Peer Mentor ‘buddy’ offered  
Name of Peer Mentor .....

  
  
  


**We are obliged to log all forms of bullying via the following methods:**

Incident Recorded on Bullying Log	<input type="checkbox"/>
Incident Logged (CPOMS & SIMS) – Check with SG Administrator	<input type="checkbox"/>
Incident Logged with AP (Student Support)	<input type="checkbox"/>
Bullying Incident Document Copied to both students’ files	<input type="checkbox"/>

**Anti-Bullying Follow-Up Procedure**

Following an incident of bullying it is necessary to ensure that the matter has been resolved and the victim of bullying is no longer being treated unfairly or unpleasantly by previous perpetrator or her/his friends or any other party. The follow up checks should be carried out in private so that the student is not worried about other students over hearing.

**Two Week after incident follow-up check** Date of this check: .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:


**Four Week after incident follow up check**

Date of this check: .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:


**Six Week after incident follow up check**

Date of this check: .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

All clear? Y/N

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:


Assuming that the bullying has ceased then at this point the Pastoral Team Leader should explain to the student that the onus is now on them to report if bullying should begin again. (Stage 1 only. If Stage 2 or 3 follow up checks must be extended to twelve weeks.)

**Signed off (at Stage 1):**

..... *Pastoral Team Leader (victim)*      *Date*.....

**PLEASE UPDATE BULLYING LOG, CPOMS AND SIMS**

**Eight Week after incident follow up check**

**Date of this check:** .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N


**Ten Week after incident follow up check**

**Date of this check:** .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N


**Twelve Week after incident follow up check**

**Date of this check:** .....

Pastoral Team Leader should be sure that the above named student is not experiencing any of the following from the aggressor or others:

- 1) Verbal comments
- 2) Unwanted physical contact
- 3) Electronic/telephone bullying or harassment
- 4) Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures
- 5) Other unwanted actions, detail below:

All clear? Y/N


Assuming that the bullying has ceased then at this point the Pastoral Team Leader should explain to the student that the onus is now on them to report if bullying should begin again.

**Signed off (at Stage 2/3):**

..... *Pastoral Team Leader (victim)*      *Date* .....

**PLEASE UPDATE BULLYING LOG, CPOMS AND SIMS**

