

Anti-Bullying

May 2021-2023

Date Approved:	May 21	Review Date:	May 23	Approved by	The Trust Board
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1. Introduction

Trustees, staff, parents/carers and students at Fareham Academy are firmly opposed to all forms of bullying. Each student has a right to enjoy an education free from fear and distress. All members of the academy are expected to treat each other with consideration and respect. The Academy will react firmly and promptly to cases of bullying.

2. What is bullying?

Bullying is repeated intimidation intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt.

Bullying is behaviour which:

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behaviour

Bullying may take many forms, such as:

- physical hitting, pushing, kicking
- name-calling and verbal abuse: face-to-face, in writing, by phone, cyber bullying, or by text message
- making racist, sexist or gender-based comments, inappropriate homophobic remarks, jokes or graffiti
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look 'small'
- shutting out a person
- ganging up on someone
- refusing to co-operate with someone
- hiding equipment or other possessions
- demanding money or possessions

3. Fareham Academy works to combat bullying by:

Involving students in:

- producing a student-friendly version of this blueprint
- displays of appropriate work
- listening student leaders
- active PSHE (Personal Social and Health Education) work during tutor times
- assemblies

Raising awareness in staff, parents and governors through:

- awareness-raising sessions for teaching and non-teaching staff
- publications to parents/carers
- awareness through assemblies and tutor time

Recognising the signs. Someone who is being bullied may:

- be unwilling to go to school
- regularly have books/clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches and cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares

4. For parents/carers:

Any of the behaviour above may indicate other problems. However, if you become aware of and are concerned by any of this behaviour and think your child is being bullied:

- encourage him/her to talk about the problem
- reassure him/her of your support
- try to listen calmly and not overreact
- attempt to find out when and where bullying takes place. Is there a pattern?
- contact the class teacher to discuss the problem
- work with the class teacher to support your child within or outside the academy

5. For staff:

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- talking to the student and giving reassurance
- taking action appropriate at the time
- producing a written statement of what has happened and the action taken
- reporting the incident to their Year Leader

Year Leaders arrange the following:-

- arrange for support and reassurance for the student
- interview the person responsible for the bullying – make contact with their parents
- contact parents/carers when necessary
- take any appropriate disciplinary action
- work with students, parents/carers and other teachers to support those involved and prevent the bullying
- involve police if appropriate

6. For students:

The following ideas have been suggested:

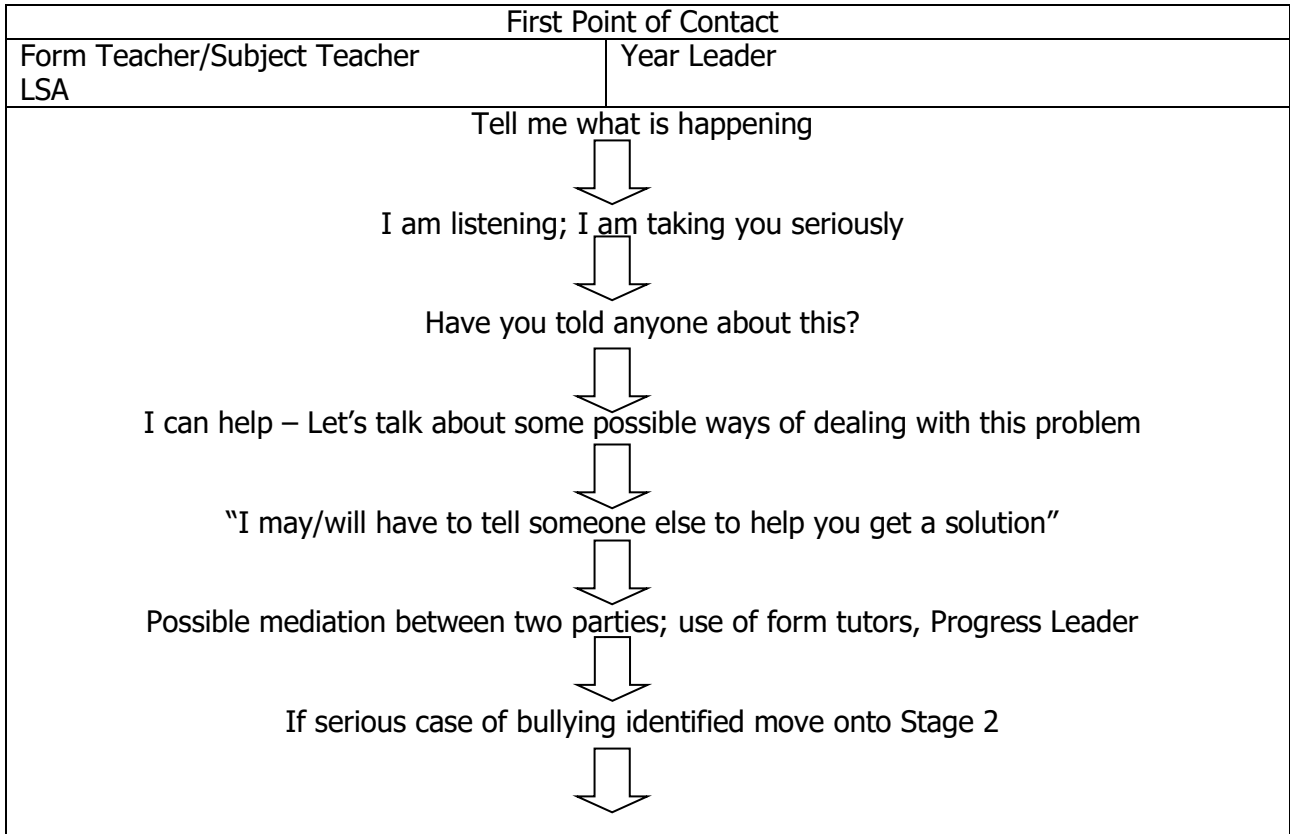
- tell someone you can trust, like a teacher or a close friend

- if you can, ignore the bully
- try not to show you are upset and think about how special you really are
- avoid being alone
- be assertive but never hit back
- walk away quickly and confidently
- be proud of who you are
- remember your safety is more important than your possession
- see something, say something
- show no fear
- don't be afraid to tell a member of staff, form tutor, Year Leaders, friend or parents/carers

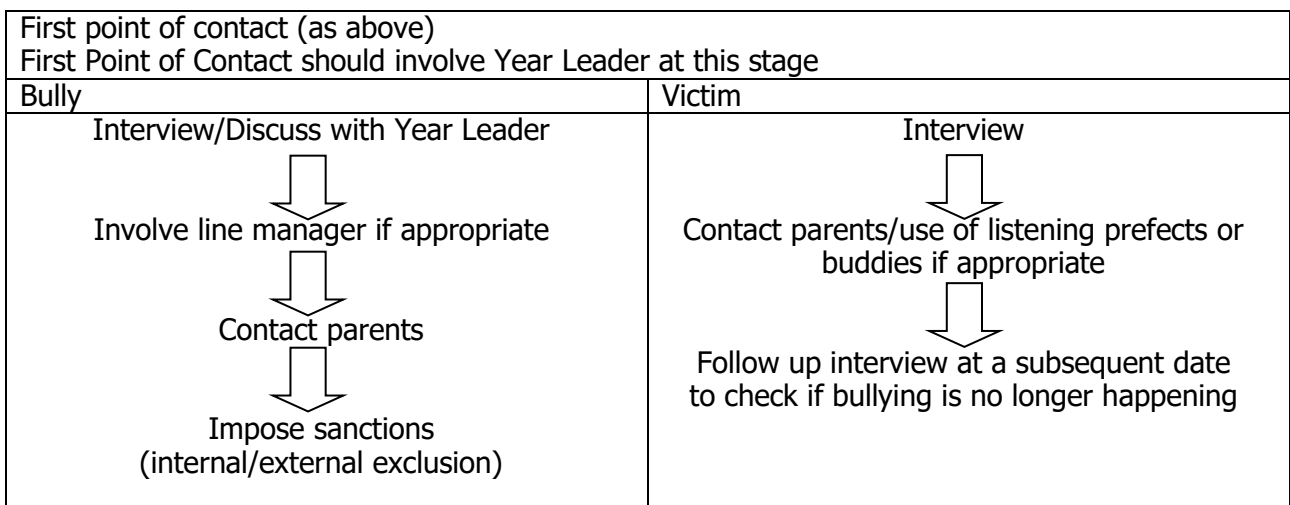
Appendix 1: Intervention

I am being bullied

Stage 1 – Finding Out



Stage 2 – If serious case of bullying had been identified



Appendix 2: Actions to be Taken by the Academy

A ZERO TOLERANCE WILL BE ADOPTED IN ANY CASE OF BULLYING

"The prime rule which underlines all others is that Fareham Academy students are expected to act at all times in a sensitive, responsible manner, showing kindness, consideration, honesty and respect for others, their dignity and also their property."

- All cases of bullying will be taken seriously
- Teachers must take seriously any accusation of bullying and listen to what they are being told
- The 'bully' may be interviewed before the victim so that there can be no accusation of 'telling tales'
- Staff are encouraged to focus on the behaviour as the key issue to be dealt with
- Parents are involved at an early stage. Staff are sensitive to the fact that parents are often very distressed to learn their child is a bully/being bullied
- Follow the discipline policy with regard to sanctions for the bully
- Follow the discipline policy with regard to sanctions for those who do nothing to prevent or intervene when they see bullying
- In cases where bullying is a one-off, the perpetrator will receive appropriate guidance to help them not to bully in the future, and which will include consideration of the consequences of any future incident.
- Where it is found that a student has been involved in bullying on a previous occasion yet has chosen to ignore the initial guidance given by the academy, the range of sanctions outlined in the Behaviour Policy will be brought into force.
 - fixed term exclusion
 - meeting with the Governors' Behaviour Panel
 - Managed Move initiated
 - Final written warning from the Headteacher to parents
- In cases where all avenues have been explored, including close liaison with parents, and, where appropriate, outside agencies. Permanent exclusion may have to be considered.