



Ark Swift  
Primary Academy

*The Swift Way*

**Ark Swift Anti-Bullying Policy**  
**2017-18**

**POLICY INFORMATION**
**Named personnel with designated responsibility for (insert)**

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor
2017-18	Jason Marantz	Shinade Burton	Will Marshall

**Policy review dates (frequency of review: tbc)**

Review Date	Changes made	By whom
Sept 2017	Policy created	Jason Marantz

**Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
2017-18	September 2017	Tina Alexandrou

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## 1 INTRODUCTION

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Bullying is behaviour by an individual or group, **repeated over time**, that hurts another individual or group either physically or emotionally. It can be motivated by actual differences or perceived differences and it can take many forms, including:

- a Cyber-bullying via text messages or the internet.
- b Prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation or disability.

## 2 DEFINITION OF BULLYING

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### 2.1 Bullying can be:

- a Physical  
e.g. physically punching, kicking, hitting, spitting at another person.
- b Verbal  
e.g. name-calling and/or offensive, discriminatory verbal abuse.
- c Exclusion  
e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities.
- d Damage to Property or Theft  
e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property.
- e Face-to face or remote  
e.g. via the internet or a text.
- f By someone known to the recipient or an unknown protagonist  
e.g. an anonymous email.

- 2.2 We expect all members of the Academy community to show respect for other people and their feelings, opinions, culture and their right to be individuals. Bullying of any kind is not tolerated at Ark Swift Primary Academy and any reported instances are taken very seriously. Pupils who suffer regular, persistent bullying are less likely to achieve their full academic or social potential. We believe that all members of our community should be free from bullying and harassment and everyone has a responsibility to be vigilant when it comes to noticing and reporting bullying.
- 2.3 On those occasions when bullying is reported, there are clear procedures for investigating and dealing with it. We recognise that all of the pupils involved will have needs and ensure that a consistent response is provided to both bullies and their victims.

### 3 DEFINITION OF CYBER-BULLYING

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- 3.1 Cyber-bullying involves:
- a Actions that use information and communication technologies to support repeated behaviours by an individual or group, that harm another or others.
  - b The use of communication technologies that harms another person.
  - c The use of internet services and mobile technologies, such as web pages and discussion groups, as well as instant messaging or SMS text messaging, that harms another person.
- 3.2 Examples of cyber-bullying include communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate the recipient.
- 3.3 A cyber-bully may be a person whom the recipient knows or an online stranger. A cyber-bully may be anonymous and may solicit involvement of other people online who do not know the target.

## 4 PREVENTING BULLYING

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Ark Swift Primary Academy is an inclusive, safe environment where any form of discrimination is opposed. All pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

We actively seek to prevent bullying by:

- a Promoting a clear anti-bullying message through assemblies, Academy policies and the Code of Conduct. Immediately challenging any pupils whose attitude and behaviour contravenes the Anti-Bullying Policy.
- b Making personal safety the focus of assemblies and tutor time so that pupils are able to assess and manage risk appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying.
- c Making pupils' role in preventing bullying clear, including when they find themselves as bystanders and encouraging them to report any bullying they may be witness too.
- d Emphasising excellent behaviour, our ethos of mutual respect and reinforcing the expectation that pupils treat each other and adults considerately and fairly.
- e An understanding of how someone's actions affect others, permeates the whole Academy environment and is reinforced through assemblies, activities during tutor time and through praise and recognition.
- f Working closely with parents/carers and ensuring that the Anti-Bullying Policy is communicated to them at the start of Year 7 so that they are aware of the procedures to follow if they believe their child is being bullied, the approach the Academy will take in response, and their responsibility as parents/carers to reinforce excellent behaviour at home.
- g Openly discussing differences between people that could motivate bullying, such as ethnicity, religion, gender, disability and sexuality. We do not tolerate any sexist, racist or homophobic language and provide opportunities to discuss the causes of this form of prejudice-based language and raise pupils' awareness of the damaging effects it has.
- h Giving careful thought to seating plans, taking into account a range of factors and designing them to ensure that all pupils get to experience learning with a variety of individuals in class.
- i Requiring pupils to use digital technology safely and responsibly, including not using ICT to bully or harass others. We also advise parents/carers to monitor their child's internet access and to install appropriate software.
- j Using the School Council as a forum to listen to pupils' views about behaviour and bullying and responding to, and acting on, their feedback.
- k Ensuring that there is adequate supervision at lunch and break times and that all staff, including lunchtime supervisors receive training.

- 1 Giving careful consideration to the Academy grounds and the use of playgrounds, play facilities and quiet areas.

## 5 PROCEDURES FOR DEALING WITH BULLYING

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When an incident of bullying is reported we:

- a Make it easy for pupils to report bullying, including bullying which may have occurred outside of school, by being clear that pupils can report bullying to any member of staff without fear of further bullying or discrimination.
- b Take any reported bullying seriously and investigate it thoroughly (including, as far as possible, tracing the source of any instances of cyber-bullying).
- c Implement sanctions for any pupil found to have bullied another pupil. This might include loss of privileges, detention, internal exclusion, external exclusion or permanent exclusion, depending on the nature, severity and context of the bullying. This will work alongside the academy's behaviour management policy.
- d Work with perpetrators using a Restorative Justice approach to help them to take responsibility for their actions, to repair the harm done and to ensure that there is no repetition.
- e Work closely with the parents/carers of the victims and perpetrator, and inform them of the outcome of the investigation.
- f Support the victims of bullying, by for example, making sure that there is an adult who is their first point of contact to express any on-going concerns and using supports such as place to be, and possibly, external agencies.
- g Record any instances of bullying on the school database, closely monitor bullying, and identify and respond to any patterns or issues that emerge.

## 6 SAFEGUARDING

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A bullying incident is addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm' (Children Act 1989). When this is the case the Child Protection Officer will follow the procedures outlined in the Child Protection Policy.

## 7 BULLYING OUTSIDE OF THE ACADEMY SITE

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Where bullying outside the Academy is reported to staff, it is investigated and appropriate action taken. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed by the Leadership Team member in charge of Behaviour.

## 8 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.