

ANTI BULLYING POLICY

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It was ratified by the Board of Directors on :	17 December 2007
This policy will be reviewed on:	Summer Term 2010
This policy will be reviewed by:	Curriculum, Student Affairs and Parental Engagement Committee

ANTI BULLYING POLICY

INTRODUCTION

“Head teachers must, by law, have a policy to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and makes it clear to bullies that their behaviour is unacceptable.” (2002 Bullying: Don't Suffer in Silence. DfES.)

RATIONALE

The way we feel about our relationships and ourselves has a major impact on our ability to learn. Pupils need to feel safe and secure at school in order to learn and achieve. Research shows that the most common effects of bullying are anxiety and depression, poor self-esteem and withdrawal. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need help to learn different ways of behaving.

DEFINITION

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone and includes any sort of physical or mental intimidation of a person by another or a group which causes anxiety or distress to the 'victim'.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, using threatening gestures)
- Physical - pushing, kicking, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of, or focusing on the issue of sexuality.
- Verbal – name-calling, sarcasm, spreading rumours and teasing.

AIMS

- To ensure that every member of the Academy's community has an understanding of what bullying is and that bullying behaviour is not tolerated.
- That all members of the Academy feel safe in all areas of the building and at all times.

PURPOSE OF THE POLICY

To provide a framework to promote the emotional health and well being of the whole school community by providing:

- A supportive culture and ethos
- A curriculum which supports positive relationships
- A safe, secure and stimulating environment
- Strategies to support the victim and the bully
- A consistent approach to dealing with incidents of bullying.

LINKS WITH OTHER INITIATIVES

- ECM
- Behaviour Policy
- Attendance Policy
- Rewards-Sanctions Policy
- Race Equality/Opportunity Policy
- PSHE Policy
- Child Protection Policy
- Teaching & Learning Policy
- Training Policy
- Healthy Schools
- SEF

DEVELOPMENT OF THE POLICY

CONSULTATION

- A policy is more effective when consultation has taken place with the whole community (all governors, teaching and non-teaching staff, pupils and parents). This ensures consistent messages and shared values when responding to and dealing with bullying.
- Schools/Academies with the most successful approaches to bullying canvas and take full account of pupils views and dedicate curriculum and tutorial time to discussing relationships and bullying.

IMPLEMENTATION

- The Academy's Self Evaluation Framework will provide a baseline for the continued development of this policy
- The effectiveness of any anti-bullying policy requires the commitment of all staff, 'including the Principal and senior leadership team', to highlight this issue on a day-to-day basis rather than only when serious incidents come to light.
- Students need confidential and varied means to alert staff to current instances of bullying. It is important for the whole school community, especially pupils, to know to whom they can report incidents and from whom they can receive help and support.
- Schools/ Academies should provide clear guidance to all staff that includes examples of how instances of bullying will be handled and a mechanism to record them.
- A support programme for victims of bullying and bullies should be developed.
- Early involvement of parents is essential.
- Follow-up procedures are vital to ensure that bullying has not started again.
- Students should be reminded that all forms of bullying are unacceptable and will not be tolerated.
- Good practice includes efficient checking of the school site, especially toilets, lunch queues and secluded areas. It is also important to set up safe recreation areas or quiet rooms and close supervision at the start and finish of the school day.

MONITORING & EVALUATION

- It is vital that schools keep accurate records of incidents and the schools' response. This will enable the academy to analyse patterns of behaviour, including type of incident, location, time and pupils involved, all of which will inform future practice.
- The policy should be reviewed and updated regularly to ensure continued effectiveness.

WHAT THIS WILL LOOK LIKE IN THE ACADEMY

- All members of the Academy will be involved in the development of the Anti Bullying Policy
- Leadership and management of the Academy will ensure staff have the skills to implement the policy
- All members of the Academy are empowered to implement the policy
- A clear policy statement about bullying that includes examples of how instances of bullying will be handled.
- A strong ethos is promoted in the Academy that values every individual and will not tolerate bullying.
- The development of Social Emotional Aspects of Learning is promoted throughout the Academy

Every member of staff will aim to:

- Understand and implement the procedures in place for tackling bullying.
- Have a simple and accessible mechanism for recording incidents.
- Recognise and investigate any behaviour changes that indicate a child might be being bullied.
- Take all incidents of bullying seriously.

A process in place that:

- Ensures the regular collection of data, which is used to identify patterns and plan interventions
- Has a regular consultation process to identify what bullying occurs, where, when and by whom.
- Supports victims by involving pupils in dealing with bullying including peer mediation, circle of friends and independent listeners.
- Provides a supportive environment that reassures victims that they are not to blame.
- Supports the bully by investigating the reasons behind the incidents and making them aware of the consequences of their behaviour for themselves and the victim.
- Enables parents to be informed immediately and sensitively and helps them to support their children, whether they are the bully or the victim.
- Offers regular monitoring of bully and victim by a trusted adult to ensure that there is no recurrence of bullying incidents, but that also ensures that further incidents can be dealt with swiftly.

- Regularly reviews incidents of bullying enabling trends to be identified. For example, those involved, times places and regularity of incidents.

A planned programme of training and development to:

- Ensures that the issue of bullying remains high on the agenda for the whole school community.

MONITORING & EVALUATION

- An anti-bullying task force is in the process of being developed to promote anti-bullying. The task force members will be taken from all areas of the Academy's community to ensure that there are no misconceptions.
- The Academy keeps accurate records of incidents together with the response. This will enable the analysis of patterns of behaviour, including type of incident, location, time and pupils involved, all of which will inform future practice.
- The policy is a working document and is reviewed and updated regularly to ensure continued effectiveness.
- A regular consultation with members of the Academy to ensure the policy is being effectively evaluated.

STRATEGIES TO SUPPORT IMPLEMENTATION

- Regular training for all staff to raise and maintain awareness and equip them with ways of responding to bullying in line with the DfES charter.
- Breaking down age-group stratification. E.g. through 'buddy' systems, mixed age tutor groups and out of school clubs run by older pupils for younger ones.
- Provide independent listeners including older pupils and adults other than school staff to whom victims of bullying may turn.
- Involvement in conflict resolution through circles of friends, peer mediation and other schemes.
- Provision for follow-up with victims of bullying and the bullies themselves.
- A restorative justice model of intervention that:
 - Enables bullies to understand the impact of their behaviour on their victims.

- Helps the victim to have an insight into their own behaviour as well as that of the bully.

This is a very sensitive area and we would strongly recommend that a trained counsellor or other appropriately trained individual manage it.

Review the curriculum, especially PSHE with particular emphasis on SEAL so that bullying, prejudices, friendships etc are taught across the National Curriculum framework.

Actively promote the Academy's anti bullying strategy, linking with national strategies including Anti Bullying week and Healthy Schools initiative.

Draft

Action Plan

Appendix 1

What	Outcome	Person Responsible	Support by	When	Monitoring & Evaluation	Revised
Audit of bullying data to inform practice	Summary of recorded bullying incidents	HO		Autumn term		September 2008
Consultation with staff re policy	All staff understand the effects of bullying and their role in combating it	HO		Autumn term		
Consultation with pupils re policy	All pupils understand what bullying is and it will not be tolerated. All pupils will know and feel safe in reporting incidents of bullying	HO	Schools Council	Autumn term		
Consultation with parents re policy	Parents understand what bullying means and feel secure in supporting the academy. Parents understand the impact of bullying on children's well being and learning. Parents understand their responsibilities in supporting the anti-bullying policy	HO		Autumn term		
Staff training	Staff have the skills and resources to deal with bullying incidents	CH/ HO		Autumn term/Spring		Yearly
Pupil questionnaire	Pupils identify when where and how bullying takes place and how the academy can stop bullying	HO	PSHE staff	Autumn		Yearly
Revise all opportunities for promoting anti-bullying	1) School calendar shows when opportunities will take place to discuss bullying throughout the school year. 2) Pupil consultation results shared with school council	HO / Ola	* Schools Council/ Pupils Voice Heads of Colleges Form tutors	Autumn term		End of summer term 2008

PSHE/Citizenship curriculum revised to maximise teaching opportunities	Pupils understand the effect of bullying on individuals. Pupils identify methods to report incidents of bullying Pupils identify support mechanisms for those being bullied and the bullies	HO	Head of PSHE			Yearly
Set up safe areas before, during and after school	Identify supervised rooms pupils can access before school, during and after school (investigate extended services provision)	HO	Support staff	Spring term		On going
Structure in place for pupils and adults to report incidents of bullying	Named officers who pupils feel safe to report bullying incidents. Officer details displayed prominently throughout the academy	?				
Bullying Incident Book/ Log revised	Clear data gathered to inform practice	HO		Autumn term		Summer term 2008
Effective strategies for dealing with bullying behaviour for supporting both the bully and the person being bullied	E.g. Restorative justice model implemented and efficacy monitored and reviewed	School Counsellor ?				Summer 2008
Transition:	Pupils vulnerable to bullying identified and supported	HO/SEN		Transition		Identification Summer term 2008
Effective anti-bullying strategies implemented	Pupils report feeling happier at school Improved behaviour, attendance and attainment	HO → Heads of Colleges	Form tutors	On going Summer 2008		On going
Evaluation	Efficacy of bullying strategy and points for development	CH/ HO		Summer		
Revise the anti-bullying policy	Produce an effective policy which responds to the needs of the academy	CH/HO		On going		On going

Budget for implementing the anti-bullying action plan

Pupil Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pupils behaviour in the classroom does not affect my learning				
The classroom is safe place to be				
Lessons are enjoyable				
The pace of lessons is too quick				
The pace of lessons of too slow				
Lesson objectives are shared				
I get regular feedback about my work				
I feel as though I am valued				
I am regularly informed at which level I am working at				
Teachers will take time to explain work I don't understand				
I feel I am respected by staff at the academy				
I respect the staff at the academy				
My parents/carers feel they are respected				
I know what my attendance is				
There is only a small amount of bullying at the Academy				
Bullying is always dealt with effectively				
Bullying is often talked about in lessons and assemblies				
There is only a small amount of bullying outside the class				
A pupil being bullied would know what to do				

Name three things that the academy could do to help stop bullying.

Developing Anti Bullying at The Gateway Academy

Appendix 3

	Focusing	Establishing	Enhancing
Use of data <ul style="list-style-type: none"> • Attendance • Exclusions • Attainment • Transition • Recording and analysing data 	<ul style="list-style-type: none"> • Setting up systems to collect data 	<ul style="list-style-type: none"> • Begin to use data to look for patterns and plan for interventions. • Identify vulnerable new year 7 	<ul style="list-style-type: none"> • Data analysed down to individual level with interventions planned involving multi agencies
Leadership and management. <ul style="list-style-type: none"> • Capacity to improve • Staff attitudes and skills • Resources and access to support including training • Measure the impact of training 	<ul style="list-style-type: none"> • To establish staff protocol • Staff to self reflect • Create a positive climate 	<ul style="list-style-type: none"> • Tracking and monitoring pupil and parent/ carer involvement 	<ul style="list-style-type: none"> • Social and emotional literate school • Incidents reduced • Everyone uses systems
Policy and practice <ul style="list-style-type: none"> • Policy review and evaluation • Use of the DfES Charter • Use of the SEF • Support for all pupils 	<ul style="list-style-type: none"> • Wide range of audience to be consulted re the content of the policy 	<ul style="list-style-type: none"> • Agreed definition of bullying and procedures and practices • Pupil involvement established 	<ul style="list-style-type: none"> • Pupil/parent survey shows increased satisfaction • Positive Ofsted comment
Communication <ul style="list-style-type: none"> • Pupil surveys • Parental surveys • Staff surveys • Responding to survey results • Partnership with other schools • Partnership with community • Role of the governing body 	<ul style="list-style-type: none"> • Deciding audiences for communication e.g. schools council • Drawing up action plan 	<ul style="list-style-type: none"> • Surveys carried out • Analysis of responses • Feedback to stakeholders • Action plan operative 	<ul style="list-style-type: none"> • Action plan is live • Common approach agreed • Sharing of good practice • Governors actively involved
Alignment with SEAL <ul style="list-style-type: none"> • All school policies promote SEAL 	<ul style="list-style-type: none"> • Whole school awareness • Staff training (core day 1 & 4 B&A) • Discuss what makes effective learning 	<ul style="list-style-type: none"> • Strategy guidance regularly used and referred to • SEAL audited across the curriculum and highlighted in lesson plans 	<ul style="list-style-type: none"> • Monitoring shows SEAL is effectively embedded in and across the curriculum • Improved behaviour and attendance • Positive pupil surveys

Bullying Incident Sheet

Date:	
Pupil:	
Year group:	
Ethnicity:	
Gender:	
SEN: (SA, SA+, G&T)	
Name of suspected bully & Yr :	
Reported by:	
Reported to:	
Description of incident:	
Time:	
Location	
Follow up:	

Signed by :
Director of Inclusion