



ANTI BULLYING POLICY

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This policy will be reviewed on:	Summer Term 2012
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
- Safeguarding 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 network 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 endeavour to ensure staff have the skills to implement the policy
- All members of the Academy, where possible, 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.

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 or report 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.

MONITORING & EVALUATION

- An anti-bullying task force has been developed to promote anti-bullying. The task force members are 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

- Annual training for all staff to raise and maintain awareness and equip them with ways of responding to bullying in line with the DCSF charter.
- Breaking down age-group stratification, eg, 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 and the tutor time activities 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.