



# Anti- bullying statement and Policy

Policy reviewed by Academy Transformation Trust on	March 2017
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Safeguarding policy</li><li>• E-safety policy</li><li>• Social Media</li><li>• Behaviour for Learning Policy</li><li>• Equalities policy</li></ul>	

Review Date – March 2019



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our academies to reduce or eliminate incidents of bullying.

## **Introduction**

Academy Transformation Trust are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The Trust recognises the importance and value in dealing with the issue of bullying. The Trust believes the effective management of bullying is a shared responsibility which involves staff, parents/carers, children and young people and professionals involved with children who are victims or perpetrators of bullying behaviour.

There is no justification for bullying behaviour and it should not be tolerated in any form. We will ensure fair treatment for all, regardless of age, race, culture, disability, gender, religion, sexual orientation or home circumstances and encourage understanding and tolerance of different social, religious and cultural backgrounds.

The Trust expects that:

- there is an agreement in the academy community what is meant by bullying.
- all bullying concerns will be dealt with sensitively and effectively;
- that students feel safe to learn
- the policy is explicit about the approach to cyber-bullying
- that all pupils and staff accept and follow the anti-bullying policy.
- all reported bullying incidents will be dealt with promptly, logged and actions recorded.
- the writing of academies anti-bullying policy will involve members of the academy community. This includes pupils of all ages and disabled pupils and those with special educational needs.

## **Definition of bullying**

“Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.”

(DfE *Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies.* October 2014)



## Anti-Bullying Policy

<b>Produced by:</b>	<u>I Jones</u>
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<b>Next Review Date :</b>	<u>February 2018</u>

## **Why do we need an Anti-Bullying Policy?**

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

This Academy wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

Therefore this policy promotes practices within the Academy to reinforce our vision and to remove or discourage practices that negate them.

## **What is Bullying?**

### **Definition and Criteria of Bullying:**

"Bullying is repeated action that is intended to cause someone else harm or upset". Bullying occurs when an individual or group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. It is persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone.

This includes:

- Physical assault against a person or group because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Derogatory name calling of an insulting and/or personal nature.
- Verbal abuse and threats.
- Demanding money, material goods or favours by means of threat or force.
- Ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference.
- Graffiti designed to intimidate or embarrass.
- Incitement of others to commit acts of bullying.
- Racist, sexist, homophobic and transphobic behaviour.
- Deliberate exclusion or isolation of an individual or a group.
- Cyber – all areas of the internet, such as e-mail and facebook misuse. Mobile phone threats by text and calls. Misuse of associated technology, i.e. camera and video.

The Academy aims:

- To increase awareness and to encourage students to report concerns regarding bullying.
- To provide protection, support and reassurance for victims.
- To develop the self-confidence and self-esteem of all students.
- To develop an effective range of emotional 'self-defence' skills for all students.
- To promote an anti-bullying ethos amongst the whole academy community.

## **How do we deal with bullying in our academy?**

1. Academy Ethos.
2. Staff Responsibilities.
3. Curriculum.
4. Incident Management and Reporting.

### **1. Academy Ethos:**

It is made clear that bullying in any form is unacceptable. It is taken seriously and dealt with promptly.

### **2. Staff Responsibilities:**

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate incidents promptly and as fully as possible.
- To take appropriate action or to refer to Achievement Coordinator.
- To record in the appropriate students' files and in the Bullying Register.
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To model the values we believe in.
- To promote the use of interventions which are least intrusive and most effective.

### **3. Curriculum:**

During PSHE and assemblies students are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues.

Literature, Drama, visitors and assemblies are just four examples of places in the curriculum where bullying may be raised, discussed and explored. Opportunities should be explored in all curriculum areas to include raising awareness.

It may be appropriate to deliberately do some extra or specific work for whole groups in response to serious incidents.

### **4. Incident Management and Reporting:**

Bullying will be dealt with quickly and fairly. Students can report it to any member of staff or use the e-mail system.

The Achievement Coordinator will be notified. All students involved will complete student statement forms. The perpetrators will be punished according to the academy Discipline Policy.

Initial investigation should be carried out with as little delay as possible following the reporting guidelines on the 'Bullying Register Form'. Appropriate action should then be taken.

### **Objectives of this Policy:**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the academy policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the academy policy is on bullying and what they should do if bullying arises.
- As an academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Signs and Symptoms:**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child –

- Is frightened of walking to or from the academy.
- Doesn't want to go on the school/public bus.
- Begs to be driven to the academy.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in academy work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Incident Response:**

Responses will vary depending on the nature of the incident, but may include:

- Assertiveness training (victim).
- Use of positive support room (victim).
- Counselling (Tutor, Achievement Coordinator, SLT, other).
- Use of report (see Discipline Policy).
- Involvement of external agencies.
- Monitoring by Tutor/Achievement Coordinator/SLT.
- Peer Support/Peer Mentoring.
- Formal recording (including racism, homophobia).
- Use of Behaviour Agreement Contract.
- Liaison with parents/carers/social worker/other Agencies.
- Internal Exclusion.
- Fixed Term Exclusion.
- Permanent Exclusion.

Sanctions/support will be used as necessary. The seriousness of the incident/whether bullying is persistent or an isolated occurrence will have impact on which stage of the Discipline Policy is applied to the perpetrator.

**Monitoring and Evaluation:**

The Achievement Coordinator will be responsible for monitoring bullying in the academy reporting to the SLT (Student Wellbeing). All bullying, once identified must be recorded on the academy's Bullying Register.