Ambitions Academies Trust Anti-Bullying Policy

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	Manorside Academy
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Introduction

Bullying of any kind is unacceptable in our school. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. We are a Tell Someone Academy. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

What is bullying?

'Bullying is defined as the repetitive, intentional hurting of one person or groups by another person or group, where the relationship involves an imbalance of power. It can happen face to fact or online.' (Anti-Bullying Alliance)

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim, it can be direct (physical/verbal) or indirect (being ignored or cyber bullying). It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is targeted specifically at an individual or group.

The children are taught that Bullying means **S**everal **T**imes **O**n **P**urpose.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures, isolating others, ridicule, humiliation, intimidation, manipulation
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – unwanted physical contact, sexually abusive comments, inappropriate touching, exposure to sexual material
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and internet chat room misuse; mobile threats by text messaging and phone call; misuse of associated technology i.e. camera and video facilities

It can also include material bullying which includes damage to belongings and extortion. Perpetrators may use different pretexts as the basis of their bullying, which can include basing their comments or actions on:

- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need
- The race of the victim e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim e.g. homophobic bullying

Bullying is not:

It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional "joke" is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and difficulties, the occasional name calling or childish prank. We support children in how to deal with these situations and develop social skills to repair relationships within their curriculum and within daily support from staff throughout the academy.

Children

- Children are encouraged to **S**peak **O**ut **S**traightaway.
- They are encouraged to report possible bullying to any member of staff that they trust, a friend or a member of their family.
- Children who are "bystanders" are encouraged to support their peers by reporting any suspected bullying.
- Safeguarding boards are in each year group where a photograph of the anti-bullying champion, Mrs King, is displayed.

The Role of Staff

- All incidents of suspected bullying will be dealt with by the member of staff they are reported to, following the academy staged approach (Appendix 2)
- All members of staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate, the matter must be referred immediately to a senior member of staff.
- The Principal will also be informed when bullying is confirmed following a robust investigation, with relevant actions taken in keeping with the academy staged approach (Appendix 2).
- All incidents of bullying will be logged on Integris with relevant categories attached in order to support ongoing monitoring for patterns of behaviour.

The Role of the Governors

The Governors support the Principal in all attempts to eliminate bullying from our Academy. The Governors will not condone any bullying at all in our Academy, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Role of the Principal

- It is the responsibility of the Principal to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to governorship and trustees about the effectiveness of the anti-bullying policy on request.
- The Principal ensures that all children know that bullying is unacceptable behaviour.
- The Principal leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The Role of Parent(s) / Carer(s)

- Look out for unusual behaviour in your children.
- It is important that you advise your child not to fight back.
- Reinforce the Academy's policy concerning bullying and make sure your child is not afraid to ask for help.
- Share any concerns with their child's class teacher or a member of SLT.

If necessary and appropriate, particularly if behaviour in school is repeated out of school and in serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem. Parents are advised to not approach any perceived perpetrator of bullying on the playground or their parents or involve an older child to deal with the 'bully'. Please inform the school immediately and we will investigate following the school procedures.

Procedures – Outcomes

Victim

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to the Inclusion Team may be considered appropriate.
- Following investigations, staff will periodically 'check in' with a child that has been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have been bullies are supported to modify their behaviour – this may be through a monitoring card, structured lunchtimes including pastoral support (by the school's anti-bullying champion) and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of break time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parent(s)/Carer(s)

- Parent(s)/carer(s) of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parents' views will always be considered but the academy stresses that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

- Restorative meetings and discussions at the consent of the victim and where deemed appropriate may be used to support reconciliation.
- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Recording

- All behaviour incidents are recorded on Integris. These are periodically checked to see if there are patterns of repeated behaviours that although not initially identified as bullying, may actually be regarded as bullying.
- Confirmed incidents of bullying are recorded on Integris, which is used to highlight repeat incidents.

- All concerns are categorised within the system according the categories of bullying, in order to support the identification of trends and patterns of behaviour.
- The Senior Leadership Team is responsible for monitoring Integris records, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of incident i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour.

Prevention

We aim to help children to prevent bullying. As and when appropriate, children may be asked to, in addition to their learning within the Citizenship curriculum:

- Write and sign class rules at the start of each year;
- Write stories or poems or draw pictures about bullying;
- Read stories about bullying or have them read to a class or assembly; Use role play and 'hot-seating' to help create feelings of empathy; Have discussions about bullying and why it should not happen.
- Participate in anti-bullying events to highlight the effects of bullying and how we can all ensure that there is no bullying at Bayside Academy.

The Academy has a range of strategies in place to help children work and behave cooperatively in order to minimise the possibility of bullying taking place.

- The Academy has regular assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- The Academy has a clear behaviour for learning policy that rewards positive behaviour. The Academy rules are clear and straightforward and focus on positive attitudes.
- The Academy takes a pro-active stance towards any challenging behaviour.
- The Academy works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside the Academy as appropriate.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.

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 school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- 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
- Progress at school slows down
- 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 someone who has asked them for money)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is 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.

Appendix 1 - STOP and SOS poster

MANORSIDE ACADEMY

SOS
If someone is bullying you, you must…
Speak **O**ut **S**traight-away

STOP
Bullying is when someone does something unkind to you…
Several **T**imes **O**n **P**urpose

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Appendix 2 – Manorside Academy Anti-Bullying Staged Approach

Manorside Academy Anti-Bullying Staged Approach

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- The sexuality of the victim e.g. homophobic bullying.

The following chart provides information about how Manorside Academy will respond to cases of bullying. All consequences and support strategies listed are a general guide and are subject to change depending on the level of bullying and level of support required. Other sanctions may be applied, for example, following incidents of violence against another pupil.

At all levels, parents of both the perpetrator and the victim are made aware of what has happened and what is being put in place, this may be through a phone call or a parental meeting in person.

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 1 **First report of recognised bullying**	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate and victim agrees. Sanctions could include: - Loss of social time - Warning of further consequences - Class report	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate and victim agrees.	Staff collects statements for Phase leader Phase leader sets up restorative meeting and sets appropriate sanctions. Phase leader reports bullying on Integris System - recorded with bullying category. Note placed on pupil file that formal warning (stage 1) has been given. Phase Leader reviews with Inclusion Lead. Phase Leader to contact both sets of parent(s) / carer(s) within 1 day

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 2 **Second report of bullying**	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Access to Pastoral Support if required. Sanctions could include: Loss of social time 'Zoning' on the playground After School Detentions Phase leader Report Warning of next steps	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Access to Pastoral Support if required. Further opportunities to report concerns directly, e.g. through communication book, to be investigated.	Staff collects statements for Phase leader Phase leader sets appropriate sanctions. Phase leader reports bullying on Integris System - recorded with bullying category. Note placed on pupil file that second formal warning (stage 2) has been given. Phase Leader reviews with Inclusion Lead. Phase Leader to contact both sets of parent(s) / carer(s) within 1 day

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 2 **Isolated but more severe bullying**	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Access to Pastoral Support if required. Sanctions could include: Internal Exclusion After School Detentions Loss of social time 'Zoning' on the playground Phase leader Report Fixed Term Exclusion to be put in place if deemed to be appropriate.	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Access to Pastoral Support if required. Further opportunities to report concerns directly, e.g. through communication book, to be investigated.	Staff collects statements for SLT member SLT member sets up restorative meeting dependent on level of bullying SLT member reports bullying on Integris System - recorded with bullying category. Note placed on pupil file that formal warning (stage 2 case) has been given. SLT member reviews with Inclusion Lead. SLT member to contact both sets of parent(s) / carer(s) prior to the end of the school day.

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 3 **Third report of bullying**	Statement taken from pupil. Restorative meeting put in place between perpetrator and victim if felt appropriate. Priority access to Pastoral Team if felt this is required. Sanctions could include: After School Detentions Vice Principal Report Alternative social time Alterations to timetable Separation in class Fixed Term Exclusion to be put in place if appropriate.	Statement taken from pupil. Restorative meeting put in place between perpetrator and victim if felt appropriate. Priority access to Pastoral Team if felt this is required. Further opportunities to report concerns directly, e.g. through communication book, to be investigated.	Staff collects statements for Vice Principal. Vice Principal sets up restorative meeting dependent on level of bullying. Vice Principal reports bullying on Integris System - recorded with bullying category. Note placed on pupil file that stage 3 level has been reached following multiple reports. Vice Principal reviews with Principal. Vice Principal to contact both sets of parent(s) / carer(s) prior to the end of the school day.

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 4 **Fourth or ongoing reports of bullying**	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Priority access to Pastoral Team if felt this is required. Would lead to more days in Internal Exclusion or an extended Fixed Term Exclusion (FTE) where appropriate. Further measures to continue until evidence demonstrates that conduct have improved, could include: Alterations to timetable Alternative social time Separation in class / learning outside classroom	Statement taken from pupil Restorative meeting put in place between perpetrator and victim if felt appropriate. Priority access to Pastoral Team if felt this is required.	Staff collects statements for Principal Principal sets up restorative meeting dependent on level of bullying Principal reports bullying on Integris System - recorded with bullying category. Note placed on pupil file that stage 4 level has been reached following multiple reports. Principal reviews with Director for Education. Principal to contact both sets of parent(s) / carer(s) prior to the end of the school day.