

Shireland Collegiate Academy Trust Policy

# Anti-Bullying Policy

<b>Committee and Date Approved</b>	Board – November 2017
<b>Category</b>	Recommended
<b>Next Review Date</b>	Every three years unless change in legislation – <b>Autumn 2020</b>
<b>Policy Availability</b>	Trust Website
<b>Officer Responsible</b>	CEO

**The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.**

## Statement of Intent

Shireland Collegiate Academy Trust is committed to providing a caring, friendly and safe environment for all of our students, so that they can learn in a secure and enclosed atmosphere.

Bullying of any kind is unacceptable in our Academies. If bullying does occur, all students should feel able to tell staff and should be confident that incidents will be dealt with promptly and effectively.

All staff have a responsibility to take any suspicion or disclosure of bullying seriously, no matter what the details or provenance, and should respond immediately.

## Objectives of this Policy

All Trustees/Trustee/Governors, teaching and non-teaching staff should have an understanding of what bullying is.

- All Trustees/Trustee/Governors, teaching and non-teaching staff should know what the Trust policy on bullying is and should follow this when bullying is reported.
- All students and their parents/carers should be aware of the Trust's anti-bullying policy and what they should do if bullying arises.
- All students and their parents/carers should be assured that our Academies take bullying seriously and that they will be supported when bullying is reported.
- All students in each Academy should feel able to tell a member of staff when they have experienced or seen bullying, knowing that the actions taken will not only be prompt but sensitive to their concerns.
- All outside agencies, such as the police, social services and health professionals are consulted and their help enlisted where and when appropriate.

## What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying is usually persistent and can take many forms:

**Emotional:** Being unfriendly, excluding from peer groups, and tormenting i.e. hiding possessions.

**Physical:** Pushing, kicking, hitting, other kinds of violence.

**Racist:** Racial; taunts, graffiti, gestures, name calling.

**Sexual:** Sexual harassment (unwanted physical contact), sexual abuse/demeaning comments.

**Homophobic:** Because of or focusing on the issue of sexuality.

**Verbal:** Name calling, sarcasm, spreading rumours, teasing, threatening, intimidating.

**Non-Verbal:** Laughing at someone as a group.

**Cyber:** All inappropriate use of the internet or other forms of communication technology i.e. phones to send threatening messages, spread rumours, name calling etc.

The issue of Cyber Bullying in schools could be dealt with by each school working in partnership and incorporating in the policy the below offence:

**Section 127 Improper use of public electronic communications network.**

- (2) A person is guilty of an offence if, for the purpose of **causing annoyance, inconvenience or needless anxiety** to another, he—
- (a) sends by means of a public electronic communications network, a message that he knows to be false,
  - (b) causes such a message to be sent; or
  - (c) persistently makes use of a public electronic communications network.

This allows the school to manage:

- the offence with an agreed punishment that is proportionate to the offence
- the impact it has on the injured party
- the impact it has on the school.

The punishment could range from:

- a set fine payable within 14 days (this should be the minimum action)
- with a fixed term exclusion/inclusion up to 5 days
- with a written agreement stating their remorse and acceptance of their behaviour
- with assurance this form of conduct will not happen again
- with a joint agreement signed by the offender and a parent/guardian.

Future conduct could result in either police involvement/and or permanent exclusion. The meeting to sign the agreement with parent and offender could be with your police school link officer (if available and not on a rest day).

Staff and parents should be aware of when a child is possibly the victim of a bully.

Symptoms may be:

- Frightened to walk to and from the Academy.
- Doesn't want to use the Academy transport.
- Asks to be driven to the Academy.
- Changes the usual route to the Academy.
- Is unwilling to go to the Academy (school phobic).
- Begins to truant.

- Frequently complaining of being unwell both at home and at the Academy.
- Becomes isolated and withdrawn.
- School work is affected
- Has clothing and belongings that get damaged or go missing.
- Has physical bruising or other evidence of assault.
- Has dinner and other monies that are frequently 'lost'.
- Refuses to attend particular lessons.
- Wants to stay close to a particular teacher or remains in the classroom at break time, lunch time and after school.
- Becomes aggressive or unreasonable.
- Stops eating.
- Runs away or threatens self-harm.
- Gives improbable excuses for any of the above.

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

## Dealing with Bullying

### Prevention and Education

The following strategies should be in place to ensure that the correct ethos towards bullying is established and that students are prepared and can act confidently should bullying occur.

- The Trust's policy on bullying is known to Trustee/Governors, parents, staff and students. This should be reviewed and re-issued bi-annually.
- All students should know that bullying is totally unacceptable in the Academy. They should also know that if they are bullied it is not their fault. Students should be encouraged to report any bullying incident, even if they are not personally involved.
- The PSHE programme should include opportunities for students to discuss bullying and the bully and to explore feelings and attitudes.
- Teachers should be aware of potential difficulties between students and take them into consideration in seating plans and general classroom management.
- Staff on duty and lunchtime supervisors should regularly patrol areas of the site where bullying might go on undetected.
- The Academy should provide 'quiet' areas which are supervised at breaks and lunchtimes so that nervous or vulnerable students can go somewhere they feel completely safe.
- The Academies induction programme for students should be used to support vulnerable students and help them to settle in.
- Transition KS2-3 should include where appropriate the communication of parental concerns regarding the vulnerability of individual students.

## What Parents Should Do

All parents should be made aware of the Trust's policy when their child joins the Academy and reminded at appropriate times. In addition parents should be reminded through Academy communications that if they think their child is being bullied they should:

- Reassure the child. It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'.
- Contact the child's Form Tutor/Head of Year

## What Students Should Do

Students should be regularly reminded that the Academy will not tolerate bullying and that if it occurs they should:

- Tell someone immediately, at home or at the Academy, even if they are not personally being bullied but have seen it with others.
- Use 'safe' areas in the Academy during break times until the matter comes to the attention of an adult.

## What Academy Staff Should Do

- If a student discloses bullying to a member of staff they should deal with the matter immediately. The child may have worried over their problem for some time and will want it to be dealt with quickly.
- Staff should take all disclosures seriously, even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that children have a very different perception of what may or may not be serious.
- Staff should be aware that insensitive handling of a bullying incident might result in more not less difficulty for the victim. If staff are unsure how to proceed they should always take advice.

Different circumstances may require different approaches but usually will include the following:

- Both the victim and the bully/bullies will be interviewed and counselled by an appropriate member of staff. Letters will be sent to the parents of both parties.
- The victim should be given a 'safe haven' if required for break times until the matter is resolved and coping strategies for the short term.
- The consequences of further aggression by the bully, if substantiated, should be made clear and the sanctions that the academy will enforce should be outlined. The 'bully' should give some undertaking of how he/she can improve the situation.
- Where appropriate the two parties should meet face to face to discuss the situation and how it may be resolved.
- Both 'victim' and 'bully' should record in writing their view of events.
- The member of staff should make a written record for the BMS department/Deputy Head as appropriate.

### If the problem persists:

- Both sets of parents should be seen in school. A strategy to move forward will be discussed separately. At this point external support or advice may be considered.
- Contracts should be drawn up with the students and parents agreeing to the course of action.

### If the situation is not resolved:

The matter would then become subject to more serious sanctions and if the problem persisted could lead to exclusion.

At all times, staff dealing with bullying incidents should ensure that:

- Parents are fully involved and informed of the actions the Academy has taken.
- Written records are kept of meetings, decisions and actions.
- Students are monitored i.e. by daily report during the reconciliation period.
- The 'victim' is never isolated from lessons because of the potential actions of others. If any child needs to be withdrawn because of a potentially threatening situation it should be the aggressor.
- If there is any real and immediate threat to a child's safety, senior staff are informed so that more radical, preventative action can be taken.