



Anti-Bullying Policy 2016/17





ANTI-BULLYING POLICY

Aim

The Academy will provide a safe environment in which each member of the school community (students and staff) is valued, irrespective of ability (either mental or physical, culture, gender, social background, home circumstances, races, religion or sexuality).

With these aims the Academy is committed to creating and maintaining a working atmosphere in which all students feel safe and valued, as we recognise that students only learn effectively when they feel safe. This includes ensuring that we do everything possible to ensure that bullying of all types does not take place on the school site and respond quickly and effectively when it does.

What does the Academy think about bullying?

Everyone at the Academy agrees that bullying is unacceptable behaviour and should not happen. Everyone is entitled to the respect of others. The Academy wants to promote the respect for others and a caring atmosphere.

Roles and responsibilities

The **Principal** has overall responsibility for the implementation of the policy and will liaise with academy staff, the governing body, parents/carers and outside agencies.

The **Vice Principal** with specific responsibility for anti-bullying will:

- Develop and review the policy, involving staff, governors, parents/carers and related agencies;
- Implement the policy, and monitor and evaluate its effectiveness in practice;
- Ensure that evaluative feedback informs the policy review;
- Manage the reporting and recording of bullying incidents;
- Assess and coordinate training and support for staff and parents/carers where appropriate;
- Co-ordinate strategies for preventing bullying behaviour.

Heads of Year are responsible for:

- Managing bullying incidents;
- Ensuring that the **Pastoral Support Manager** and **tutors** follow anti-bullying protocol.

Definition of bullying

The anti-bullying alliance defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.



How to recognise bullying

Bullying can take a number of forms including:

Forms of bullying	Examples
Physical	Hitting and kicking
Emotional or verbal	Name-calling, taunting, mocking, making offensive comments, harassment, excluding people from groups, threatening and coercion, gossiping and spreading hurtful and untruthful rumours
Cyber-bullying	Inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet
Damage to property	Lunches or books, theft or producing offensive graffiti
Constant low level/minor activity	Nudging when working, items knocked on the floor, deleting/damaging work on the computers

The Academy's response when a student is being bullied

Students who bully others will be dealt with in a serious way, and in line with Academy's policy on sanctions. Usually, students who bully others will be given a chance to improve their behaviour, after the seriousness of the behaviour is explained to them and their parents. If the bullying behaviour continues, internal or external exclusion is used as a sanction, depending on the nature of the bullying. All incidences of bullying will be placed on student files.

Procedure

When an incident of bullying is reported the person dealing with the matter should:-

1. Listen - making it clear that he/she is taking the matter seriously; make brief notes.
2. Explain to the student that she has done the right thing by coming to tell. It is her right to pursue her education in peace.
3. Get the student to write an account of how she felt when she was being bullied. (NB It is important that it is her **feelings** she records and not just the details of specific incidents.) If she finds writing difficult she may prefer to draw or tell the teacher who can write for her.
4. As soon as possible set up a meeting with the students most closely involved. This group should not exceed 6/7 and should comprise the 'core' group of aggressors as well as some from the 'fringe'. In addition there should be girls who support the victim so that there is a 'mix' of interests.
5. The victim should be given the opportunity to be present at the discussion but does not have to come. The teacher becomes her 'representative' and will, using the student's account, explain to the



group how she feels. It is made clear to all that no blame is being attached to anyone and that no punishment will be imposed as long as some solution/progress can be made by negotiation.

6. The group will discuss ways in which the situation can be improved and make an action plan.

7. A review date needs to be set for 2/3 days' time when the group will meet again to discuss progress, with the proviso that if anyone feels things are going wrong before the review, they have a right to help.

8. If the victim is not present, the results of the meeting need to be passed on to her and she needs to be involved in the review process.

9. Parents will be informed about the situation, the action taken and the results of the review.

10. At the review establish whether there has been progress. If there has, set another date for about a fortnight's time, after which, if things seem to have improved, leave the situation to 'heal' but advise all concerned that they can come back for help at any time.

11. If things do not improve, issue a contract of behaviour to all. There will be 2/3 clauses which are specific and achievable and negotiated with the students. There will be rewards and sanctions attached; these are non-negotiable. Students, parents and teacher sign, and agree a review date (about 5 days).

12. If the situation does not improve - sanctions must be applied in line with the behaviour policy.

13. If physical violence is used negotiation ceases and the matter is referred to the Principal.

What do you do if you see someone being bullied or if you know someone is being bullied?

We all have a responsibility to make sure that bullying is not allowed to continue at our Academy. It can make people feel miserable and insecure. In its worst forms it can ruin people's lives. If you see someone being bullied or know that someone is being bullied you must tell a member of staff. Not telling means that the student being bullied may continue to suffer and the bully may carry on, probably with other students too.

Parental Involvement

Following any incident, parents of both bullies and victims should be made aware of the situation and how their actions could help. They should also be made aware of support the school and outside agencies can offer, as well as sanctions that have been imposed.

Policy into practice

It is important that tackling bullying is seen as an on-going process which involves all members of the School community. A consistent approach by all is required.

