

Anti Bullying Policy

Approval Date – September 2018

Review Date – September 2019

Bullying is the conscious desire to hurt, threaten or frighten someone. It may involve one serious incident, but it is more likely to occur more than once over a period of time.

Rationale

It is the policy of the governors of Westfield Academy to encourage positive relationships and not to tolerate any form of bullying or unacceptable behaviour. Bullying in our school is taken very seriously - it is not a normal part of growing up and we have a duty to protect students from it.

Bullying is any behaviour that victimises an individual. Specifically, bullying can be:

Physical: Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person's property. Examples include: damaging or stealing.

Verbal: Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, homophobic statements, phone calls, spreading rumors or hurtful gossip.

Emotional: Emotional bullying involves behaviours that upset, exclude, or embarrass a person. Examples include: nasty notes, saying mean things using technology (e.g. cyber bullying using emails, instant messaging, social media), chat rooms, tormenting, threatening, humiliation or social embarrassment.

Sexual: Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behaviour. Examples include: sexual comments, abusive comments, unwanted physical contact.

Racial: Racial bullying involves rejection or isolation of a person because of ethnicity. Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin colour/accent/food choices.

Homophobic: Homophobic bullying involves behaving or speaking in a way which makes someone feel bullied because of their actual or perceived sexuality. This includes biphobic and transphobic bullying. Examples include: verbal comments, isolation, threatening to 'out' or expose someone, cyber bullying, physical violence.

This policy and the procedures that follow, present a shared understanding of what bullying is and how it affects lives. It also identifies clear strategies and procedures to combat bullying and bullying behaviours for staff, parents and students. Such strategies e.g. Peer Mentoring, Restorative Justice etc, also empower students to address issues of bullying sensitively and effectively themselves.

Roles and responsibilities

1.1. The Governing Body will:

- Establish this policy, in consultation with the Senior Leadership Team, students and staff, and keep it under regular review.
- Ensure that the policy is non-discriminatory and is communicated clearly to students.
- Review the effectiveness of policy and practice.

1.2. The Assistant Headteacher will:

- Have overall responsibility for the implementation and review of the policy and procedures and for reporting to governors on its impact.
- Ensure that the policy is publicised by making it known within the school and by bringing it to the attention of students at least once a year.
- Ensure intervention is in place to address issues of bullying.

1.3. Staff will -

- Respond appropriately to all reported incidents of bullying and ensure that the policy and procedures are followed and applied consistently and fairly.
- Deal independently with low level incidents and be aware of when to seek additional support.
- Ensure accurate records are kept of incidents of bullying that have been reported and subsequent action taken.
- Respond to parental concerns within 24hrs and regularly report progress towards resolution.
- Use opportunities available to promote positive behaviour strategies and discuss the appropriate way to behave towards each other, e.g. tutor periods, assemblies.
- Provide appropriate supervision in key areas at problem times, e.g. playground/toilets at lunchtime.
- Teach students the skills to enable them to manage conflict and anger in a reasonable way.
- Signpost students for additional support and interventions as necessary.
- Build good relationships so students and staff demonstrate mutual respect for each other and students feel confident about confiding in staff.
- Provide good role models in the way they speak and deal with students and each other.

1.4. Students will:

- Be aware that the school does have an Anti-Bullying Policy and that there are agreed procedures to be followed to deal with incidents of bullying.
- Recognise that bullying is destructive for all concerned and it is likely to continue until appropriate interventions are put in place to resolve the situation.
- Tell a teacher or member of staff, a friend, a peer mentor, prefect or parent if they are being bullied or know someone who is being bullied – recognizing their responsibility to help to stop the bullying continuing and making someone miserable.
- Be a good role model for other pupils in the way they speak and deal with each other.

Related Documents

A) Appendices

1. Proactive strategies for dealing with bullying
2. Responsive procedures for dealing with incidents of bullying
3. Anti-Bullying Poster (students)

B) Behaviour for Learning Policy and Procedures.

Monitoring

This policy is monitored by the Governors' Student Matters Sub-Committee by using the following evidence:

- Report from the Assistant Headteacher.

- A member of the sub-committee conducting student surveys focussing on bullying issues.

Responsible

Julie Strange – Assistant Headteacher

APPENDICES

APPENDIX 1 : Proactive strategies for dealing with bullying

Code of Behaviour	A Code of Behaviour has been agreed by the whole school community. This includes a 5 point classroom code which is displayed in each classroom. The core expectations regarding acceptable behaviour of students and staff towards each other is publicised in administration periods and assemblies at the start of each term. It is also a focus for reward procedure.
Consultation	Students, parents and staff are informed about the school's anti-bullying policy and procedures annually - through meetings, tutorial programme, newsletter, website, student planner.
Publicity	Assemblies, student safeguarding desktop icon, tutor sessions and Personal Development lessons are used to raise awareness about bullying and how to deal with it. Resources such as videos, outside drama groups, workshops and speakers are used to support our anti-bullying initiatives as appropriate. Useful contact details and helpline numbers of voluntary agencies are displayed on notice boards and in student planners.
Curriculum	Personal Development lessons include sessions that allow students to explore issues of friendships, relationships, equality, discrimination, oppressive behaviour, assertiveness and negotiation skills. They are encouraged to develop the skills, attitudes and knowledge to question behaviour that disadvantages individuals or groups.
Positive Behaviour - Reward	Positive relationships are encouraged through a variety of strategies that give staff the opportunity to acknowledge anyone who is behaving positively – reward procedures.
Advice and Guidance	Students have the opportunity to talk confidentially to a member of staff about any concerns. This includes their tutor, Heads of Year, Attendance Officer, SEN Team, Parent Family Support Advisor, Designated Safeguarding Lead.
Multi-agency approach	The school liaises with the Police and other external support agencies to seek ways of tackling bullying, racism and anti-social behaviour out-of-school-hours. Additional support is provided for vulnerable students through the SEN department and external support agencies (e.g. PFSA etc.)
Training and role modelling.	An in-service training equips new and established staff with the necessary understanding and skills to manage behaviour effectively, detect and respond to bullying, counsel students and work with parents in difficult situations. All staff are required to model respect, courtesy and consideration in working with colleagues, parents and students.
Peer Support	Peer support schemes have been set up. This involves older students tutoring, listening, mediating between and mentoring younger students on a range of matters including bullying. Senior Staff and Prefects patrol the site at break and lunchtimes. They support the students and will respond appropriately to any reported or observed incidents.
Restorative Justice	A number of staff are trained as Restorative Justice facilitators and this approach to resolving bullying issues is coordinated within the school to address the needs of both victim and perpetrator.

APPENDIX 2: Responsive procedures for dealing with incidents of bullying

All alleged incidents of bullying must be reported to the Heads of Year who will liaise with the tutor to agree further action in the light of details about the severity or persistence of the incident. All details will be recorded on the student's individual electronic log.

In a serious incident:

- Statements will be taken from all parties and witnesses concerned by the HOY
- It may be appropriate for the HOYs of the victim and the student accused of bullying to work together to deal with the complaint (Restorative Justice Conference).
- The alleged perpetrator(s) will be informed that he/she is the subject of a formal complaint of bullying.
- Parents of both parties will be informed by a phone call and/or a standard letter, sent home in the post.
- Arrangements for appropriate sanctions/support will be put in place by the end of the next school day.
- Further incidents involving the same perpetrator will result in the HOY and/or Assistant Headteacher arranging a meeting with parents and further sanctions/support being put in place.

In cases where there has been a serious physical assault:

Statements will be taken from all parties and witnesses concerned. A meeting will be arranged with the Assistant Headteacher and HOY and parents of the perpetrator within 24 hours. Depending on the severity it will lead to a period of time in an internal isolation; a fixed term exclusion off site; permanent exclusion.

In on-going, persistent incidents of a less serious nature:

- Both parties will be given the opportunity to talk about what has happened in a Restorative Justice Conference with an identified member of staff (or Peer Mentor) and the next steps will be agreed.
- Others who are involved (bystanders, colluders, stirrers, friends) will be identified and interviewed to gather more background information and details on the incident(s) that have taken place.
- Where further action is required, it will be followed up within 24 hours by the form tutor, HOY, or another designated member of staff who has been coached in the appropriate techniques.
- Parents will be informed of actions taken so they can support the outcomes agreed
- The member of staff or peer mentor will meet with the pupils involved a week later to discuss how things have gone and agree any further action required.
- If incidents continue, it becomes a serious concern and further sanctions/support will be put in place (as detailed above).

Sanctions/intervention to address issues of bullying:

- Restorative Justice Conference
- School detention
- Behaviour Report Card
- E-Report
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Keeping Records:

- Tutors, subject teachers, parents and other students will report all incidents and actions they have taken to the HOY.
- All reported incidents and the interventions that have taken place will be recorded immediately by the HOY on each student's individual electronic log.
- Additional documentation will be stored in the student's file, together with copies of any correspondence with parents/carers.
- In all cases records will be shared with the Police if requested.

Monitoring Procedures:

Student issues, including bullying, will be included on the agenda of meetings held between the Assistant Headteacher and HOY team so that responses to all incidents of bullying can be reviewed and the success of strategies used can be evaluated.



What Actually Is Bullying?

Bullying is knowingly hurting, threatening or frightening someone. It could be just one occasion or it could happen over and over. There are different types of bullying -



- **Physical** - actually hitting, kicking or any harmful actions to someone. It also includes intimidation.
- **Verbal**- speaking in a unkind or hurtful way, of any kind
- **Sexual**- Sexual comments or unwanted physical contact
- **Emotional**- anything that may upset someone else, embarrass them, nasty notes, cyber bullying etc.
- **Racial**- ignoring or being horrible to someone because of their ethnicity - including name calling or taunting.
- **Homophobic, Biphobic & Transphobic** behaving or speaking in a way which makes someone feel bullied because of their actual or perceived sexuality- including verbal comments, isolation, physical violence

What Should You Do If YOU Are Bullied?

Here at school we take bullying very seriously and you have a number of people you could talk to -



- You could talk to your **Friends or Peer Tutor/Mentor**
- You could talk to your **Form Tutor**
- You could talk to your **Head of Year**.
- You could speak to **Mrs Travers** in the RR
- You could speak to Ms Francis in the Student Support Base.
- You could speak to the **Headteacher**.

All issues will be resolved fairly and sensitively.

Bullying is not acceptable and you do not have to put up with it! Talk to staff who will help you. If you see bullying happening then report it!!

