



**Alleyne's**

**A C A D E M Y**

NISI DOMINUS FRUSTRA - 1558

## **ANTI-BULLYING POLICY**

September 2018

**Member of Staff Responsible:** Mr. Tim Tweats, Deputy Headteacher

**Review Date:** September 2018

All students, either temporarily or permanently on the school roll, will be covered by this policy. The Academy treats bullying among their employees as a potential disciplinary matter.

This policy has been developed in line with legal requirements and statutory guidance

These obligations are highlighted in a range of government initiatives “Preventing and tackling Bullying” (2012). The Equality Act (2010). Also Working Together to Safeguard Children (2015), Keeping Children Safe in Education (2016), Children’s Act (2004), Education and Inspector’s Act (2006) and National strategies on Behaviour and Attendance.

## **PRINCIPLES**

- We aim to provide a caring environment which protects **all** students and gives each the freedom to learn effectively and grow as an individual, as a member of the school and of the wider community. We aim to reduce or eradicate instances in which students are subjected to bullying in any form.
- We consider bullying to be any wilful, conscious desire to hurt another or put him/her under stress.
- Bullying is any behaviour, physical, verbal or psychological, which makes the victim feel threatened. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- Bullying takes many forms: physical; verbal; extortion; threatening gestures; exclusion from groups; spreading malicious gossip; theft; sexual and racial harassment; silence; cyber bullying (by text message, on social networking sites etc. and so on).
- If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.
- We find out about bullying from the students themselves telling someone, by a friend reporting it or by the observation of staff who detect a change in a student, or by the parent telling the school. The annual student questionnaires have the question “Have you ever been bullied at school and if so was it dealt with effectively?”
- Students have open access to most parts of the school at the start of the day and at break and lunchtimes. Staff, support staff and Sixth Form are on duty and students are made aware in induction information and assemblies of the following people to whom they can speak:
  - Senior Staff
  - Sixth Form
  - Their tutor
  - Heads of Progress and Support
  - Support staff
  - Any teacher
  - A member of the School
  - A school friend (who would act as a Council mediator and approach any of the above)
- We believe that tackling incidents of bullying leads to an alleviation of the problem.

- Bullying will be dealt with by:
  - making students aware of what bullying involves
  - reminding students of their rights and responsibilities
  - encouraging students to help and respect each other
  - encouraging students to talk about any problems they are experiencing
  - asking parents to discuss any problems they know or suspect their child is having
  - applying fair, firm and consistent sanctions
  - discussing problems and incidents fully with all concerned
  - carefully monitoring any incidents of bullying by including them on the behaviour performing data.
- The school uses many opportunities to prevent bullying from developing. Within the curriculum we build in strategies to build up self-esteem and confidence. We highlight relationships, how to treat and respect each other as part of our PSHE and in other aspects of the curriculum. Opportunities in the Year Assembly programme are used to encourage positive relationships and deter aggression.
- The school have taken part in the Princess Diana Anti-Bullying Training Programme and as a result have appointed anti-bullying ambassadors in both Year 10 & 11.
- The school recognises the detrimental effect on students who may be subjected to bullying and will work actively to minimise the risks. In particular the harmful effect on a student's learning is recognised and the school is committed to combating all bullying behaviour.

## **RIGHTS AND RESPONSIBILITIES**

### **Students**

#### **Rights**

- to live your life in peace and safety
- to get on with your work
- to be an individual and be proud of being different
- not to be bullied
- to say 'no' to anything you think is wrong
- to protect yourself by ignoring others and walking away
- to tell a member of staff if someone is making you unhappy
- to have the opportunity to express their views through senior staff interviews and student councils

#### **Responsibilities**

- not to bully another member of the school community
- not to put up with any form of bullying by anyone else
- to help to stop others bullying
- not to be afraid to report bullying in any form
- not to keep bullies secrets - it might seem as if you support the bully
- not to put up with bullies in your group of friends
- to support other students who are bullied

## **Teachers**

### **Rights**

- to be able to teach students in a caring environment free from threat and aggression
- to access support from colleagues when investigating bullying
- to appropriate INSET
- not to be bullied

### **Responsibilities**

- to be on time to lessons
- to be on duty in designated areas at the appointed times and to deal with any incidents in accordance with the school guidelines
- to be alert to the possibilities of bullying
- to respond to an approach about bullying by a student
- to investigate the incident and, where appropriate, make a written record on Behaviour for Learning
- to inform colleagues and parents as appropriate
- to set a good example, e.g. by resolving conflicts in a non- threatening manner
- to create a positive ethos by praising good work which increases students' "self-esteem"
- to develop individual positive relationships with students
- to have a firm, fair and consistent style of behaviour management
- to develop the skills of negotiation, assertiveness and listening to students

## **Lunchtime Supervisors and Non-teaching Staff**

### **Rights**

- to be able to work in a caring environment free from threat and aggression
- to be kept informed of the school's policy towards bullying
- to be included in INSET
- to be informed of potential bullying issues

### **Responsibilities**

- to understand the serious effects of bullying behaviour on students
- to attend staff training
- to intervene calmly and positively to students who are behaving badly
- to report bullying behaviour to teaching staff either verbally or on report forms
- to talk to students, getting to know as many as possible

## **Parents**

### **Rights**

- to have their son/daughter taught in an environment of peace and safety
- for their son/daughter to work free from bullying
- to be informed of any serious incident of bullying which involves their son/daughter as either the bully or bullied

## Responsibilities

- to support your son/daughter at school
- not to encourage retaliation or aggression as a way of resolving problems
- to contact the school if you discover your son/daughter is involved in bullying as either the bully or bullied

## PROCEDURES IN SCHOOL TO PREVENT BULLYING

- Students and parents sign a Home School Agreement as part of student induction to the school.
- **Behaviour Policy:** the school Behaviour policy seeks to encourage good behaviour by reason and positive reinforcement. However, there are also clear guidelines on punishments for those who choose not to behave responsibly (**Appendix 1 – Consequences**).
- **School Code of Conduct:** each student is made aware of the school rules which emphasise consideration for others.
- **Anti-bullying Charter:** this is on display in classrooms.
- **Anti-bullying Ambassadors elected in both Year 10 & 11:** this helps to raise the profile of anti-bullying within the school and enables students suffering from bullying to openly speak to students, support staff or teachers about their issues.
- **Places of Safety:** there is open access to the school for students before the start of morning school, at breaks and at the end of the day. At these times the school is supervised by staff. Therefore, students may remain in the vicinity of staff if they wish.
- **Lunchtimes:** only Year 11 and Sixth form students are allowed off school premises at **lunchtime (Year 11 only with parental permission)**. **Lower school students remain on the school site.**
- **E-Safety Officers to prevent cyber-bullying on school computers**
- **Interviews:** New Year 9 students have an interview with members of the Senior Leadership Team during the first term and again in the Spring Term before they make their Option choices. Years 10, 11, 12 and 13 students have an interview with a senior member of staff during the Autumn and Spring terms. During these interviews potential or actual problems can be identified.
- **Sixth Form Prefects:** members of the Sixth Form are attached to Year 9 tutor groups whenever possible. One of the purposes of their role is to provide an older friendly face for help and advice should a problem arise and to support the younger students in school.
- **Sixth Form Buddy System:** Identified students will be allocated a Sixth Form Buddy.
- New Student Handbook informs students what to do/who to report bullying to
- School and Year Assemblies reinforce the caring environment that the school wishes to create and to identify who can be approached
- Staff are encouraged through staff meetings to be receptive to hints of bullying and to respond to it wherever they suspect it.
- Sixth Formers are available to be approached over incidents of bullying.
- Senior staff have an open door policy.

## IDENTIFYING BULLYING

Bullying can take many forms and all staff are asked to be vigilant to the problem in case it arises in their lessons, in social areas of the school or within their tutor group.

Staff have a further duty to be aware of the possibilities of child abuse occurring outside school (see the School Safeguarding Policy).

Students are encouraged to seek help if they are being bullied. However this can be very difficult as bullying has the effect of reducing self-confidence. This reinforces the need for staff vigilance.

Students are encouraged to watch out for the bullying of others and to report it to someone.

**Signs of bullying may include:**

- items of clothing may be damaged or lost
- injuries, bruises and signs of distress may become apparent - the student may be withdrawn and reluctant to say why
- the student may spend time on their own crying
- the student may become sleepless and, consequently, over tired and irritable
- the student may wet the bed and have nightmares
- performance at school may deteriorate
- there may be a reluctance to attend school, truancy and skipping lessons
- there may be requests that the student be accompanied to and from school
- the student may not eat during the day as dinner money has been extorted
- money goes missing from home
- child appears depressed
- there may be threats or even attempts at suicide
- being unwilling to go on the school bus

**Bullies may themselves be identified by:**

- overtly aggressive behaviour
- low self-esteem
- unusual amounts of money
- eliciting fear in others

**DEALING WITH BULLYING**

Every incident should be dealt with because:

- ignoring it condones it and makes the teacher (or any other observer) part of the bullying group
- ignoring it will reinforce the humiliation and loss of self-esteem already being felt by the bullied student
- The victim must not be blamed
- It must be dealt with in a way which does not reinforce bullying as an acceptable method for those in positions of power
- The prime objective is to stop the bullying. Punishing the bully is not an end in itself
- Staff might themselves deal with minor incidents of bullying particularly for their tutor group but should always report to Heads of Progress and Support in case it is part of a pattern

**SUPPORT FOR STUDENTS**

- Organised induction programme for new students including a student guide "What to do if"

- All students assigned to a tutor group
- Student Voice – each tutor group has two representatives on their Year Group Council and each year has two representatives on the School Parliament
- The Hub is staffed at break and lunchtimes and is open for students to “drop in”
- There is open access to the school for students before school starts, at break and lunchtimes and at the end of the day. Staff are on duty from 8.50 to 9.00 in the morning, at break and lunchtime and at the school gates from 3.25 to 3.35 p.m. after school
- Any student or parent can request a meeting with a member of the teaching staff

**SPECIFIC RESPONSES ALREADY IN PLACE INCLUDE:**

Staff take seriously and respond to any reports of bullying. They will usually broadly follow these actions:

- listen to the student and/or parents and demonstrate that their concerns are taken seriously
- display empathy, reassurance and tact
- set aside a quiet room where discussion can take place
- demonstrate to a bullied child that, at a time when self-esteem is low, that he/she is a valued member of the school community

They act

- to reassure the victim
- by removing the victim from the situation causing concern
- to counsel the bully
- by setting up a “safe haven”
- to interview all the parties involved
- by determining the facts e.g. by asking all parties to write an account of the event
- by recording the incident on SIMS under Behaviour for Learning

Heads of Progress and Support will assess a bullying incident in terms of “seriousness”. The following procedures/sanctions are available:

- interviewing/counselling
- entry onto student’s record
- isolation at break and lunchtimes
- internal exclusion
- placing pupil on daily/weekly report
- reprimand
- inform parents, deputies, Headteacher
- inform police in cases of harassment, extortion, physical attack
- temporary exclusion
- permanent exclusion
- record incidents of racial and homophobic bullying on the Local Authority intranet

There is a weekly briefing for all key Pastoral Staff and SLT in order to discuss pastoral issues including bullying. In addition there are weekly tutor meetings with the Heads of Progress and Support.

## **MONITORING**

Bullying is often an activity which takes place in secret and engenders fear in the recipient. It operates in a sub-culture which is not easily accessible to school staff. It is therefore possible for significant levels of bullying to take place in a school without being noticed and hence acted upon by adults.

To be able to counter bullying successfully in school it is essential to determine the nature, frequency and location of bullying incidents. This is carried out in two main ways.

### **Bullying Incident Records**

Heads of Progress and Support and SLT record all incidents of bullying and these are reported termly to the Governors.

Written records often include a statement written by the students involved and can include an account of:

- i. what happened
- ii. when it happened
- iii. where it happened
- iv. was there a reason for it
- v. who else was there
- vi. did anyone else see what happened?
- vii. Any other comments

## **REVIEW AND EVALUATION**

In order to assess the effectiveness of this policy, the school will:

- record variations in the number of reported incidents over a given period
- record individual incident return within given periods for different age groups
- This policy will be periodically reviewed and updated in the light of monitoring and evaluation.
- All staff, students and parents have an active part to play in the evaluation, development and maintenance of this policy.
- Include the evidence presented in the school self-evaluation form (SEF)



## APPENDIX 1

<b>SANCTIONS</b>	
<p>Most of our students are very well behaved and show respect towards others. Occasionally when students do misbehave there are consequences.</p>	
<b>Examples of Actions Leading to Consequences</b>	<b>Likely Outcomes</b>
<ul style="list-style-type: none"> <li>• Minor disruption of a lesson including not bringing appropriate equipment to lessons</li> <li>• Unacceptable lateness</li> <li>• Using mobile device and disrupting the lesson</li> <li>• Inappropriate minor behaviour around school</li> </ul>	<ul style="list-style-type: none"> <li>• C1 C2 C3 &amp; C4 behavioural strategies adopted as outlined in section 7 of the Behaviour for Learning Policy (please refer to the Mobile Devices Policy)</li> </ul>
<ul style="list-style-type: none"> <li>• Continuing lateness</li> <li>• Continual lack of homework</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or departmental detention</li> <li>• Parents/Carers informed</li> </ul>
<ul style="list-style-type: none"> <li>• Persistent disruption / inappropriate behaviour / lateness / refusal to follow instruction</li> <li>• Truancy</li> <li>• Unsatisfactory 'Attitude towards Learning' grades</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers informed</li> <li>• Head of Progress and Support detention</li> <li>• Departmental detention</li> </ul>
<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Missing a departmental detention on two occasions</li> </ul>	<ul style="list-style-type: none"> <li>• HoPS detention</li> <li>• Head of Progress and Support detention</li> <li>• Parents/Carers informed.</li> <li>• Interview with a member of Senior Leadership Team</li> </ul>
<ul style="list-style-type: none"> <li>• Offensive behaviour to members of staff including Verbal abuse.</li> <li>• Unprovoked aggression</li> <li>• Possession of or under the influence of alcohol</li> <li>• Physical assault</li> <li>• Serious vandalism</li> <li>• Defiant behaviour towards a member of the senior team</li> <li>• Discriminatory behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion in ACREM (Academic Remove) supervised lunch and break</li> <li>• Exclusion from school for a period of time</li> <li>• Parents/Carers informed</li> <li>• Meeting will be arranged involving the individual student, Parents/Carers, Headteacher/Deputy headteacher and in some instances a Governor where a 'contract' will be drawn up detailing the schools specific expectations</li> </ul>
<ul style="list-style-type: none"> <li>• Serious or persistent behaviour that is posing a significant threat to the safety and well-being of others</li> <li>• Major offence, e.g. carrying inappropriate objects such as knife / violence towards a member of staff</li> <li>• Possession of or under the influence of drugs or supplying/intending to supply drugs or alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers informed</li> <li>• Referral to the District Inclusion Panel for a place at the Pupil Referral Unit</li> <li>• Managed transfer to another school</li> <li>• Extreme cases will result in a permanent exclusion from school</li> </ul>

**Action for parents**

- Alleyne's Academy has an anti-bullying policy and parents have their part to play in making the school a safe place to work and grow. Parents who realise or suspect that their child is being bullied at school will probably experience many painful emotions themselves and feel powerless to act. It is important not to project this sense of powerlessness on to your child or act out your emotions in front of her/him. If the child thinks their parent will be upset, angry, bewildered, or embarrassed they are less likely to disclose what has happened to them. So that you can respond helpfully to your child's situation you may need to find some support for yourself as well as for your child. A few general guidelines are as follows:

**Be observant by:**

- taking an interest in your child's social life at school
- be aware of signs and symptoms of bullying - unwillingness to attend school; a pattern of headaches/stomach aches; equipment gone missing; requests for extra pocket money; damaged clothes or bruising

**Empower your child by:**

- asking her/him directly if you suspect he/she is being bullied
- listening to and believe your child
- finding out the facts when told about a bullying incident
- keeping a written record of bullying including who, what, when and where
- not over reacting and being calm and optimistic about supporting your child, pointing out there is nothing wrong with her/him and that it happens to many people
- giving your child the chance to vent her/his feelings about being bullied
- encouraging your child to invite others home to help her/him make friends
- encouraging him/her to talk to teachers
- by not encouraging your child to fight back as this goes against her/his nature and makes matters worse; instead encourage her/him to recruit friends
- if your child is aggressive encouraging her/him to find other ways of behaving
- helping your child practise strategies such as saying "no", or walking away with confidence
- by not agreeing to keep the bullying a secret

**Working alongside the school and other agencies by:**

- informing schools of any recent upsets which may be contributing to unusual behaviour or distress in your child
- being involved with school policy and work in partnership with the school
- talking to teachers and finding out if there is one responsible for discipline and anti-bullying
- informing the school immediately if you think your child is being bullied and arranging an interview with the member of staff responsible
- with staff devise strategies that will help your child and provide her/him with support at home and school
- encouraging children to talk to teachers
- if you are not helped by staff, telling a parent governor about your problem
- if you receive no help from the governors inform the LEA
- if the problem occurs outside school arranging for a solicitor's letter to be sent to the bully's parents, informing them of the legal consequences of the recurrence of the bullying.

**Evaluation and Monitoring**

- weekly discussion at Pastoral Meetings
- annual student and parent voice
- number of new instances of bullying are monitored, recorded and reported to Governors.