

Neale-Wade Academy

ANTI-BULLYING POLICY

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1. Statement of Intent

- 1.1. Our vision at Neale-Wade Academy is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:
 - 1.1.1. Promoting respect and tolerance for each other and the school
 - 1.1.2. Helping pupils towards an understanding of what is right and wrong
 - 1.1.3. Supporting everyone in forming good relationships with adults & peers.
- 1.2. We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.
- 1.3. We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

2. Definition of Terms

2.1. What is bullying?

Neale-Wade Academy adopts the following definition of bullying:

'a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim'

Source: Don't Suffer in Silence DfE.

2.2. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

2.3. Bullying can be:

2.3.1. **Emotional** - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.

2.3.2. **Physical** - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.

2.3.3. **Racist** - e.g. racial taunts, graffiti, gestures.

2.3.4. **Sexual** - e.g. unwanted physical contact or sexually abusive comments.

2.3.5. **Homophobic** - e.g. associated with or focused on the issue of sexuality.

2.3.6. **Verbal** - e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky. E-mail or text bullying. Bullying through a 3rd party.

2.4. Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

2.5. School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

3. Aims and Objectives

3.1. The aim of our anti-bullying policy is to:

- 3.1.1. clarify for students and staff what bullying is and that it is always unacceptable. explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- 3.1.2. provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

3.2. School also intends:

- 3.2.1. To involve the Students' council in any planning, discussion and dissemination of any work related to anti-bullying.
- 3.2.2. To have in place an anti-bullying support system, that all staff and students understand and to apply the system consistently
- 3.2.1. To regularly monitor and review the policy with the full involvement of staff, student, parents/carers and the wider school community.

4. Practice and Procedures

4.1. What we do to prevent bullying.

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying.

4.2. Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- 4.2.1. Provide children with a framework of behaviour including class rules which supports the whole school policy.
- 4.2.2. Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- 4.2.3. Provide children with a good role model
- 4.2.4. Provide children with a good role model
- 4.2.5. Raise awareness of bullying through stories, role-play, discussion, Peer support, School Council, PSHE, RE, and other recognised methods.
- 4.2.6. Through the Principal, keep the governing body well informed regarding issues concerning behaviour management.
- 4.2.7. Provide a key staff member who is responsible for the monitoring of the policy.

4.3. Parents/Carers

4.3.1. We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:

Support us in helping us meet our aims.

Feel confident that everything is being done to make sure their child is happy and safe at school.

Be informed about and fully involved in any aspect of their child's behaviour.

Be informed about who can be contacted if they have any concerns about bullying.

4.4. **Governors**

4.4.1. We expect that governors will:

Support the Principal and the staff in the implementation of this policy.

Be fully informed on matters concerning anti-bullying.

Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

4.5. **Students**

4.5.1. We expect that students will:

Support the Principal and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via pupils council, circle time etc)

Be involved in the monitoring and review of the policy.

Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

Feel supported in reporting incidents of bullying.

Be reassured that action regarding bullying will take place.

5. Reacting to a specific incident

5.1. Recording

All incidents in or out-of-class should be recorded on file or GO4Schools. Incidents clearly identified as bullying must be reported to a senior member of staff (Vice Principal /Principal)

Parents (of both bully and person bullied) informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted by a third person.

5.2. Dealing With An Incident

Whenever a bullying incident is discovered school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

5.2.1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.

5.2.1.1. School expects to support all involved by:

Talking through the incident with bully and person bullied

Helping the bully and victim to express their feelings

Talking about which rule(s) has/have been broken

Discussing strategies for making amends

5.2.2. Nevertheless sanctions may include:

Time away from an activity within the classroom.

Time out from the classroom- Seclusion

Missing break or another activity

Formal letter home from the Principal expressing concerns, where the pattern of behaviour continues.

Meeting with staff, parent and child.

Pastoral Support Plan

CORE intervention

Fixed-term exclusion

Permanent exclusion

- 5.2.3. Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with.
- 5.2.4. Records of these discussions to be minuted by a third person and filed.
- 5.2.3. Failing face-to face discussion, parents/carers will be informed of any incidents by letter.
- 5.2.5. Child Protection procedures should always be followed when concerns arise.

6. Monitoring

- 6.1. Trends and strategies are analysed for inclusion in the Principal's reports to governors.
- 6.2. Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year