

Blackpool Aspire Academy

5.5a Anti-Bullying *DRAFT POLICY*

Document Written by: Principal

Document Operational from: immediately

Reviewed: Annually/Half Yearly/Quarterly/**other**-when staff changes occur

Last Review Date: March 2015 P Smith/N Oldham

Review Date: March 2015

Review Date:

Introduction

- It is a government requirement that all schools have an anti-bullying policy.
- This policy should be read in conjunction with the Equal Opportunities and Single Equality Policies.
- The school has a legal obligation to log all instances of racism and chooses to specifically monitor all homophobic and disability-related bullying incidents.

Definitions

This policy interprets bullying (with reference to Department for Education guidance) as continuing behaviour which is intended to be hurtful.

This can include:

- threatening physical behaviour
- threatening verbal gestures (such as name-calling, teasing etc.)
- physical or sexual abuse
- extortion or stealing from a victim
- emotional bullying (tormenting, humiliation, isolation of victims etc.)
- peer pressure
- offensive written materials directed at a victim, including cyber-bullying
- nuisance phone calls/social network sites used for abusive purposes .

Bullying may be connected to a person's:

- appearance
- religion
- race
- sexual orientation
- gender
- economic standing
- family background
- disability
- special educational needs.

The above lists are not exhaustive.

Different roles in bullying have been identified and it is important that these terms are understood and used by all members of the school community.

The Ring Lead

The person who through their social power can direct bullying activity.

Assistants/Associates

Those who actively join in the bullying (sometimes because they are afraid of the ringleader).

	Sometimes because they want to stay friends with the ringleader).
Reinforcers	Those who give positive feedback to the bully, perhaps by smiling or laughing.
Outsiders/Bystanders	Those who stand back or stay silent and thereby appear to condone or collude with the bullying behaviour
Defenders	Those who try to intervene to stop the bullying or comfort pupils who experience bullying

The school recognises that young people have fights and disagreements from time to time. Isolated cases are not usually considered bullying and are dealt with through the school's Whole School Behaviour Policy.

Some bullying incidents could be examples of harassment, threatening behaviour etc, which are covered by the law and may become police matters.

Aims and objectives

- The school seeks to provide a safe and secure environment for all. This extends to incidents involving students outside of school wherever logistically possible.
- The school considers bullying to be wrong.

It is the responsibility of the Principal to ensure that:

- staff are given opportunities to be trained to deal with bullying consistently; however, members of staff also have a responsibility towards their own professional development in this area.

It is the responsibility of all staff to ensure that:

- the school actively promotes anti-bullying through the curriculum assemblies and the student council
- where bullying is discovered, responses are prompt and appropriate
- bullying is not tolerated and is punished appropriately
- all bullying incidents are logged - electronically (currently on Google Docs – moving to SIMS following SIMS data entry training for staff)
- bullying activity as a whole is monitored
- targets and perpetrators are offered appropriate guidance
- the school promotes a whole-school approach to bullying by communicating this policy to staff, students, parents, Academy Council and the wider community.

Staff training

- The school advises staff and the Academy Council of their responsibility to intervene in and /or report bullying incidents.
- The school ensures that all staff are sufficiently equipped to deal with bullying, including identification of potential signs of bullying such as victims being persistently late, having mysteriously lost belongings, being careless in their work, appearing isolated from peers or acting withdrawn.
- All members of the Student Support team have had restorative justice training.
- Members of the Student Support team have had CEOP training regarding cyber bullying and deliver this to assemblies and as part of the PSHE curriculum carried out in form tutor time, assisted by the PCSOs.

Promoting anti-bullying behaviour

The school:

- makes transition arrangements for new pupils
- publishes anti-bullying information in the Student Planner
- actively promotes anti-bullying through tutor time, assemblies and pop-up days and student voice
- ensures that areas where bullying may occur outside of class time are adequately staffed
- maintains a zero tolerance approach to violence
- provides a 'virtual' anti-bullying form (the Sharp System), managed by the Deputy Principal
- trains students as anti-bullying ambassadors ('Bully Blasters')
- offers students with an interest in anti-bullying the opportunity to access relevant external courses such as the Diana Trust Anti-Bullying sessions,
- regular surveys with pupils to obtain their opinions on the success of anti-bullying work – the Behaviour team will carry out audits of bullying 'hotspots'.
- Celebrates differences and promotes respect.
- Encourages and rewards good behaviour

Managing incidents

- All incidents reported are accepted by the person to whom they are reported in the first instance.
- All incidents are passed on to the appropriate Student Caseworker.
- Incidents are dealt with consistently.
- All persons involved are requested to provide a written account where appropriate (and provide copies of any relevant evidence - emails etc).
- Witnesses are seated separately when preparing written accounts of incidents.
- Investigations are undertaken promptly.
- A Bullying Incident Log is collated on the school's Google Docs account. Currently - but will change to SIMS following staff training
- Student Caseworkers place relevant information in the student files.
- Targets are provided with support strategies, which may include places of safety for break/lunchtime and late starts/early finishes.
- Perpetrators are sanctioned and support accessed with the intention of preventing reoccurrence and helping them to understand the error in their actions.
- Bullying may often be a manifestation of the perpetrators' own problems, which the school will endeavour to offer support on as it does for all students.
- Perpetrators repeatedly involved in bullying can expect parents to be contacted and increasingly severe sanctions.
- Sanctions may include anything up to and including exclusion.
- Restorative justice for victims and perpetrators, where appropriate, should be facilitated by the Student Caseworkers and, where relevant, PCSOs.
- Support may be arranged for victims or perpetrators from outside agencies. These could for instance include council youth workers.

Parental involvement

- The school promotes a whole-school approach to bullying by communicating this policy to staff, students, parents, governors and the wider community.
- At the annual New Parents evening in June and at all mid- year admissions parents are informed of the school anti-bullying practices verbally by the Deputy Principal and written in the form of a handout.
- Parents reporting bullying incidents either by telephone or email (using the information on the website) are dealt with promptly and feedback on progress and actions are provided within 24 hours, unless there are extenuating circumstances.
- Parents of perpetrators are contacted and their support sought to prevent further incident.
- The police are consulted if necessary.
- Initial contact with home is via Student Caseworkers. Where relevant, matters can be referred on to the Deputy Principal with responsibility

for behaviour or any other senior leader - ultimately to the Principal, Executive Principal and Academy Council.

- There is a link on the school's website giving parents/carers FAQ and advice.
- The website has a section on cyber-bullying aimed at parents/carers.
- Information is given via handouts to new Year 7 parents/carers and to parents/cares/students at non- routine admissions.
- Follow up letter to parents
- The parentline plus (www.parentline plus.org.uk) is recommended as a source of information and advice.

Monitoring bullying in school

- Regular feedback is given to the Academy Council.
- Termly quantitative data is broken down by gender, ethnicity and SEN (including Gifted & Talented).
- This policy is reviewed annually.