



# Anti- bullying statement and Policy

Policy reviewed by Academy Transformation Trust on	March 2017
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Safeguarding policy</li><li>• E-safety policy</li><li>• Social Media</li><li>• Behaviour for Learning Policy</li><li>• Equalities policy</li></ul>	

Review Date – March 2019



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our academies to reduce or eliminate incidents of bullying.

## Introduction

Academy Transformation Trust are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The Trust recognises the importance and value in dealing with the issue of bullying. The Trust believes the effective management of bullying is a shared responsibility which involves staff, parents/carers, children and young people and professionals involved with children who are victims or perpetrators of bullying behaviour.

There is no justification for bullying behaviour and it should not be tolerated in any form. We will ensure fair treatment for all, regardless of age, race, culture, disability, gender, religion, sexual orientation or home circumstances and encourage understanding and tolerance of different social, religious and cultural backgrounds.

The Trust expects that:

- there is an agreement in the academy community what is meant by bullying.
- all bullying concerns will be dealt with sensitively and effectively;
- that students feel safe to learn
- the policy is explicit about the approach to cyber-bullying
- that all pupils and staff accept and follow the anti-bullying policy.
- all reported bullying incidents will be dealt with promptly, logged and actions recorded.
- the writing of academies anti-bullying policy will involve members of the academy community. This includes pupils of all ages and disabled pupils and those with special educational needs.

## Definition of bullying

“Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.”

(DfE *Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies.* October 2014)



WESTBOURNE  
ACADEMY

# **Anti-Bullying Procedures**

## **Anti-Bullying Procedures**

These procedures are an integral part of our Behaviour Policy.

### **STATEMENT OF PRINCIPLE**

Every student has the right to feel emotionally and physically safe at Westbourne Academy. We recognise the worth of each individual and demonstrate our shared values in the way that we work with and behave towards others.

As such, bullying of any kind is totally unacceptable in the academy.

Where bullying is allowed to go unchecked in academy:

- Students are unhappy, they may well feel unsafe.
- Students find it difficult to learn and achievement suffers.
- Students are provided with negative role models for adult life.

The academy expects a high standard of behaviour as detailed in the academy rules and promotes positive approaches to achieve this.

When dealing with students involved in bullying incidents the academy's aims are to:

- a) Support and counsel the victim.
- b) Correct the behaviour of those responsible.

The academy acknowledges the importance of clear, constructive communications between the various parties concerned with minimising and dealing with bullying in the academy.

### **ACADEMY AIMS**

- To build and sustain an anti-bullying ethos in the academy
- To ensure that all staff, students, parents and carers have a clear understanding of what bullying behaviour is
- To ensure that all governors and staff know and understand the academy procedure for dealing with bullying and follow it when bullying is suspected or reported
- To ensure that all staff, students, parents and carers know the academy procedure for dealing with bullying and feel confident to activate the anti-bullying systems promoted at the academy and in the wider community
- To challenge attitudes about bullying behaviour
- To increase understanding for students who are bullied

### **DEFINITIONS**

The academy defines bullying as 'conduct intended to cause physical or emotional distress to others'. The academy considers any such conduct unacceptable and

supports strategies, which minimise the incidence of bullying and deal with it effectively when it does occur.

It can be a one-off incident, but more commonly is it is repeated over a period of time. It can be carried out by individuals, or by groups. It can be racist, homophobic, gender based, disability, social exclusion, psychological, verbal, name calling, text messaging, telephoning, internet cyber bullying, threatened violence, actual violence, intimidation, ridicule, demands for money or food

All bullying is designed to make the victim feel threatened, humiliated and unsafe.

### **Signs of bullying**

- Physical: bruises, scratches, cuts, damaged clothing, damaged belongings
- Health: loss of appetite, stomach-aches, headaches, soiling/bedwetting
- Emotional: unwilling to go to academy, withdrawn, or secretive behaviour, unhappiness, unusual display of temper, refusal to speak about problems, high level of anxiety
- Change of routine: requests to be taken to academy, coming home for lunch, taking longer to get home, asking for money, change of route to academy, lost or missing personal items
- Academic: loss of concentration, missing pieces of work, damaged work

### **The academy sees a role for the following parties in preventing bullying and helping to raise awareness of it:**

- Students - behaving with expected degree of decency and tolerance towards one another, offering appropriate support to victims of bullying.
- Senior Leadership Team - supporting the implementation of the academy's procedure and helping to raise awareness of it.
- Governors - supporting the academy in its implementation of tackling bullying.
- Assistant Head of Houses and the pastoral team have particular importance in:
  - Recording information on incidents of bullying.
  - Dealing with cases of bullying in accordance with the academy procedure.
  - Contacting and working with the parents of victims and bullies.
  - Contacting and working with external agencies where appropriate.
- Tutors – encouraging adherence by students to the academy rules, offering support to victims of bullying and passing on information to the Student Managers or the pastoral team.
- Parents of victims - supporting their children and the academy in its efforts to deal with the problem.
- Parents of bullies – supporting the academy's efforts to correct such behaviour.

- Subject teachers – engendering a safe and supporting learning environment, vigilant in identifying changes in behaviour of students and reporting to pastoral team
- External agencies, e.g. Educational Welfare Officer – Responding to academy staff, students, parents in accordance with academy procedure.

## **STRATEGIES TO REDUCE BULLYING**

Prevention is better than cure

- Raise awareness amongst students of academy's position against bullying, e.g. assemblies, displays, tutorials, raise profile during 'National Anti-Bullying Week' and student bullying surveys
- Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.
- Vigilance by everyone at the academy and to take reports of bullying seriously
- Make students aware of strategies for coping with bullying.
- Minimise the occurrence of situations in the academy day, which make bullying likely to occur, e.g. internal supervised areas always available to students.
- Provide positive reinforcement of good behaviour both informally and formally, e.g. through the academy rewards system.

## **STRATEGIES TO DEAL WITH BULLYING**

**Aims: To support and counsel the victim  
To correct the behaviour of those responsible.**

**Via: A prompt, consistent and considered response to incidents  
Collation of relevant information.**

### **Reporting Bullying**

- Anyone who has been bullied or has witnessed bullying should feel confident in reporting it to any member of staff whom they trust enough to tell.
- Incidents will be recorded by Student Managers.

### **Responding to Bullying**

Staff will discuss issues relating to the incident with those involved, in a way suitable to their age and level of understanding. We try to use the problem-solving approach. Each student will have an opportunity to talk and the focus will be on finding a solution to the problem and preventing any recurrence of the bullying. Students who have been bullied will be offered help or counselling.

One or more of the following actions will be taken with the student accused of bullying:

- A report will be made and filed in a student's file
- Form Tutors, Heads of House and Assistant Heads of House will be informed.

- Use of existing disciplinary sanctions. (These will be applied only with a view to improving the behaviour of those responsible and to showing the academy's commitment to its procedures against bullying).
- Restorative Justice approaches used where appropriate.
- Contact with the parents of bullies in the vast majority of cases. This will normally be carried out by the pastoral team and should always be followed by feedback about progress made in dealing with the incident
- The use of appropriate counselling strategies including the 'no-blame' approach where suitable.
- Feedback to victims, bullies and other concerned parties, e.g. Tutors, about progress made in dealing with the incident.
- The use of peer counselling will be used in some cases.

### **Information for Students - If you are bullied:**

- Remember that it is not your fault. Nobody deserves to be bullied.
- Try to stay in a friendly group.
- Try to be confident even if you do not feel it. Remember walking away is not cowardly.
- If you are worried you can go to one of the designated rooms that are staffed at lunchtime.
- Keep a diary recording what happened, when, and with whom.
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### **Whom you should tell:**

- Your form tutor
- Your House or Head of House)
- Relevant Assistant Head of House
- Any member of staff you feel happy to talk to
- Your parent/carer or anyone at home
- Your friend
- In an emergency the nearest adult

## **MONITORING & EVALUATION**

These procedures have been developed in line with the DfE guidance documentation and the Every Child Matters agenda.

Monitoring and evaluation of these procedures is an integral part of the academy's self-evaluation programme and processes.