



Windmill L.E.A.D. Academy
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Anti Bullying Policy and Procedures

Review date: September 2018

Aims and Purpose of the Policy:

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, happy and safe environment without fear of being bullied. Bullying is anti-social behaviour and can affect anyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, are pupils able to fully benefit from the opportunities available at our school.

- To prevent, de-escalate and / or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard pupils who have experienced bullying and to trigger sources of support for the pupils.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.

Legal Framework

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Education (Independent School Standards)

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides

education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Windmill L.E.A.D. Academy's stance on Bullying:

At Windmill L.E.A.D. Academy all teaching and ancillary staff are alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Bullying has no place anywhere in our school community, and this applies both to the bullying of pupils and of staff.

Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood

Definition of Bullying:

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

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of:

- race,
- religion,
- gender,
- sexual orientation,
- special educational needs or disabilities, or
- because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying includes: name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. At this point, refer to the E-Safeguarding Policy.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. We support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so we are alert to the potential bullying this group faces and that the mechanisms for reporting are accessible to all.

There are also a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help us to develop strategies to prevent bullying from happening. It also helps us to be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Roles within bullying:

- The ring leader, the person who through their social power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/by standers, who stay back or stay silent and there by appear to condone or collude with the bullying behaviour.
- Defenders, who try to stop the bullying or comfort pupils who experience bullying,

It should be noted that the same pupils can adopt different roles at different times, or at the same time.

Signs of Bullying

Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a pupil is vulnerable in some way and susceptible to or suffering already from bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression.

Roles and Responsibilities

Head Teacher: has a legal duty under The Education and Inspections Act 2006 to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Staff:

- Need to be aware of vulnerable pupils. They need to be sensitive to pupils who because of their behaviour or circumstances are vulnerable.
- When dealing with bullying issues, staff need to understand the emotional health and wellbeing of pupils and of any deeper issues that they may have, so that appropriate strategies can be used
- Apply the school's behaviour and anti bullying policy fairly and consistently

- Apply the school rewards and sanctions lawfully.

Pupils:

- Pupils need to understand what bullying is, its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.

The action taken may be direct, that is intervening in the bullying situation or indirect, reporting bullying or potential bullying to another adult, at home or school.

- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Governors:

- Provide a written statement of general principles to promote good behaviour in consultation with head teacher, staff, parents and pupils.
- Promote the well being of all pupils.

Anti- bullying Strategies Prevention

- The school leadership team promotes an open and honest anti-bullying ethos.
- Creation of a safe and calm environment that is free from disruption.
- Gathering of intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.
- Talking to pupils about issues of difference through lessons, assemblies and events.
- Having dedicated Personal, Social and Health Education learning sessions each week.
- An ethos of good behaviour where treating each other and staff with respect is promoted in and outside of school
- Dedicating a learning culture towards values and our Fundamental British Values.
- Creating an inclusive environment in which to learn.
- Using opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying eg, Antibullying week in November each year, whole school assemblies.

- Engaging pupils in the process of developing the school's policy and have an honest and open reporting system.
- Looking at the school environment, at staff supervision patterns, key times and locations where pupils may be more vulnerable to bullying incidents.
- Using a range of learning programmes (e.g. Buddy system, Circle of friends, Seeing Red) to deal with any potential bullying.

Implementation:

- All discovered bullying will be acted upon.
Therefore every person in school has a responsibility to take action.
- All people in school need to know what the school's response to bullying is.

School's response to individual acts of bullying:

For the victim:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by responding to the victim with support.
- The victim will be given support from a member of staff to talk through the incident.
- A clear account of the incident will be recorded including witness statements from all pupils involved and will be passed to the head teacher or deputy head teacher.
- Support will continue to be given until the child feels comfortable within the school.

Programmes of support for the victim can include:

- Giving the child a 'buddy'
- Ask the 'buddies' on the playground to keep an eye out for them.
- Setting up a 'circle of friends'
- Referring the child to the Nurture Group.
- Regular check ins with the TAC office team
- Referral to Child and Adolescent Mental Health Services (CAMHS) or the school's counsellor
- Keeping in regular contact with the parents.

For the 'bully'

- A member of staff will interview the child / children who are reported to have been bullying.
- Make it clear to the child / children that bullying will not be tolerated at this school.
- Encourage the bully to see the victim's point of view and discover why the pupil became involved.
- Explain clearly the sanction and why it is given – refer to behaviour policy.
- Explain clearly that the sanction is designed to deter the child / children from repeating this behaviour.
- If the child/children are involved in severe or persistent bullying then this needs to be reported to the head teacher or deputy head teacher for further action and the incidents logged. Parents need to be informed of the child's continuing behaviour and invited to discuss it with a senior member of staff.
- If there are no future improvements in the behaviour, sanctions for severe and persistent misbehaviour as part of the school behaviour policy will be followed.

Programmes of support for the bully can include:

- Remind the child of the school's stance towards bullying behaviour.
- Refer the child for some small group work on self-esteem, anger management.
- Referral to Child and Adolescent Mental Health Services (CAMHS) or the school's counsellor.

For the 'bystanders'

- A member of staff will interview the child/children who are reported to have been bystanders.
- Make it clear to the child/children that bullying will not be tolerated at this school.
- Encourage the bystander to see their role in the bullying incident especially if the incident is cyber bullying.
- Explain clearly that as a bystander they may be subject to a sanction and why it is given.
- Explain clearly that the sanction is designed to deter the child/children from repeating this behaviour.

Reporting and Recording Arrangements

Pupils are encouraged to report any incidents of bullying. They can speak to any teacher or member of staff in confidence. Anti-bullying posters are displayed in all classrooms across Key Stage 1 and Key Stage 2. Children are encouraged that if they feel they are unable to talk to an adult in their classroom, they can put their name and class on a slip of paper in the Worry Monster in the TAC office. A member of the TAC office team can speak to the child individually. Any incidents of bullying are also recorded internally.

This enables us:

- to manage cases effectively
- monitor and evaluate the effectiveness of our strategies
- celebrate the anti-bullying work of the school
- engage and inform multi-agency teams as necessary

Bullying Against staff:

Bullying can happen to staff, whether by pupils, parents or other staff. Members of the school staff who feel that they are suffering from or are concerned about bullying, can speak to a senior member of staff. They can also contact their trade union or professional association for support and advice.

Parents

We engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. We have a complaints procedure which parents are aware of that they can use if they feel that their issue is not being dealt with correctly.

Professional Development

It is important that teaching staff feel confident in dealing with anti-bullying behaviour and incidents, and in implementing this policy. Training will be available for all staff, including lunch-time supervisors, and for relevant governors. We ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Policies to be viewed in conjunction:

E-Safeguarding Policy

Behaviour Policy

SEND Policy

Safeguarding Policy

Review Date: September 2018

Appendix

Bullying posters- Key Stage 1 and Key Stage 2 (displayed around school)

Worried about bullying?

What is bullying?

 
aggressive behaviour

  
done on purpose

  
happens more than once

Bullying could come in any of these four ways:


violence


nasty words


exclusion


online

If you think you are being bullied, Talk to an adult!

Worried about bullying or anything else?



Fill out a worry card in the TAC office to put in the worry monster and you can have time to speak to an adult out of class.



Worried about bullying?

What is bullying?

● Aggressive ~~behaviour~~

Physical or verbal attack

● Imbalance of Power

The person bullying is stronger, more popular and able to overpower the victim in many ways

● Repetition

The behaviour re-occurs often

Bullying could come in any of these four ways

1. **Physical:** This includes threatening, or actually doing the action of hitting, kicking, pushing, and any other physical harm. Others include stealing, hiding or destroying your belongings. Sometimes, you are forced to do things you don't want to do.
2. **Verbal:** This includes calling you names, poking fun at you, teasing, people giggling, insulting and laughing at you each time they see you.
3. **Relationships:** This also includes people refusing to talk, share or allow you to join in games and play activities. Others include spreading lies (or even truths about something bad you did).
4. **Cyber, Internet or Online:** This includes people using the Internet to send you dirty, embarrassing and dangerous messages, intended to cause problems for you.

If you think you are being bullied: Talk to an adult!

Worried about bullying or anything else?



Fill out a worry card in the TAC office to put in the worry monster and you can have time to speak to an adult out of class.



