POLICY

Title	ANTI BULLYING
Date Revised and Agreed	November 2017

To be Reviewed	November 2018
Reviewed by	Governing Body
Frequency of Review	Annual

INTRODUCTION

☐ At Duke's Aldridge Academy, we aim to provide a safe, caring and friendly climate for learning for all our students to allow them to improve their life chances and help them maximise their potential.

☐ We would expect students to act safely and feel safe in academy. Students need to understand the issues relating to bullying and should feel confident to seek support from academy if they feel unsafe.

☐ We also want parents/carers to feel confident that their children are safe and cared for in academy and incidents when they do arise are dealt with promptly and well.

☐ The academy is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the academy where appropriate.

GOOD BEHAVIOUR AT DUKE'S

A successful education leads to good exam results which lead to a successful career, which is important for a happy and fulfilled life.

The academy is committed to:
☐ Providing its students with well taught lessons each day
☐ Ensuring the students' work is marked and assessed in a way that helps students progress
☐ Setting demanding but achievable targets for each student and helping each student achieve those targets
☐ Preventing students from spoiling lessons through disruptive or unacceptable behaviour
☐ Providing a safe and secure environment for students to work and relax

Your obligation to the academy is to be part of our learning community. You must:
☐ Attend academy regularly
☐ Be punctual for academy in the morning and for each lesson
☐ Behave sensibly in lessons and around the academy in general, taking account of the needs and feelings of other
☐ Meet work deadlines including homework
☐ Know your academic targets and what you need to do to meet them

Extract from Homework Diary

Policy Development

This policy was formulated in consultation with the whole academy community with input from

- ☐ Members of staff- though agenda items at staff meetings
- ☐ Governors – discussions at governor's curricular and standards meeting
- ☐ Parents/carers - parents will be encouraged to contribute by taking part in written
- ☐ consultations, parent meetings, parent focus groups producing a shorter parents' guide
- ☐ Young people - students contribute to the development of the policy through the Academy Council. The Academy Council will develop a student friendly version to be displayed on Year Team noticeboards and go in student planners

This policy is available

- ☐ Online at www.dukesacademy.org.uk
- ☐ From the academy office
- ☐ Student friendly versions are on display
- ☐ A shorter version is available for all parents.

Roles and Responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –Bullying Coordinator in our academy is: - Cecil Cameron, Assistant Headteacher responsible for Students Personal Development and Well-being

The responsibilities are: -

- ☐ Policy development and review involving students, staff, governors, parents/carers and
- ☐ relevant local agencies
- ☐ Implementing the policy and monitoring and assessing its effectiveness in practice
- ☐ Ensuring evaluation takes place and that this informs policy review
- ☐ Managing bullying incidents
- ☐ Managing the reporting and recording of bullying incidents
- ☐ Assessing and coordinating training and support for staff and parents/carers where
- ☐ appropriate
- ☐ Coordinating strategies for preventing bullying behaviour

Definition of Bullying

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- ☐ There is a deliberate intention to hurt or humiliate.
- ☐ There is a power imbalance that makes it hard for the victim to defend themselves.
- ☐ It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- [ ] name calling
- [ ] taunting
- [ ] mocking
- [ ] looks
- [ ] intimidation
- [ ] making offensive comments
- [ ] physical assault
- [ ] taking or damaging belongings
- [ ] extorting money or items of value
- [ ] cyber bullying - inappropriate text messaging and e mailing; sending offensive or
- [ ] degrading images by phone or via the internet
- [ ] producing offensive graffiti
- [ ] gossiping and spreading hurtful and untruthful rumours
- [ ] excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:
- [ ] Prejudice crime related bullying of children with additional educational needs or
- [ ] disabilities, homophobic and transphobic bullying or related to race, religion or culture
- [ ] bullying related to appearance or health
- [ ] bullying of young carers or looked after children or otherwise related to home
- [ ] circumstances
- [ ] sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic/Transphobic bullying and using homophobic or transphobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those perceived to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay. Transphobic language is terms of abuse towards transgender people.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic and transphobic language in our academy even if it appears to be being used without any homophobic or transphobic intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the academy premises. Bullying may also persist outside academy, in the local community, on the journey to and from academy and at all times via the internet and cyberspace.

Bullying can take place between:
- ☐ young people
- ☐ young people and staff
- ☐ between staff
- ☐ individuals or groups

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. E-safety advice will be delivered in assemblies, PRS lessons and through the ICT curriculum. An advice page will be incorporated into student planners with information about how to stay safe on line (see attached).

Whilst most incidents of Cyberbullying occur outside academy we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Reporting and responding to bullying

Our academy has clear and well publicised systems to report bullying for the whole academy community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Level 1: Information and Contacts
- ☐ Guidance is provided to all students on bullying, its effect and simple measures to deal with bullies. Students are provided with email address to report incidents of bullying: Via the Purple box in front of the student office
- ☐ Information posters are displayed throughout the academy and in tutor room bases advising students what to do if they feel that they or another student are being bullied.
- ☐ KS4 students (Prefects in Year 11, Mentors in Y10) attached to KS3 tutor groups to work with tutors. KS4 students work as mentors to KS3. Year 11 Buddy System to mentor Year 7 students and Year 10 to mentor Year 8 students. Buddy system for new students to the academy
- ☐ Break and lunchtime supervision provides the opportunity for learners to engage with adults during the recreation periods. Provision is made by the Differentiation Department for vulnerable students at these times.

BEING BULLIED?
WORRIED OR UNHAPPY ABOUT SOMETHING?

You can also write privately to studentsupport@dukesacademy.org.uk where a member of staff will be able to respond to your concern

YOU CAN
SPEAK TO ANY MEMBER OF STAFF

Every member of staff at Woodside is here to help you. Your tutor could be a good person to turn to, as they know you well.

YOU CAN
SPEAK TO A PREFECT (Y11), PEER MENTOR (Y10) or STUDENT BUDDY (Y8)

These are students who have been trained to help you. You can find out who they are by looking at the display in the Dining Hall or looking out for the badges on their uniform

Level 2: Learning Programmes
- ☐ Faculty/Department Curriculum experiences - Faculties should be developing resources through the programmes of study that can promote the academy position on bullying and be used to stimulate discussion.
- ☐ The Tutoring programme has a strong emphasis on monitoring the conduct of students and encouraging the values of the academy.
- ☐ Assemblies are used to promote the academy attitude to bullying and to ensure information is passed to the student body.
- ☐ Northumberland Park works in partnership with organisations such as Stonewall and Diversity Role Models to challenge homophobic and transphobic bullying.
- ☐ The PSHE and PRS coordinator works with the Year teams on the production of a learning programme to cover a broad range of topics. Bullying features within the PSHE and PRS programmes.

Level 3: Academy lower level Responses and interventions
- ☐ Student on student interventions: Year 11 Prefects, Year 10 Mentors, Year 8 Student Buddies
- ☐ Staff who deal with issues of bullying or other activities should do so effectively and efficiently. Concerns should be passed to the appropriate staff (usually ACs) for information or action.
- ☐ If the concern is considered more serious a serious incident form should be used to convey action and information to the appropriate staff. This should be logged on SIMs. Appropriate sanctions decided according to whole academy behaviour policy.
- ☐ Year Teams and the Inclusion Faculty work together to support victims and perpetrators.
- ☐ Mentors: Tend to medicate in the first instance – we have a bullying contract which is in three stages:
    - o Warning o Parents in
    - o Exclusion (goes on their file)
- ☐ Multi agency support is coordinated.

Level 4: Higher Level Responses and Interventions
- ☐ Leadership Team will become involved though a direct intervention in a particular situation that may require a higher-level academy response such as a fixed term exclusion or Internal Exclusion Unit (Restorative Centre - RC).

Monitoring
Year Teams are the principle teams in the academy that monitor behaviours of individual students. ACs are expected to maintain records of all students within the Year group and respond as appropriate.

Each faculty and department will monitor behaviour in lessons and take appropriate action (see behaviour policy) and maintain records.

Procedures
All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The steps taken are:
1. Interviewing all parties (refer to Northumberland Park's bullying assessment flow chart (appendix 3) to decide whether this is a case of bullying)
2. Informing parents/carers

3. Implement appropriate disciplinary sanctions in accordance with the academy's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a clear message that bullying is unacceptable

4. Responses may also vary according to the type of bullying and may involve other agencies where appropriate

5. All incident forms, witness statements and details of sanction/intervention to be passed to relevant AC and recorded on SIMs using correct categories. Anti-Bullying Coordinator to be informed.

6. Follow up - especially keeping in touch with the person who reported the situation, parents/carers. (This includes the complaints procedure for parents who are not satisfied with the academy's actions.)

7. A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, counselling, referral to outside agencies if appropriate. These responses can be discussed at the Year Team and Student Support Panel meetings and organised in liaison with the Inclusion Faculty.

8. Liaising with the wider community if the bullying is taking place off the academy premises i.e. in the case of cyberbullying, gang related bullying or hate crime.

9. Where appropriate to involve other agencies, who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident. Copies of all statements and incident forms should also be passed to the relevant AC to be kept on student file. These incidents will also be recorded electronically on SIMs using the correct categories for future analysis and monitoring.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in academy and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our students we at Duke's Aldridge Academy have developed the following strategies to promote positive behaviour and discourage
bullying behaviour

1. Strategies both as part of the curriculum and across the whole academy including celebrating good behaviour and achievements.
   - ☐ Involvement in SEAL including Anti-bullying unit in the PSHE Curriculum
   - ☐ Involvement in the Healthy Academy's Programme
   - ☐ Anti-Bullying week annually in November.
   - ☐ Specific curriculum input on areas of concern such as Cyberbullying and internet safety
   - ☐ Student Voice, Academy Council
   - ☐ Peer mentoring schemes and Prefects
   - ☐ Promotion of DUKE'S ALDRIDGE ACADEMY Good Behaviour Pledge
   - ☐ Status as Stonewall Academy Champion
   - ☐ Work with Diversity Role Models
   - ☐ Comprehensive SMSC calendar celebrates diversity and equality through whole academy events such as Black History Month, LGBT History Month etc.

2. Reactive programmes for vulnerable groups or groups involved in bullying.
   - ☐ Restorative Justice
   - ☐ Counselling and/or Mediation schemes
   - ☐ Work with external agencies

3. Support for parents/carers
   - ☐ Parent/carer groups (Family Forum)
   - ☐ Parent information events/information

4. Support for all academy staff
   - ☐ Ongoing staff training and development for all staff including those involved in lunchtime and before and after academy activities

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.or**g**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – **www.mencap.org**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – **www.stonewall.org.uk**

The lesbian, gay and bisexual charity
Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a Freephone helpline.

Academy's Out – **www.academys-out.org.uk**

Beatbullying – **www.beatbullying.org.uk**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – **www.childnet-int.org**
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance
Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in academy's – DCSF-00656-
2007 Homophobic bullying – DCSF – 00668-2007
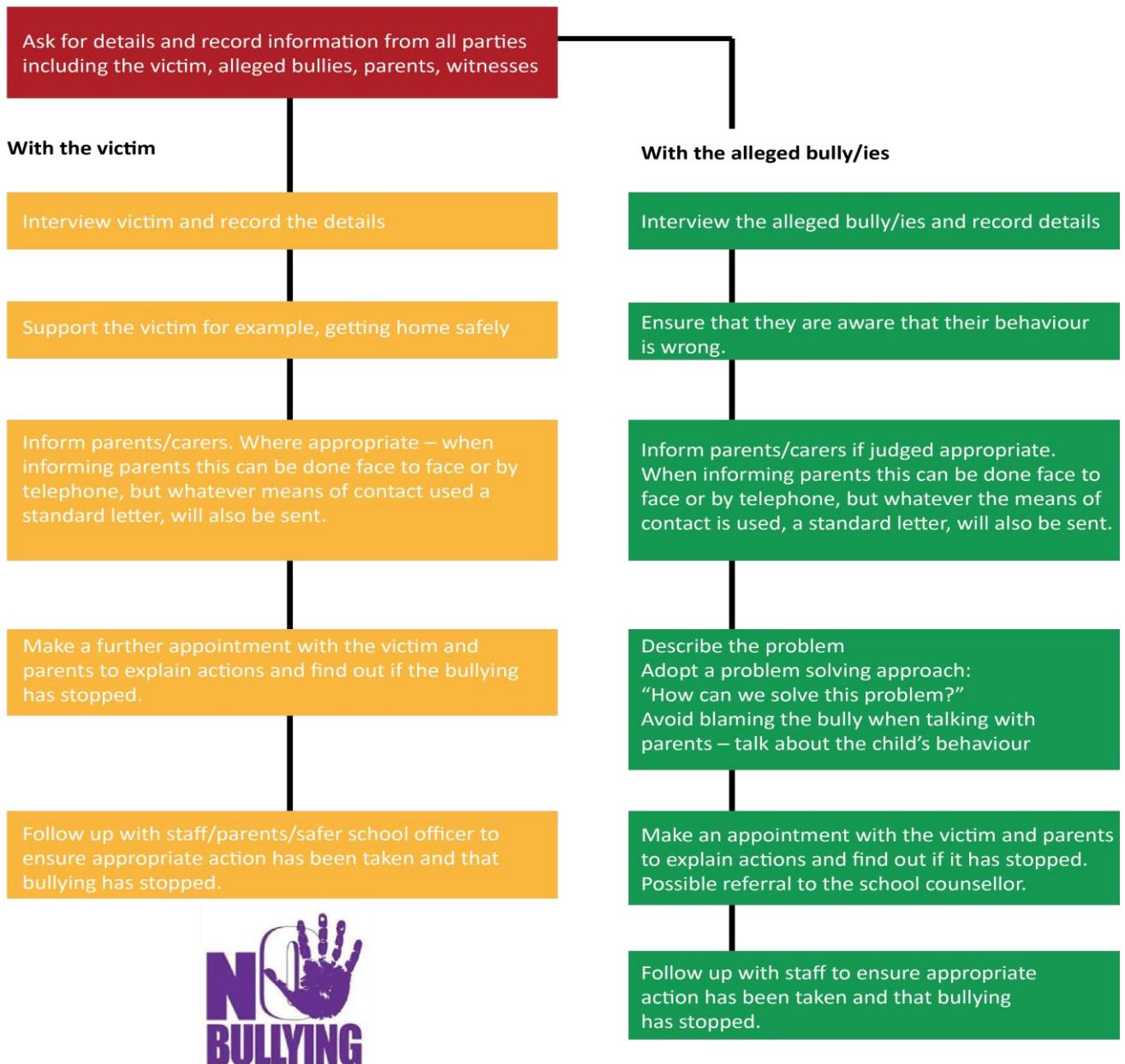Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-
2008 Cyberbullying - supporting academy staff –Cyberbulling – A whole academy community issue – www.education.gov.uk/publications

DUKE'S ALDRIDGE ACADEMY BULLYING FLOW CHART

A report is made to the school.
This should be referred to the appropriate AC/AAC or to a senior member of staff.
When the case has been referred to them, they will:

> Ask for details and record information from all parties including the victim, alleged bullies, parents, witnesses

With the victim

> Interview victim and record the details

> Support the victim for example, getting home safely

> Inform parents/carers. Where appropriate – when informing parents this can be done face to face or by telephone, but whatever means of contact used a standard letter, will also be sent.

> Make a further appointment with the victim and parents to explain actions and find out if the bullying has stopped.

> Follow up with staff/parents/safer school officer to ensure appropriate action has been taken and that bullying has stopped.

With the alleged bully/ies

> Interview the alleged bully/ies and record details

> Ensure that they are aware that their behaviour is wrong.

> Inform parents/carers if judged appropriate. When informing parents this can be done face to face or by telephone, but whatever the means of contact is used, a standard letter, will also be sent.

> Describe the problem
> Adopt a problem solving approach:
> "How can we solve this problem?"
> Avoid blaming the bully when talking with parents – talk about the child's behaviour

> Make an appointment with the victim and parents to explain actions and find out if it has stopped. Possible referral to the school counsellor.

> Follow up with staff to ensure appropriate action has been taken and that bullying has stopped.

The bully may face consequences such as a WARNING, MEETING WITH THE SAFER SCHOOL OFFICER & PARENT/CARER PRESENT OR INFORMED, a DETENTION, or an EXCLUSION, if it is a VIOLENT INCIDENT or REPEATED OFFENCE in line with the behaviour policy. In extreme cases the alleged bully could be PERMANENTLY EXCLUDED.