



# Anti-Bullying Policy

Reviewed by Mayfield June 2017

## **Introduction**

- 1.1.** We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying and harassment of any kind is unacceptable at our Academy, whether it is in the Academy or in off-site activities. In the event of alleged bullying or harassment, all students should know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening is expected to tell a member of staff. A reminder for students is in their planner, supported by safeguarding posters displayed around the academy.
- 1.2.** All members of the Academy Council, staff, students and parents should have an understanding of what bullying/ harassment is and what the Academy's procedures are for responding to bullying/ harassment.
- 1.3.** As an Academy we take bullying and harassment seriously. Students, staff, parents and anyone associated with the Academy should be assured that we do not tolerate bullying or harassment. The academy is committed to providing full support when such behaviour is reported.

## **2. What is bullying/harassment?**

- 2.1.** Bullying or harassment as defined in article 2.2 is the use of deliberate aggression repeated over time with the intention of hurting another person.

### **2.2. Bullying/ harassment can be:**

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Faith based – taunts on a person's beliefs or symbols of their faith
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexist – derogatory sexual comments or gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Because of learning or physical disabilities
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance, social class etc
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, MSN etc.

## **3. Why is it important to respond to bullying / harassment?**

Bullying hurts. No one deserves to suffer from bullying or harassment. Everybody has the right to be treated with respect. Article 8 Human Rights, protects your right to respect for private and family life, your home and correspondence.

- 3.1.** Those who bully need to learn different ways of behaving and the Academy will take necessary steps to assist this change in behaviour including sanctions as deemed appropriate.

- 3.2.** We all have a responsibility to respond promptly and effectively to issues of bullying and harassment. The academy adopts a proactive approach to identifying and acting upon potential signs of bullying which will assist in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but could be because of being bullied or harassed. Other signs may manifest themselves not mentioned here.
- Is frightened of walking to or from school
  - Doesn't want to go to school by public/school transport
  - Insists on being driven to school
  - Changes their usual routine
  - Is unwilling to go to school after previously enjoying being part of the school community
  - Begins to truant
  - Becomes withdrawn, anxious, or lacking in confidence;
  - Starts stammering
  - Attempts or threatens suicide or runs away
  - Cries themselves to sleep at night or has nightmares
  - Feels ill in the morning
  - Begins to do poorly in school work
  - Comes home with clothes torn or books damaged
  - Has possessions which are damaged or unexpectedly go missing
  - Asks for money or starts stealing money (to pay bully)
  - Has dinner or other monies continually 'lost'
  - Has unexplained cuts or bruises
  - Comes home starving (money / lunch has been stolen)
  - Becomes aggressive, disruptive or unreasonable
  - Is bullying/ harassment other children or siblings
  - Stops eating
  - Is frightened to say what's wrong
  - Gives improbable excuses for any of the above
  - Is afraid to use the internet or mobile phone
  - Is nervous & jumpy when a cyber message is received.

### **Responsibilities**

#### **3.3. Academy Council**

The nominated Academy Council member for this aspect of governance is Juno Hollyhock, whose responsibility is to work closely with the Principal and the designated teacher, Steve Price (assistant principal of student entitlement.)

The Academy Council meets 5 times annually and receives an update on the bullying log as part of the safeguarding report.

The academy Council reviews annually this policy and the impact of strategic leadership in this area.

#### **3.4. The Principal**

The Principal has a legal duty to draw up procedures to prevent bullying/ harassment among students.

#### **The Principal will:**

- Ensure that all staff have an opportunity to discuss effective ways of tackling and dealing with bullying and harassment

- Convene a working party annually to review the academies work in tackling bullying and harassment
- Discuss implementation of this policy and associated strategies with the Academy Leadership Team
- Ensure appropriate training is available
- Ensure that a system for recording bullying incidents is in place
- Ensure that the procedures are brought to the attention of all staff, parents and students on a regular basis in a clear manner
- Ensure that sanctions imposed for bullying reflect the serious nature of the incident; and
- Report annually to the Academy Council.

### 3.5. The designated senior staff member will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving students
- Ensure that all incidents of bullying are reported to the responsible senior member of staff
- Be involved in coordinating any agreed approaches to resolving issues of bullying and harassment
- Ensure delivery of effective PSHE and SMSC around bullying and harassment;
- Know the policy and procedures
- Be observant and ask students what is happening to them
- Deal with incidents according to the policy, and
- Never let any incidences of bullying/ harassment pass by unreported, whether on-site or during an off-site activity
- Be responsible for the day-to-day management of the systems and processes that support the anti-bullying policy
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies
- Maintain the Academy's record of incidents of bullying Keep the Principal informed of incidents
- Arrange relevant staff training
- Determine how best to involve parents in the solution of individual problems;
- Make a termly report to the Principal
- Be responsible for ensuring that the Academy's positive strategies are put into practice;
- Meet annually with the lead academy council member for this area.

### 3.6. Staff responsibilities:

- All staff will be responsible for liaising with the pastoral leader over any incidents of bullying involving students. The pastoral leader is responsible for following the anti-bullying flow chart attached to this policy **(see flowchart)**
- Promote a culture of anti-bullying/harassment
- Be involved in any agreed strategy to achieve a solution
- Take part in the anti-bullying/harassment programmes
- Know the Academy's procedure and deal with any incidents that are reported
- Be observant and ask students what is happening to them
- Deal with incidents according to the policy and refer to the anti-bullying flow chart, and never let any incidence of bullying/harassment pass by unreported, whether on site or during an off site activity.

## **5. Anti-Bullying/ Harassment Education in the Curriculum**

- 5.1. The Academy will raise the awareness of the anti-social nature of bullying/ harassment through a PSHE and SMSC programme, Academy assemblies, the Student Council, use of tutorial time and in the national curriculum programmes of study as appropriate.
- 5.2. The Directors of Progress and Enrichment (DoPE) are responsible for initiating and developing with appropriate colleagues an anti-bullying/ harassment programme as part of the PSHE and SMSC course; and other appropriate staff are responsible for introducing anti-bullying/ harassment material in their programmes of study as appropriate.

### **Anti-bullying/ harassment Procedures**

## **6. Parents**

- 6.1. Parents should encourage their child to talk to their tutor or pastoral leader in the first instance, or a student peer mentor;
- 6.2. If parents suspect their child is being bullied they should contact the relevant pastoral leader, by telephone or E-mail, for their child's year group.

Year 7/8/9

Ellie Price:

[ellie.price@oasismayfield.org](mailto:ellie.price@oasismayfield.org)

Year 10/11

Sarah Harvey:

[sarah.harvey@oasismayfield.org](mailto:sarah.harvey@oasismayfield.org)

Pastoral Leader Safeguarding

Debbie Westerman:

[deborah.westerman@oasismayfield.org](mailto:deborah.westerman@oasismayfield.org)

- 6.3. Parents must allow the academy to conduct the initial. Any attempt to resolve the issue themselves is likely to make the matter worse.
- 6.4. Once a concern has been raised the pastoral leader will respond to the parents by letter or E-mail within 5 Academy working days updating them on the case. Parents will be updated in accordance to the anti-bullying flow chart.
- 6.5. Parents should encourage their child to talk to their tutor or pastoral leader in the first instance, or a student peer mentor.

## **7. Students**

- 7.1. If a student thinks they are being bullied they must tell a member of staff, significant adult or parent and be prepared to explain what form the bullying/ harassment is taking and how it affects them.
- 7.2. Students who witness bullying/ harassment or an incident which they feel may be bullying or harassment must tell an adult or parent.

## **8. Support strategies**

- 8.1. Following a reported incident pastoral leaders will investigate using the following strategies, with the support of other members of staff as appropriate:
  - Reflection – What has happened? Could it have been different?
  - Resolution – How can we try to ensure this doesn't happen again?
  - Reconciliation – How we put things right between those involved?
- 8.2. If necessary and appropriate, police will be consulted or involved.
- 8.3. Time out/ reflection time may be used if deemed appropriate. The level of time out will be

determined by the success of the process outlined in 7.1 and at the discretion of the member of staff involved.

**8.4.** Care must be promoted for the victim and the perpetrator, not just one.

**8.5.** Sanctions may be applied where bullying or harassment is identified.

**9. Students who have been bullied or harassed will be supported. Possible options include:**

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice
- Reassuring the student
- Offering continuous support with a designated member of staff
- Restoring self-esteem and self-confidence
- Referral to a Peer Mentor if appropriate
- Referral to a counsellor
- Offering continuous support and advice to parents
- Being informed about the outcome of the investigation in to their concerns
- Include Children's Services where appropriate (e.g. where there are linked safeguarding concerns)
- Intervention with the Local Authority; the Anti-bullying Officer.

**10. Students who have bullied or harassed will be supported. Possible options include:**

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong-doing and the need for change
- Informing parents to help change the attitude of the student
- Involving other agencies, including Police and Children's Services, to support a change in behaviour
- Referral to a counsellor (if necessary)
- Attend a mediation (restorative justice) meeting with the affected student to resolve issues and prevent recurrence.

Changing the attitude and behaviour of the perpetrators will be part of the responsibility of the positive procedures used by the academy. However, the academy recognises that sanctions will also have to be used.

**11. Sanctions**

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the Academy's Behaviour for Learning policy. For persistent offenders or incidents considered as gross acts of aggression, permanent exclusion may be an appropriate sanction.

**12. Complaints**

If a parent or carer is dissatisfied with the response made by the Academy following a reported incident of bullying/harassment, he/she may make a complaint in accordance with the Academy's Complaints Policy. Contact should be made in the first instance with the Academy complaint's Co-ordinator, Caryn Morant: email: [caryn.morant@oasismayfield.org](mailto:caryn.morant@oasismayfield.org) tel: 023 8032 8128.

### **13. Equal Opportunities**

In implementing this policy all members of staff must take into account the Academy's Equal Opportunities policy. Staff must ensure that no student involved in any incident of bullying/harassment is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

### **14. Monitoring, Evaluation and Review**

The academy will review this policy annually and assess its implementation and effectiveness.