

Ormiston Academies Trust Anti-Bullying Policy

Every Child Matters Focus: Staying Safe; Enjoying and Achieving; Making a Positive Contribution.

Introduction

The Ormiston Academy Trust is committed to providing a caring, friendly and safe environment for all of our students, so that they can learn in a secure and enclosed atmosphere.

Bullying of any kind is unacceptable in the academies. If bullying does occur, all students should feel able to tell staff and should be confident that incidents will be dealt with promptly and effectively. All staff have a responsibility to take any suspicion or disclosure of bullying seriously, no matter what the details or provenance, and should respond immediately. Everyone has the right to be treated with respect and people who bully need to learn different ways of behaving.

Objectives of this Policy.

- All governors, teaching and non-teaching staff should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the academy policy on bullying is and should follow it when bullying is reported.
- All students and their parents/carers should know what the academy policy is on bullying and what they should do if bullying arises.
- All students and their parents/carers should be assured that the academy takes bullying seriously and that they will be supported when bullying is reported.
- All students in the academy feel able to tell a member of staff when they have experienced or seen bullying, knowing that the actions taken will not only be prompt but sensitive to their concerns.
- All outside agencies, such as the police, social services and health professionals are consulted and their help enlisted where and when appropriate.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying is usually persistent and can take many forms:

- **Emotional:** Being unfriendly, excluding from peer groups, and tormenting i.e. hiding possessions.
- **Physical:** Pushing, kicking, hitting, other kinds of violence.
- **Racist:** Racial; taunts, graffiti, gestures, name calling.
- **Sexual:** Sexual harassment (unwanted physical contact), sexual abuse/demeaning comments.
- **Homophobic:** Because of or focussing on the issue of sexuality.
- **Verbal:** Name calling, sarcasm, spreading rumours, teasing, threatening, intimidating.
- **Non-Verbal:** Staring someone out, laughing at someone as a group.
- **Cyber:** All inappropriate use of the internet or other forms of communication technology i.e. phones to send threatening messages, spread rumours, name call etc.

What are the symptoms of Bullying?

Staff and parents should be aware of when a child is possibly the victim of a bully. Symptoms may be:

- Frightened to walk to and from academy.
- Doesn't want to use academy transport.
- Begs to be driven to academy.
- Changes the usual route to academy.
- Is unwilling to go to academy (academy phobic).
- Begins to truant.
- Frequently complaining of being unwell both at home and at academy.
- Becomes isolated and withdrawn.
- Begins to do poorly in academy work.
- Has clothing and belongings that get damaged or go missing.
- Has physical bruising or other evidence of assault.
- Have dinner and other monies that are frequently 'lost'.
- Refuses to attend particular lessons.
- Hangs round a particular teacher or stays in the classroom at breaks and after academy.
- Becomes aggressive or unreasonable.
- Stops eating.
- Runs away or threatens self harm.
- Gives improbable excuses for any of the above.

These signs and behaviours could have other causes, but bullying should be considered a possibility and should be investigated.

Dealing with Bullying: 1. Prevention and Education.

Any academy that says it is completely free from bullying is a potentially dangerous place. Bullying happens in all walks of life and it is the academy's responsibility to ensure that they are as safe as can be for all of their community. The following strategies should be in place to ensure that the correct ethos towards bullying is established and that students are prepared and can act confidently should bullying occur.

- The academy's policy on bullying is known to governors, parents, staff and students. This should be reviewed and re-issued annually.
- All staff, students and parents know what to do if bullying occurs. A simplified 'code' of actions should be issued to students.
- All students should know that bullying is totally unacceptable in academy. They should also know that if they are bullied it is not their fault. Students should be encouraged to tell, even if they are not personally involved. These messages should form part of the PSHE programme and should be reinforced in assemblies and on other appropriate occasions.
- All staff should be trained on how to deal with bullying or suspicions of bullying. The training should form part of new staff induction.
- The PSHE programme should include opportunities for students to discuss bullying and the bully and explore feelings and attitudes.
- Teachers should be aware of potential difficulties between students and take them into consideration in seating plans and general classroom management.
- Staff on duty and lunchtime supervisors should patrol regularly areas of the site where bullying might go on undetected.
- The academy should provide 'quiet' areas which are supervised at breaks and lunchtimes so that nervous or vulnerable students can go somewhere they feel completely safe.
- The academy's induction programme for students should be used to support vulnerable students and help them to settle in.
- Transition KS2-3 should include where appropriate the communication of parental concerns regarding the vulnerability of individual students.

Dealing with Bullying: 2. What Parents Should Do.

All parents should be made aware of the academy's policy when their child joins the academy and reminded at appropriate times. In addition, parents should be reminded through academy communications that if they think their child is being bullied they should:

- Reassure the child. It is not their fault and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'.
- Contact the child's form tutor or Head of House.

Dealing with Bullying: 3. What Students Should Do.

Students should be regularly reminded that the academy will not tolerate bullying and that if it occurs they should:

- Tell someone immediately, at home or at the academy, even if they are not personally being bullied but have seen it with others.
- Use 'safe' areas in the academy during break times until the matter comes to the attention of an adult.

Dealing with Bullying: 4 What Academy Staff Should Do.

- If a student discloses bullying to a member of staff they should deal with the matter immediately. The child may have worried over their problem for some time and will want it to be dealt with quickly.
- Staff should take all disclosures seriously, even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that children have a very different perception of what may or may not be serious.
- Staff should be aware that insensitive handling of a bullying incident might result in more not less difficulty for the victim. If staff are unsure how to proceed they should always take advice.

Different circumstances may require different approaches but usually will include the following:

- Both the victim and the bully/bullies will be interviewed and counselled by an appropriate member of staff. Letters will be sent to the parents of both parties.
- The victim should be given a 'safe haven' if required for break times until the matter is resolved and coping strategies for the short term.
- The consequences of further aggression by the bully, if substantiated, should be made clear and the sanctions that the academy will enforce should be outlined. The 'bully' should give some undertaking of how he/she can improve the situation.
- Where appropriate the two parties should meet face to face to discuss the situation and how it may be resolved.
- Both 'victim' and 'bully' should record in writing their view of events.
- The member of staff should make a written record for the Head of House/Form tutor as appropriate.

If the problem persists:

- Both sets of parents should be seen in academy. A strategy to move forward will be discussed separately. At this point external support or advice may be considered.

- Contracts should be drawn up with the students and parents agreeing to the course of action.

If the situation is not resolved:

The matter would then become subject to more serious sanctions and, if the problem persisted, could lead to exclusion.

At all times, staff dealing with bullying incidents should ensure that:

- Parents are fully involved and informed of the actions the academy has taken.
- Written records are kept of meetings, decisions and actions.
- Students are monitored i.e. by daily reporting during the reconciliation period.
- The 'victim' is never isolated from lessons because of the potential actions of others. If any child needs to be withdrawn because of a potentially threatening situation it should be the aggressor.

If there is any real and immediate threat to a child's safety, senior staff are informed so that more radical, preventative action can be taken.

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What	Outcome	Person Responsible	Support by	When	Monitoring & Evaluation	Revised
Audit of bullying data to inform practice	Summary of recorded bullying incidents			Autumn term		Sept 200
Consultation with staff re policy	All staff understand the effects of bullying and their role in combating it			Autumn term		
Consultation with pupils re policy	All pupils understand what bullying is and it will not be tolerated. All pupils will know and feel safe in reporting incidents of bullying		Academys Council	Autumn term		
Consultation with parents re policy	Parents understand what bullying means and feel secure in supporting the academy. Parents understand the impact of bullying on children's well being and learning. Parents understand their responsibilities in supporting the anti-bullying policy			Autumn term		
Staff training	Staff have the skills and resources to deal with bullying incidents			Autumn term /Spring		Yearly
Pupil questionnaire	Pupils identify when where and how bullying takes place and how the academy can stop bullying		PSHE staff	Autumn		Yearly
Revise all opportunities for promoting anti-bullying	1)Academy calendar shows when opportunities will take place to discuss bullying throughout the		* Academys Council/ Pupils Voice Heads of Colleges	Autumn term		End of summer term 200

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	academy year. 2)Pupil consultation results shared with academy council		Form tutors			
PSHE/Citizenship curriculum revised to maximise teaching opportunities	Pupils understand the effect of bullying on individuals. Pupils identify methods to report incidents of bullying Pupils identify support mechanisms for those being bullied and the bullies		Head of PSHE			Yearly
Set up safe areas before, during and after academy	Identify supervised rooms pupils can access before academy, during and after academy (investigate extended services provision)		Support staff	Spring term		On going
Structure in place for pupils and adults to report incidents of bullying	Named officers who pupils feel safe to report bullying incidents. Officer details displayed prominently throughout the academy					
Bullying Incident Book/ Log revised	Clear data gathered to inform practice			Autumn term		Summer term 2008
Effective strategies for dealing with bullying behaviour for supporting both the bully and the person being bullied	E.g. Restorative justice model implemented and efficacy monitored and reviewed					Summer 200
Transition:	Pupils vulnerable to bullying identified and supported			Transition		Identification Summer term 200

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Effective anti-bullying strategies implemented	Pupils report feeling happier at academy Improved behaviour, attendance and attainment	→	Form tutors	On going Summer 200		On going
Evaluation	Efficacy of bullying strategy and points for development			Summer		
Revise the anti-bullying policy	Produce an effective policy which responds to the needs of the academy			On going		On going

Budget for implementing the anti-bullying action plan

PUPIL SURVEY

Appendix 2

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pupils behaviour in the classroom does not affect my learning				
The classroom is safe place to be				
Lessons are enjoyable				

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The pace of lessons is too quick				
The pace of lessons of too slow				
Lesson objectives are shared				
I get regular feedback about my work				
I feel as though I am valued				
I am regularly informed at which level I am working at				
Teachers will take time to explain work I don't understand				
I feel I am respected by staff at the academy				
I respect the staff at the academy				
My parents/carers feel they are respected				
I know what my attendance is				
There is only a small amount of bullying at the Academy				
Bullying is always dealt with effectively				
Bullying is often talked about in lessons and assemblies				
There is only a small amount of bullying outside the class				
A pupil being bullied would know what to do				

Name three things that the academy could do to help stop bullying.

Developing Anti Bullying at The Academy

Appendix 3

	Focusing	Establishing	Enhancing
<p>Use of data</p> <ul style="list-style-type: none"> • Attendance • Exclusions • Attainment • Transition • Recording and analysing data 	<ul style="list-style-type: none"> • Setting up systems to collect data 	<ul style="list-style-type: none"> • Begin to use data to look for patterns and plan for interventions • Identify vulnerable new year 7 	<ul style="list-style-type: none"> • Data analysed down to individual level with interventions planned involving multi agencies
<p>Leadership and management.</p> <ul style="list-style-type: none"> • Capacity to improve • Staff attitudes and skills • Resources and access to support including training • Measure the impact of training 	<ul style="list-style-type: none"> • To establish staff protocol • Staff to self reflect • Create a positive climate 	<ul style="list-style-type: none"> • Tracking and monitoring pupil and parent/ carer involvement 	<ul style="list-style-type: none"> • Social and emotional literate academy • Incidents reduced • Everyone uses systems
<p>Policy and practice</p> <ul style="list-style-type: none"> • Policy review and evaluation • Use of the DCSF Charter • Use of the SEF • Support for all pupils 	<ul style="list-style-type: none"> • Wide range of audience to be consulted re the content of the policy 	<ul style="list-style-type: none"> • Agreed definition of bullying and procedures and practices • Pupil involvement established 	<ul style="list-style-type: none"> • Pupil/parent survey shows increased satisfaction • Positive Ofsted comment
<p>Communication</p> <ul style="list-style-type: none"> • Pupil surveys • Parental surveys • Staff surveys • Responding to survey results • Partnership with other academies • Partnership 	<ul style="list-style-type: none"> • Deciding audiences for communication e.g. academies council • Drawing up action plan 	<ul style="list-style-type: none"> • Surveys carried out • Analysis of responses • Feedback to stakeholders • Action plan operative 	<ul style="list-style-type: none"> • Action plan is live • Common approach agreed • Sharing of good practice • Governors actively involved

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<p>with community</p> <ul style="list-style-type: none"> • Role of the governing body 			
<p>Alignment with SEAL</p> <ul style="list-style-type: none"> • All academy policies promote SEAL 	<ul style="list-style-type: none"> • Whole academy awareness • Staff training (core day 1 & 4 B&A) • Discuss what makes effective learning 	<ul style="list-style-type: none"> • Strategy guidance regularly used and referred to • SEAL audited across the curriculum and highlighted in lesson plans 	<ul style="list-style-type: none"> • Monitoring shows SEAL is effectively embedded in and across the curriculum • Improved behaviour and attendance • Positive pupil surveys

Bullying Incident Sheet

Date:	
Pupil:	
Year group:	
Ethnicity:	
Gender:	
SEN: (SA, SA+, G&T)	
Name of suspected bully & Yr :	
Reported by:	
Reported to:	
Description of incident:	
Time:	
Location	
Follow up:	