



Anti Bullying Policy

Written	July 2018
Date of review	March 2021
SLT Lead	Tom Procter-Legg
Signed: Head Teacher	_____
Chair of Trustees	_____

Introduction

We believe that every child has the right to a safe and secure environment in which to learn and achieve their potential. This policy outlines our strategies for dealing with bullying. This policy will provide advice, guidance and support to staff, parents, pupils and governors in all matters relating to bullying in our school.

Aims

- To provide a safe and secure environment for all our students
- To encourage respect for the individual at all times, celebrating the differences between us
- To prevent bullying behaviour
- To protect those subjected to bullying and support all those involved to ensure that bullying stops

Definition

Bullying is the intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another.

Positive Action

Awareness of bullying is covered in our work with students through:

- Assemblies
- Working with the Anti-Bullying Alliance
- Anti-bullying week every November
- Anti – bullying questionnaire
- Curriculum work in the classroom
- Circle Time in the classroom
- One to one and group discussions
- Dealing with situations promptly
- A restorative approach to dealing with problems and conflict with a focus on repairing any harm that may have been done through “Mend It Meetings” (MIMS)

In the classroom, consideration is given to:

- Room layout
- Availability of resources
- Guidelines for classroom behaviour, consistent with those set out in the school's Behaviour Policy
- Consideration of pupil voice is crucial in agreeing and maintaining rules and routines
- Use of positive reinforcement and rewards using the school reward scheme (Learning Passports)
- Use of circle time in the classroom enabling students to discuss problems and possible resolutions
- Developing our pupils' self-esteem so they feel confident to speak up for themselves.
- Monitoring and addressing inappropriate behaviour
- Flexible learning practices, taking account of different learning styles
- Co-operative rather than competitive practices
- Promotion of independent learning

Out of the classroom, consideration is given to:

- Positive promotion of restorative principles to encourage all to respect themselves as well as others
- Encouraging students to choose appropriate free association activities and providing break time activities daily
- Providing an alternative safe play option
- Careful supervision of all areas, particularly during taxi arrivals and departures, break times and lunch times ensuring opportunities to bully are minimised
- Adults providing positive role models
- Use of restorative principles in school (See Behaviour Policy)
- Profiles of Head/Deputy Head/Assistant Head with regard to supervision and support
- Policy and practice in relation to gender, race, citizenship, special educational needs and disabilities etc.

Identifying bullying

Pupils often do not report bullying when it happens to them. It is, therefore, very important for all adults to be alert to some factors that might indicate that bullying has taken place, or is occurring. These include:

- Sudden changes to patterns of absence
- Unexplained changes in a pupil's personality e.g. a normally outgoing pupil becoming sullen, withdrawn or aggressive.
- Passive acceptance of inappropriate behaviour and/or language
- Possessions go missing or work is defaced.
- A decrease in pupil progress and levels of achievement, which are not easily explained.
- A pupil who stops participating in favourite activities
- A pupil who takes a long time eating his/her lunch and unwillingness to go out at lunch time.
- Pupils who stay close to members of staff during free association when this has not been the case previously.

This list is not exhaustive, neither is it always complete evidence that bullying is taking place. Staff should use their professional judgment when making a decision to take matters further.

Types of bullying

There are various types of bullying that we need to be aware of. Some of these are:

- Non-verbal gestures which are meant to threaten and intimidate.
- Verbal bullying e.g. name calling and teasing. This can be racial, personal or cultural and often causes deep distress.
- Physical bullying which is sometimes dismissed as playing.
- Making demands on another pupil for money or other items e.g. calculators, pens etc.
- Excluding pupils from games and other activities
- Cyber-bullying: email, social network sites, mobile phone messaging to spread rumours or make malicious comments

Procedures for dealing with bullying

Guidelines for staff

General procedures for dealing with bullying will follow these principles:

1. They make sure that pupils know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated. There will always be a member of staff available to give time

to a student requiring support. All incidents of bullying are followed up with a 'Mend It Meeting' (MIM).

2. Incidents are investigated

Every incident is investigated as soon as possible, by way of a restorative enquiry. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to the senior leadership team, and recorded on the relevant behaviour monitoring sheet

3. Records are kept

Records of bullying are kept in the form of monitoring sheets and data, which is collected and compared to other forms of behaviour. This is carried out by the senior leadership team and is reported to the governors.

4. There is a response. Following a restorative enquiry:

- a) To the person doing the bullying – they will be spoken to regarding the seriousness and widespread effects of their behaviour. They will be given an opportunity to take part in a Mend It Meeting to gain an understanding of the impact of their behaviour, accept responsibility for their actions and to work on finding solutions to repairing the damage that they have done. Parents will be involved, if appropriate, and strategies to help the pupils behave more appropriately in the future will be put in place and followed up.
- b) To the person being bullied – they will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation and an opportunity to take part in a Mend It Meeting, as appropriate.
- c) Staff will emphasise that the pupil is right to tell an adult in school if they are having a problem with another pupil.

5. Review and follow up

This will be carried out as appropriate to the situation. As in our Behaviour Policy, praise and encouragement will always be given to the student's individual efforts to improve their behaviour.

- 6. All concerned are made aware of and helped to deal with the **causes of bullying** as well as the **consequences of bullying**. There is always a reason behind why a person makes a choice to bully another. Part of dealing with an incident of this nature must include support for the pupil engaged in the bullying, ensuring they are given opportunities to talk about how they are feeling and why they feel they may be behaving in this way, as well as supporting the victim.

Guidelines for Pupils

If you are being bullied here are some things you might want to try.

1. Most important of all is to tell someone you trust as soon as possible.
2. Get together with some friends and support one another.
3. Get support from the adults around you at times when you feel unsafe.
4. Try to be confident and celebrate your successes.
5. Keep telling yourself that it is not your fault and you do not deserve it.

Guidelines for Parents

If you are concerned that your child is being bullied the following may help.

1. In the first instance parents should contact the school and relay relevant information and or seek a call-back as appropriate.
2. Encourage your child to talk about it but be patient.
3. Stay calm.
4. Try not to dwell on sensitive issues.
5. Reassure them that you understand and will support them.
6. Discuss with your child the kinds of things that he/she would like to happen now.

If the bullying is violent and constitutes an assault then other measures, in line with school policy, should be taken and pupils should be warned that this will be the case. This may include contact with the police who may initiate further action.



Other relevant policies:

The Iffley Academy Safeguarding Policy

The Iffley Academy Behaviour Policy

The Iffley Academy Managing allegations against other pupils

The Iffley Academy E-Safety Policy

The Iffley Academy Non-exclusion Policy

The Iffley Academy Child Sexual Exploitation Policy

The Iffley Academy Equality Policy