



# Anti- bullying statement and Policy

Policy reviewed by Academy Transformation Trust on	March 2017
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Safeguarding policy</li><li>• E-safety policy</li><li>• Social Media</li><li>• Behaviour for Learning Policy</li><li>• Equalities policy</li></ul>	

Review Date – March 2019



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our academies to reduce or eliminate incidents of bullying.

## Introduction

Academy Transformation Trust are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The Trust recognises the importance and value in dealing with the issue of bullying. The Trust believes the effective management of bullying is a shared responsibility which involves staff, parents/carers, children and young people and professionals involved with children who are victims or perpetrators of bullying behaviour.

There is no justification for bullying behaviour and it should not be tolerated in any form. We will ensure fair treatment for all, regardless of age, race, culture, disability, gender, religion, sexual orientation or home circumstances and encourage understanding and tolerance of different social, religious and cultural backgrounds.

The Trust expects that:

- there is an agreement in the academy community what is meant by bullying.
- all bullying concerns will be dealt with sensitively and effectively;
- that students feel safe to learn
- the policy is explicit about the approach to cyber-bullying
- that all pupils and staff accept and follow the anti-bullying policy.
- all reported bullying incidents will be dealt with promptly, logged and actions recorded.
- the writing of academies anti-bullying policy will involve members of the academy community. This includes pupils of all ages and disabled pupils and those with special educational needs.

## Definition of bullying

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

(DfE *Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies.* October 2014)

## Ravens Academy Anti-Bullying Policy

### 1 Introduction

- 1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying - A Charter for Action*. This policy reflects this guidance.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

### 2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### 3 The role of governors

- 3.1 The governing body supports the Principal in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body

notifies the Principal, and asks him to conduct an investigation into the case, and to report back to a representative of the governing body.

#### **4 The role of the Principal**

- 4.1 It is the responsibility of the Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The Principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

#### **5 The role of the teacher and support staff**

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the teacher informs the child's parents.
- 5.3 In the Principal's office there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home.
- 5.4 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his or her action was wrong and that child is encouraged to change his or her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Principal and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Principal may contact external support agencies, such as the social services.

- 5.5** All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **6 The role of parents**

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of pupils**

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3** Our School Council is developing its own anti-bullying code.

## **8 Monitoring and review**

- 8.1** This policy is monitored on a day-to-day basis by the Principal, who reports to governors on request about the effectiveness of the policy.
- 8.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Principal. Governors analyse information for patterns of people, places or groups. They look out in particular for racist and homophobic bullying, or bullying directed at children with disabilities or special educational needs.
- 8.3** This policy will be reviewed in two years, or earlier if necessary.

**Signed: K. Hammond**

**Date: July 2018**

