



Anti-Bullying Policy

This anti-bullying policy was formulated in consultation with parents, pupils, staff and governors and will be reviewed biennially by the pupils and personnel committee of the governing body.

Date of last review: Autumn 2018

Date of next review: Autumn 2020

Contacts

Nominated Governor for Anti-Bullying	Mrs P Brown	Chair of the Governing Body
Designated Anti-Bullying Coordinator	Mr C Turner	Deputy Headteacher
LA Anti-Bullying Contact	Lorna Naylor	Anti-Bullying Coordinator

Introduction

The ethos at Carlton le Willows Academy is based on the absolute conviction that 'Every Child Matters'. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We want all our pupils to feel safe in school and to be confident enough to seek support from staff should they feel unsafe.

Bullying is defined as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. (Anti-bullying Alliance 2018)

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour when:

- 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 persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated over time, but still fulfils all other descriptions of bullying. For example early intervention may be required in cases of discriminatory bullying; when children with disabilities are involved; or if the victim is considered to be in immediate danger.

The academy considers the needs of all pupils when dealing with bullying related incidents. Pupils' individual circumstances are considered in line with the Equality Act (2010) to ensure pupils receive the appropriate support and guidance.

Bullying can include:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- 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.

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

Principles

The main principles which underpin our approach to bullying include:

- All pupils have the right to a safe, caring and protective environment.
- Everyone has a responsibility to prevent bullying occurring.
- Incidents of bullying will be taken seriously and acted upon quickly.
- In response to bullying, it is not the bully as a person of whom we disapprove, but his/her actions.

Procedure

When dealing with an allegation of bullying staff will:

- Take the allegation seriously.
- Ask for advice or support if needed.
- Investigate it quickly.
- If the incident is bullying (see definition above), record all relevant details on a bullying incident report form (appendix 1).
- Take action or if appropriate refer to a more senior member of staff.
- Inform parents (victim(s) and perpetrator(s)).
- Pass the bullying incident report form to student support for processing. The original form should be passed by student support to designated anti-bullying coordinator to place on the academy's bullying log.

Roles and responsibilities

Anti bullying coordinator:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Overseeing implementation of the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

Senior leaders:

- Supporting the effective implementation of the policy by checking with unresolved cases of bullying referred by house leaders.

House leaders:

- Co-ordinating the academy's response in dealing with more serious incidents of bullying in liaison with pastoral and subject staff.
- Involving parents, when necessary.
- Monitoring impact of anti-bullying measures, in order to determine the effectiveness of actions taken and to prevent further bullying.
- Passing on details of unresolved situations to the relevant senior leader as necessary.

Form tutors:

- Being alert to any changes in a tutee's general attitude, mood or pattern of behaviour as this can be a sign that the tutee is being bullied.
- Arranging to talk with the tutee, and when necessary their parents, at the earliest opportunity and handling such meetings sensitively.
- Supporting and advising the tutee that the situation will be dealt with appropriately.
- Managing, reporting and recording of bullying incidents, passing on details of more serious situations to the relevant house leader as necessary.

Students:

- Being alert to incidents of bullying and reporting them to an adult at the earliest opportunity.
- Supporting those who are being bullied, for example being involved in or referring to Medi8.
- Speaking to an adult in school or telling parents at the earliest opportunity.

Parents:

- Being alert to any changes in their son/daughter's general attitude, mood or pattern of behaviour as this may be a sign that they are being bullied.
- Listening to their child and take all reports of bullying seriously.
- Informing their son/daughter's tutor of any concerns.
- Helping us to educate their child that bullying is wrong.
- Working with school to solve difficulties – even if their child is the bully.

Raising awareness and prevention

The academy is an 'All Together School' committed to developing its anti-bullying work. As part of this process we aim to raise awareness and take a proactive approach to supporting pupils in the following ways:

- Guidance and information is given in the staff handbook and academy prospectus.
- Further information is provided for staff, parents and pupils on induction.
- Implementation of the discipline with dignity programme.
- Staff maintaining a high profile when on duty.
- Access to a supervised 'safe' haven or the learning resource centre at lunchtime.
- Bullying is explored and considered in assemblies, classroom and tutor-time activities and display.

Monitoring and evaluation

- Bullying log.
- Well-being surveys
- Academy council meetings and open parent forum.
- Termly reports to governors.