

	Anti-bullying Policy	Author:	James Done
		Approved by:	Local Governing Body
		Date:	27 September 2018
		Review date:	September 2019

Students, parents/carers, staff and Governors of The Pingle Academy are committed to challenging bullying wherever it occurs and to reducing the impact on those involved. We recognise that bullying is a feature of human nature and exists in most societies, yet is unacceptable and must not be tolerated. The academy is proud of its record of dealing with bullying and has won an Anti-Bullying Commitment award of excellence from the local authority for its continuing active involvement in anti-bullying work.

This document is supported by other policies in academy: Behaviour for Learning, Care & Guidance Support Programme/Framework, Safeguarding/Child Protection, Confidentiality/Handling Sensitive Issues, Single Equality and the Complaints Procedure.

The Academy has a legal responsibility to prevent and tackle bullying under the Education Act 2002; Education and Inspections Act 2006; Equalities Act 2010.

DEFINITION

Teachers, students, parents/carers and Governors agree that 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. As such, bullying can be different from arguments within friendship groups or disputes between individuals. Bullying can be between students and/or adults.

The main types of bullying are:

- physical - hitting, kicking, theft
- verbal - name calling, racist remarks, homophobic or disablist comments
- indirect - spreading rumours, excluding someone from a group

Cyber-bullying has the same effect as face to face bullying, but takes place via mobile phones, emails, texting and social networks, by either individuals or a group. It can include hurtful texts, spreading rumours, uploading hurtful images, sending abusive messages or assuming a false identity to cause mischief.

Bullying behaviour can also be the result of prejudice and involve racial, cultural, religious, sexist, transphobic or homophobic comments. It can also be about appearance, special educational needs and disabilities or home circumstances. Students who are bullied may show changes in behaviour such as becoming withdrawn, nervous, feigning sickness, anger and even bullying others. There may be changes in work patterns, lack of concentration in lessons, slower academic progress and even truancy.

ROLES & RESPONSIBILITIES

Students should:

- a) support each other by reporting any instances of bullying that they become aware of
- b) Use technology sensibly and responsibly
- c) tell any member of staff, report it online or tell a peer mentor if they are being bullied or witness someone being bullied
- d) know that we will treat the allegation sensitively.

Parents/carers should:

- a) tell their child's Form Tutor, Head of Year or Student and Parents Services if their child is being bullied or threatened
- b) tell their child's Form Tutor, Head of Year or Student and Parents Services if their child may be bullying or threatening another child
- c) not ask their child to ignore the bullying in the hope it will stop
- d) not tell their child to 'give as good as you get', or confront another child's parents/carers. This can only make things worse.

- e) monitor their child's usage of the internet and mobile devices, role modelling appropriate behaviour.
- f) keep up to date with current safety issues via the academy website
- g) be willing to come to the academy if requested.

The Academy will:

- a) listen to the child
- b) reassure the child that, as far as possible, his/her safety will be ensured
- c) investigate the allegation. (See guidelines below)
- d) offer advice and guidance on cyberbullying and act on cyberbullying cases where possible.
- e) meet with students to resolve the situation
- f) contact parents/carers if necessary
- g) use external agencies as required to support students who are bullied.
- h) monitor the situation
- i) consider what action to take in each individual case. Graded sanctions will be applied depending on the severity of the case and frequency of incidents, in line with the consequences outlined in the behaviour & discipline policy. These include official warnings, lunchtime, breaktime and detentions, isolation, fixed term and permanent exclusion
- j) use curriculum time in ICT, PSHE & drama, assemblies, theatre groups, focus weeks and annual surveys to identify cases of bullying, raise awareness and develop strategies to combat bullying, whether it is face to face or cyber bullying
- k) publish up to date information about esafety and cyberbullying on the website and parental portal to advise parents how to keep their children safe
- l) provide training for teaching and support staff on issues related to anti-bullying
- m) support members of staff who are bullied or harassed in the workplace (see academy policy on dealing with complaints of harassment).

The nominated Governor is Mr D Baker.

PROCEDURE

During the investigation the following points should be used as guidelines:

Information gathering

1. It is the responsibility of the member of staff who receives the reported incident to take immediate action, ensure the safety of the victim and make sure the relevant (usually form tutor and head of year) are informed.
2. Support staff, such as midday supervisors should report the incident to the nearest member of teaching staff.
3. Heads of year are accountable for dealing with incidents of bullying, and this responsibility can be delegated to form tutors.
4. Staff should log incidents of bullying, together with action taken via the behaviour management stages on SIMS. Serious incidents should be sent promptly via referral form to the behaviour managers. All referrals should include whether it is physical, verbal or cyber-bullying, record if it was discrimination based bullying (about gender, race, disability or sexuality), give exact details of the bullying incident including names of those involved, location, time and what action has been taken.
5. If the bullying has occurred on line, staff should attempt, where possible, to get a transcript of the conversation.
6. Students involved in the incident should be asked to write down details, or the member of staff should take notes during the interview. The report form is available in the staff work room.
7. If a group is involved, each member of the group should be seen separately and asked to write down what happened.

Action

8. Excuses for bullying should not be accepted, e.g.:
 - a) if bullying was an "accident", did the bully help the victim in any way?
 - b) if it was "a laugh/a game", was the victim laughing/playing?

9. The academy will act, where possible, in cases of cyberbullying (even some of those that happen outside the academy) and will advise students, parents and carers on a course of action and support where the incident is beyond the remit of the academy
10. A decision on what action will be taken will be made by the head of year or form tutor.
11. The bullied student should know what action is to be taken.
12. Parents/carers should be informed: both of the bully and victim.
13. Details of the incident/s and action taken should be recorded in the students' files (bullies and bullied).
14. The academy will consider whether the bullying is a Child Protection and/or criminal law issue.

Support

15. Students who have been bullied can be supported by:
 - discussing the incident with a member of staff
 - reassurance that we will do our best to stop it occurring again
 - support from a member of staff if there is any recurrence
 - informing parents/carers if necessary
 - positive strategies to restore confidence and self esteem, via the student and parent services department
 - peer mentors and prefects
 - the use of notebooks to record any bullying activity, stored in academy at a safe place
 - encouraging attendance of clubs and extra-curricular activities.
16. Students who have bullied will be helped by:
 - discussing the incident with a member of staff
 - exploring why the student became involved
 - understanding wrong doing, developing a sense of empathy and a need to change
 - informing parents/carers to help change the attitude of the student if necessary
 - support from a member of staff if there is any recurrence
 - positive strategies to restore confidence and self-esteem, via the student and parent service department.

Monitoring

17. Every incident will be followed up and recorded on referral sheets.
18. Cases should be monitored by the form tutor and/or head of year. They should regularly check with the bullied child to see if any further incident has occurred. This should be on a daily basis to begin with, then with less frequency if the situation appears to be resolved.
19. The form tutor and head of year will measure the impact on academic progress of both bully and victim.

Complaints

If a parent or carer wishes to express concerns or is unhappy with how an incident of bullying has been dealt with, they should contact Mr Done, Assistant Principal or Mrs Sharples, Principal. Formal complaints can be raised through the academy's complaints procedure (<http://www.pingle.derbyshire.sch.uk/wp-content/uploads/2016/08/complaintspolicy16.pdf>)

Review and evaluation

Information from bullying incidents will be co-ordinated and patterns will be analysed by Mr J Done, the leadership team member with responsibility for anti-bullying:

- Mr Done will analyse evidence from cases, annual anti bullying surveys and student and parent surveys and provide information when required to teachers, leadership team, students, parents/carers and governors
- the effectiveness and impact of this policy is monitored by staff, parent/carers and student comments in perceptions surveys, and feedback is provided on regular newsletters
- Mr Done, together with the Anti-Bullying Committee and leadership team will review and update this policy every year
- issues that show a need for whole academy development and staff training will form part of the academy strategic improvement plan.