

Anti-Bullying Policy

Bolder Academy

390 London Road, Isleworth, Middlesex TW7 5AJ
Registered in England and Wales No: 08932893
Anti-Bullying Policy V1

This policy is called:	Anti-Bullying Policy
It applies to:	All staff, governors and visitors to Bolder Academy
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Our View

We are an ambitious school and aim to instil a strong sense of belonging.

We promote diversity, embracing and celebrating our differences. We understand that together we're stronger.

Our three core values: **be kind, be strong, be brave** are an integral part of our Academy.

Any form of bullying threatens our values and will not be tolerated. We all commit to speaking up if there is any wrong doing done to us or witnessed by us. We are a 'telling school'.

The Equality Act 2010 shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/ children with Special Educational Needs, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Those we speak to about bullying will take it seriously and will take action accordingly

The key aims of Bolder Academy Anti-bullying policy are:

- To provide a safe and happy learning environment.
- To prevent and stop bullying behaviour.
- To respond to all forms of bullying in a reasonable proportionate and consistent way.
- To support the student who has experienced bullying.
- To ensure the bully is dealt with appropriately and future behaviour modified.
- To help people who bully in making positive choices.

What is bullying?

"Bullying behaviour is the intentional hurting (physical or emotional) of one person by another where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have continuing harmful effect on the victim."

Anti-Bullying Alliance

“Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.”

The Diana Award

All forms of bullying will be taken seriously. They include:

- Physical - Any use of violence or physical attack which includes Common assault, Actual Bodily Harm and Grievous Bodily Harm.
- Verbal or Persistent: name calling, sarcasm, swearing, mocking, shouting, screaming, threatening language, cussing, insulting someone’s parents or teasing.
- Emotional and Psychological abuse e.g. persistently: spreading rumours, isolation, excluding, tormenting, being unfriendly, dirty looks, talking/laughing about someone behind their back.
- Extortion of money or property by groups or individuals, whether it is obvious e.g. asking for money or less obvious e.g. regularly asking for equipment to be loaned but never giving it back.
- Racially motivated bullying e.g. taunts, graffiti and gestures. (These incidents are also reported separately to Governors and external agencies).
- Religious intolerance e.g. constant questioning, verbal lack of respect.
- Homophobic bullying (calling someone “gay” as a form of abuse) e.g. taunts, name calling, ridiculing sexual orientation, gestures focussing on the issue of sexuality. (These incidents are reported to Governors and external agencies).
- Online/cyber bullying and misuse of internet chat rooms/emailing; social networking sites; texting; and associated technology e.g. photo editing and uploading.
- Sexual Harassment e.g. unwanted/inappropriate physical contact, sexually abusive or inappropriate comments
- Targeting of perceived weakness e.g. picking on someone because of their disability or special educational needs, laughing at someone who seems ‘different’ through another’s eyes
- Imported from outside e.g. where families/neighbours are in dispute.

Symptoms of Bullying

Children who are being bullied at school will not always be prepared to share their feelings. When someone reports an incident of bullying, it should always be treated seriously and effectively. Whilst others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as prima facie bullying.

We closely monitor behaviour and any changes in behaviour. These are investigated and followed up.

Examples of such patterns can be:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about any problem.
- Easily distressed.
- Damaged or incomplete work.
- Change in attitude to learning.
- Depression.

Peer on Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Bolder Academy does not tolerate this and the steps taken to safeguard its students are outlined in Safeguarding and Child Protection Policy.

What should students do if they are being bullied or witness bullying?

TELL SOMEONE.

This could be a member of staff, anti-bullying ambassador, parent, carer or someone you trust.

Some successful strategies for dealing with bullying include:

- Active listening and being alert
- Increase the friendship circle for victims
- Mediation by students and adults
- PHSCE sessions
- Befriending someone who has been bullied before

Staff – How can you help?

All staff will:

- Always listen.
- Be alert for any signs of bullying.
- Will be clear that bullying is everyone's business .
- Will take seriously any incident that they witness or have reported to them.
- Record all incidences of bullying and log them safely and securely.
- Will help those who are being bullied.
- Will talk to the bully about the situation.

Classroom staff – Teachers and Teaching Assistants

All classroom staff will:

- Ensure that their classrooms provide students with a safe learning environment in which bullying will not be tolerated.
- Be alert for any signs of bullying.
- Model positive relationships and communication themselves, as this conveys the Academy's core values.
- Will be vigilant and respond appropriately to any incidents they witness or have reported to them.
- Record all incidences of bullying onto PAM and CPOMS.
- Investigate thoroughly reported incidents and take the appropriate steps to address the situation.
- Put in the appropriate support to ensure that all parties can move forward safely.
- Put in place any appropriate sanctions.
- Monitor the impact of the bullying on the victim.
- Refer onto other agencies if necessary.
- Liaise with all parties involved.
- Monitor the well-being of their tutees and be alert to any changes in behaviour or attendance patterns.
- Foster a supportive culture amongst their form encouraging individuals to be caring of each other and respect each other.
- Inform staff if a student is upset and ask them to be aware of this.

Senior Leadership Team – How can you help?

Senior Leaders will:

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- Regularly monitor all data related to bullying regularly
- Regularly analyse the data to look for patterns
- Respond to any emerging patterns (such as not concentrating in class anymore and spending break and lunchtimes by themselves)
- Review the policy in light of this monitoring
- Regularly be alert

Parents/Carers- How can you help?

Clear communication between Bolder Academy, home and the student can significantly minimise the impact of all forms of bullying. Ask your child how their day was at school and be aware of any signs in changes in behaviour.

Any concerns, however small they may seem, should be discussed with your child's Form Tutor. Students and parents can also report incidents of bullying to the following e-mail address: **reportbullying@bolderacademy.co.uk**.

You should raise any change in the behaviour of your child with the school. We encourage you to talk to your child about incidents of bullying and if this is difficult get them to talk to a responsible adult they know and trust.

We will engage promptly with you when an issue of bullying comes to light, whether your child has been bullied or is the bully.

We will reassure you that your child is safe at Bolder Academy and ask that you work with us to help your child develop coping strategies and assertiveness skills.

If your child has been bullying other students, we will support you in reaching a balanced view of what has happened and ask for your support in helping your child to learn about the consequences of their actions.

Governors - How can you help?

Governors are also determined to provide a safe and happy environment. Tackling bullying in all its forms is a key priority.

Governors look at staff, parent and student surveys to ensure that the Academy regularly review the incidences of reported bullying and the actions taken.

They will be part of the regular review of our anti-bullying procedures and meet with different focus groups to discuss any problems and make suggestions.

They will ensure that progress towards 'very rare incidents of bullying' is kept on the agenda at the Governors Board's meeting.

The Curriculum – How does this help?

Our curriculum and extended day activities are designed to support students in gaining knowledge and skills which support their health and well-being.

Anti-bullying ambassadors have undergone training from The Diana Award in order to help our students creatively explore and understand the issue of bullying. They gain practical ideas and receive top tips on how to stop bullying, enabling them to prevent bullying and ensure everyone feels safe and happy in their school, both on and offline.

- Greater understanding of the issue of bullying- facts, effects, identifying bullying, definition and importance.
- Celebrate diversity- recognising strengths/talents in terms of the Anti-Bullying team and school community.
- Practical ideas, top tips and exploration of scenarios Anti-Bullying Ambassadors may come across.
- Supporting others- basic training looking at the skills needed to support others.
- Support networks- looking at protective behaviours and how students can keep themselves and others safe.
- Ideas session- sharing good practice and ideas, looking at case studies.
- Great video examples of what schools have achieved to really bring alive what it means to be an Anti-Bullying school.
- Action planning- helping young people think big, start small and agree targets/aims for their Anti-Bullying work.

Our core values underpin planning across all subject areas.

All students take part in an e-safety course.

Our PSHCE curriculum raises awareness of specific issues related to bullying in all its forms, anti-social and dangerous behaviour and supports strategies for making safe decisions. It also serves to promote healthy relationships.

Anti-bullying events support cross-curricular planning to raise awareness in Tutor Time through the thought of the week and lessons.

Assemblies are used to continue the awareness of anti-bullying and the core values throughout the year.

External Agencies - How can they help?

In some serious cases, the young person exhibiting bullying behaviour or being bullied will have more complex needs around their social and emotional behaviour. They may require one-to-one intervention as part of a package of support.

This may be specialist intervention from an additional agency, for example, Victim Support, Hounslow Youth Counselling Service (HYCS), Early Intervention Service (EIS), Targeted Adolescent Mental Health Service (TAMHS) or Child and Adolescent Mental Health Service (CAMHS).

Other organisations that can help include:

- Kidscape - <http://www.kidscape.org.uk>
- Advisory Centre for Education (ACE) - <http://www.ace-ed.org.uk>
- Get Connected - <http://www.getconnected.org.uk>
- The Samaritans - <http://www.samaritans.org>
- London Action Trust - <http://www.lat.org.uk>
- National Children's Bureau - <http://www.ncb.org.uk>
- ChildLine - <http://www.childline.org.uk>

Sanctions

Sanctions will be applied fairly, proportionately and consistently.

All sanctions will have three main objectives:

- Impress on the bully that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and will not be tolerated.

If there are repeated incidences of bullying then the school will have to take serious action. This could mean that as a school, we may have to exclude those involved. There are two types of exclusions:

Internal exclusion: this is where the student will miss out on all of their lessons and will have no form of contact with their peers. They will complete work in isolation.

Fixed term exclusion: this is where the student will miss out on coming in to school for a certain amount of time and complete work at home.



