ANTI-BULLYING POLICY

Policy Version			
Date	**Document Version**	**Document Revision History**	**Document Author/Reviser**
22 June 2017	Version 1.0	N/A	Emily Haddock
5 July 2017	Version 1.0	Reviewed in light of new Government guidance - Preventing and tackling bullying - Advice for head teachers, staff and governing bodies	Emily Haddock

This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood Academy we nurture our young people through quality experiences to never stop learning and be the best they can be.

Introduction

Bullying are 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).

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites, social networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation and gender/transgender concepts
- Bullying related to family type
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

All pupils at Mountwood Academy have Special Educational Needs and/or Disabilities (SEND). We recognise that, statistically, pupils with SEND are most vulnerable to bullying in the real and virtual world and less able to keep themselves safe or be aware of the bullying behaviours of others.

Some pupils with SEND are also less likely than others to recognise and report bullying behaviour. They may need help to do this. There are many effective approaches to address bullying behaviour, and these are used within a whole school approach to maximise their effectiveness.

Definition of Cyber Bullying

Cyber Bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself and can include:
- Bullying via social media websites
- Text message bullying
- Picture/video-clip bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying through Instant Messenger

Setting and Promoting E-Safety

Bullying can occur in and out of school and therefore parents/carers and the school need to work together. A contract is to be completed by each pupil and every parent/carer agreeing to safe and responsible internet use at school to highlight the responsible use of the internet and promote the school's anti cyber bullying message (see E-Safety Policy).

Aims and objectives

Bullying is wrong and damages pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

In order to do this, we will:
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through whole school activities
- Train all staff including lunchtime staff, teaching assistants and non-teaching staff to identify bullying and follow school policy and procedures on bullying
- Actively create "safe spaces" for vulnerable pupils
- Regularly take account of pupils' views on the extent and nature of bullying
- Ensure pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in school
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied
- Work with pupils who have been bullying in order to address the problems they have.

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. This policy aims to produce a consistent school response to any bullying incidents that may occur.

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.

The role of the Proprietor

The Proprietor supports the Head Teacher in all attempts to eliminate bullying from our school. The Proprietor 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.

The Proprietor monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Proprietor requires the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Proprietor on request about the effectiveness of school anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the Proprietor to look into the matter. The Proprietor will respond within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases the Proprietor notifies the Head Teacher, and asks her/him to conduct an investigation into the case, and to report back to a representative of the Proprietor.

The role of the Head Teacher

It is the responsibility of the Head Teacher 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 Head Teacher reports to the Proprietor about the effectiveness of the anti- bullying policy on request.

The Head Teacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of pupils to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other pupils why this behaviour was wrong.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role teachers and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

As part of this, we maintain a high degree of vigilance including taking full account of feedback from pupils and their families, always taking into consideration individual pupils' communication impairments so that they always have a means of being heard and being listened to.

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 investigate it themselves or, in more serious cases refer it to the Head Teacher. Teachers and support staff do all they can to support the pupil who is being bullied.

If a pupil is repeatedly involved in bullying other pupils the Head Teacher will invite the pupil's parents/carers into the school to discuss the situation. In more extreme cases where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

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 pupils, 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 pupils, and thus to help create a positive atmosphere.

Because pupils with SEND will have varied needs, selecting the right approach needs sensitivity and awareness of the strengths of the pupils involved.

For example:
- Pupils with language difficulties are less likely to find 'fogging' techniques work for them
- Some pupils will struggle to remember details of an incident several days later. This means that in their case, action should be taken at once if it is to be meaningful
- Some pupils with SEND cannot recognise bullying behaviour nor identify the pupils who are using bullying behaviour. In such circumstances, ongoing proactive work is the most productive.

The characteristics of a child on the autism spectrum often fall within the victim profile: social, interpersonal and communication difficulties, anxiety and poor sense of self, feelings of not being in control, younger, smaller or weaker, and typically well-protected or overly directed by family members or well-intended adults. In particular, pupils with Asperger Syndrome or others who perform well academically and are less likely to have full time adult support (and therefore, protection) are often the targets of bullying. As with other areas of intervention for special needs pupils, finding ways to help the pupil to become more assertive, self-reliant and able to self-advocate is a critical piece of reducing a pupil's victim characteristics.

There are specific strategies which can be used for dealing with targets of bullying especially where they have SEND such as:
- listen, be compassionate and use a calm voice
- provide as much privacy as possible
- take reports seriously and reassure pupils that they were right to come to you and that you will advocate for them
- decrease self-blame by identifying the bullying behaviours as wrong and unjustified
- be proactive in manipulating the classroom environment for success (e.g. helpful peers)
- look for cues that pupils may need help developing social competence

- discuss whether other bullying has occurred
- continue to monitor behaviours and have a follow-up conversation with the pupils
- take into consideration any exceptionalities and how they may impact bullying situations and individualise strategies accordingly.

There are specific strategies which can be used for dealing with those who is bullying especially where they have SEND such as:
- stay calm but use a firm, straightforward style
- provide as much privacy as possible
- give a brief, clear summary of the unacceptable behaviour(s) and consequences, if appropriate
- note the behaviour so a pattern can be established if behaviours continue
- do not get drawn into arguments or lengthy discussions
- correct the bully's thinking errors e.g. blaming the target
- identify the target's emotions to help promote empathy
- consider other ways to help build empathy for the target e.g. role-play incident with the bully taking the target's role
- re-channel the bully's need for power into more positive, socially appropriate endeavours
- model respect and look for opportunities to pay attention to positive behaviours
- provide formative/pro-social consequences whenever possible e.g. making amends
- take into consideration any exceptionalities and how they may impact bullying situations and individualise strategies and responses accordingly.

There are also some helpful ways to start conversations with a pupil with SEND who is bullying include:
- if every pupil is going to learn, we need a school environment where everyone feels safe
- at our school, we have policies against bullying.
- bullying includes – (state their actions and behaviour with this instance)
- do you have anything that you'd like to share about the situation?
- how can we support you so that you don't do this again?
- we are going to talk about the consequences for your actions.
- what do you think would be appropriate to remedy this situation?

The role of parents/carers

Parents/carers, 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 Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

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.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires and through the School Council.

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Mountwood Academy

Signed: _____
Date: _____
Review date: _____

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

End of policy statement