

RATIONALE

Safeguarding the wellbeing of our students is the first priority at Bradford Academy. This Anti-Bullying Policy forms an essential part of our Safeguarding Policy Portfolio and demonstrates our commitment to ensure that our learners feel safe in our school.

Bradford Academy takes the issue of bullying seriously. We aim to provide each learner with a safe learning environment in which they can be successful learners and reach their potential academically, socially, physically and emotionally.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy reflects our commitment to reduce bullying and enhance learner's opportunities in our school. In producing this policy, we are implementing the DCSF guidance 'Safe to Learn'. Copies of DCSF guidance are on the Academy website, together with information for parents and students.

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

AIMS**The aims of this policy are to:**

- ◆ clarify the Academy's position and procedures on dealing with bullying
- ◆ recognise, reduce and, wherever possible, eradicate instances in which learners or staff are bullied.
- ◆ establish appropriate means for dealing with bullying.
- ◆ promote strategies for dealing with incidents of bullying to all members of our community.
- ◆ raise awareness and allow learners to consider and discuss key issues through the curriculum.

In the implementation of this policy, we will ensure:

- ◆ All governors, teaching and associate staff, students and parents should have an understanding of what bullying is.
- ◆ All governors, teaching and associate staff should know what the Academy policy is on bullying, and follow it when bullying is reported.
- ◆ All students and parents should know what the Academy policy is on bullying, and what they should do if bullying arises.
- ◆ As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- ◆ Bullying will not be tolerated.

DEFINITIONS OF BULLYING

Bullying is defined as any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless in school. It is sometimes defined as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DSCF 'Safe to Learn' 2007)

Bullying is:

- ◆ Deliberately hurtful
- ◆ Repeated over time
- ◆ Difficult for victims to defend themselves against

Bullying can be:

- ◆ Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ◆ Physical pushing, kicking, hitting, punching or any use of violence
- ◆ Racist racial taunts, graffiti, gestures
- ◆ Sexual unwanted physical contact or sexually abusive comments
- ◆ Homophobic focussing on the issue of sexuality
- ◆ Verbal name-calling, sarcasm, spreading rumours, teasing
- ◆ Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology e.g. filming on camera phones

DCSF GUIDANCE

The Department for Children, Schools and Families has produced guidance documents to support the embedding of anti-bullying in schools. These include:

- ◆ ***Safe to learn: Embedding anti-bullying work in schools*** which is the overarching anti-bullying guidance for schools and was launched in September 2007. The *Safe to learn* package of guidance also includes specialist advice on **cyberbullying**, **homophobic bullying** and **bullying involving children with SEN and disabilities**. This is in addition to the existing guidance on **tackling bullying related to race, religion and culture** that was issued in 2006.
- ◆ ***Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying*** was published 10 December 2009, forming part of the *Safe to learn* suite.
- ◆ In April 2008, the DCSF issued the DVD and resource pack ***Let's fight it together*** for school staff working with pupils in assembly and classroom situations.
- ◆ We fully support the **Anti-bullying Charter** which shows our commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.

Copies of these documents are in the Safeguarding Policy Portfolio on our school website www.bradfordacademy.co.uk or can be obtained using the hyperlinks above.



Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. At Bradford Academy, we take our responsibility to respond promptly and effectively to issues of bullying seriously.

At Bradford Academy, we raise the awareness of all learners regarding bullying and the procedures we use to address any issues. Student Voice is a key aspect of the life of the Academy, and plays a key part in the development, implementation, monitoring and evaluation of this policy.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- ◆ is frightened of walking to or from school
- ◆ doesn't want to go on the school / public bus
- ◆ begs to be driven to school
- ◆ changes their usual routine
- ◆ is unwilling to go to school (school phobic)
- ◆ begins to truant
- ◆ becomes withdrawn anxious, or lacking in confidence
- ◆ starts stammering
- ◆ attempts or threatens suicide or runs away
- ◆ cries themselves to sleep at night or has nightmares
- ◆ feels ill in the morning
- ◆ begins to do poorly in school work
- ◆ comes home with clothes torn or books damaged
- ◆ has possessions which are damaged or "go missing"
- ◆ asks for money or starts stealing money (to pay bully)
- ◆ has dinner or other monies continually "lost"
- ◆ has unexplained cuts or bruises
- ◆ comes home starving (money / lunch has been stolen)
- ◆ becomes aggressive, disruptive or unreasonable
- ◆ is bullying other children or siblings
- ◆ stops eating
- ◆ is frightened to say what's wrong
- ◆ gives improbable excuses for any of the above
- ◆ is afraid to use the internet or mobile phone
- ◆ is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

PROCEDURES

At the Academy learners are encouraged to report incidents using the following systems:

- ◆ Learning Guide
- ◆ Pastoral Support Worker or Manager
- ◆ Head of House
- ◆ Designated Child Protection Officers
- ◆ Student Office
- ◆ Peer Mentors
- ◆ Student Counsellor

- ◆ A teacher in whom a learner feels confident to invest their trust
- ◆ 'worry' box which is emptied daily
- ◆ Mobile phone, kept in Mr Craig's office where students can text their concerns

If a bullying incident is reported the Academy is committed to acting promptly, consistently and sensitively. Staff receiving the complaint should use the following procedure: Any member of the teaching or associate staff may be called upon to deal with a bullying incident, because:

- ◆ he/she has witnessed it
- ◆ a victim has confided
- ◆ an eye witness has confided
- ◆ a contact has been made by a parent
- ◆ a referral has been made by another colleague from either the teaching or associate staff

The following procedure should be used when dealing with an allegation of bullying:

- ◆ The member of staff receiving the complaint should log the incident on CMIS.
- ◆ Alternatively, you can talk to the Pastoral Manager or Pastoral Support Worker regarding the incident. If you believe the incident to have Child Protection implications, you must inform John Craig or Sandra Reynolds (see Child Protection Policy)
- ◆ Once the incident has been logged in the system, the Pastoral Worker will inform the Learning Guide and assign who is going to deal with the incident.
- ◆ On receiving the referral, a detailed investigation of the alleged bullying is made. This will involve interviewing separately the victim, the bully and the witnesses.
- ◆ A written record should be made of each interview, which must be signed and dated.

There are two possible ways forward here once the victim has been seen, their story has been outlined, and discussions have taken place with the victim about what they should do next:

- a. The incident, though unpleasant and hurtful, was a 'one-off' incident and was, therefore, not strictly speaking a bullying incident (*using the definition included in this policy – remember, true bullying incidents have the characteristics of deliberate intention and repetition*). The offender was in the wrong, has hurt the victim and broken the Academy Value Contract. S/he will need to be spoken to and suitably punished. The member of staff dealing with this will log how the incident has been dealt with on CMIS.
- b. The incident was a genuine incident of bullying. It forms part of a deliberate pattern of deliberate and repeated hurtful behaviour towards the victim. In these circumstances, it may be referred to the Pastoral Manager, the Designated Officers for Child Protection, or a Senior Member of staff.

If the victim's allegation is upheld and bullying has taken place, there are a range of strategies and sanctions available to the Academy and will be employed in the event of an incident being reported. These include:

- ◆ support and counselling offered to the victim and bully
- ◆ recording and monitoring of incidents
- ◆ parental involvement
- ◆ Peer support
- ◆ withdrawal of privileges
- ◆ restorative justice

- ◆ time in the Remove or Offsite Centre
- ◆ Individual behaviour Plans developed and monitored
- ◆ Multi professional team involvement and / or outside agency involvement
- ◆ Academy Governors
- ◆ Fixed term or permanent Exclusion in extreme cases (actual and serious physical and or psychological threat and actions).

PREVENTION AND INTERVENTION

Issues around bullying are addressed both explicitly and discreetly through the Pastoral Support Team and Multi-Professional Team. Students also have opportunities to address issues of bullying through our curriculum such as home team programme, English, Drama and the PSHCE and Citizenship curriculum. This includes:

- ◆ Raising self-esteem
- ◆ Peer influences
- ◆ Assertiveness
- ◆ Relationships
- ◆ The law – anti-social behaviour, harassment and discrimination
- ◆ Equal Opportunities
- ◆ Rights and responsibilities
- ◆ The Academy Value Contract (AVC)
- ◆ The Rewards and Sanctions Pyramids (Positive Behaviour Policies)

Issues around bullying are also addressed through Academy assemblies, Thought of the Week' display work and student voice activities. In addition, students are provided with copies of 'top tips to keep yourself safe' which includes strategies for dealing with bullying both inside and outside school as well as advice on e-safety and who to speak to if they have any concerns about themselves or others.

Parents receive copies of 'top tips on keeping your child safe'. This includes advice on what to look for and where to go to for support.

STAFF AND STUDENT TRAINING

- ◆ The Professional Learning Community explores issues regarding safeguarding annually including how to ensure that students are kept safe
- ◆ Our commitment to 'every learner known, valued and understood', through our pedagogy, personalised approach to learning and home team programme ensures that the learning environment created provides time and space for learners to share any concerns they may have.
- ◆ Staff are trained to facilitate 'check ins' three times a week where issues of safety are addressed. Our vertical home teams provide the family unit in the Academy where older students mentor and support their peers and can look for signs of bullying or learners feeling unsafe.
- ◆ Post 16 students receive peer mentor training, and whilst the focus of this is on academic support, it enables them to explore barriers to learning with the student they are mentoring

MONITORING AND EVALUATION

- ◆ The Assistant Principal (Support and Guidance) has the responsibility to ensure that the policy is kept up to date with the latest guidance from the DCSF. As a member of the Senior Leadership Team, he ensures that dealing with bullying is a major part of our whole school strategy to safeguard the wellbeing of our students. Together with the Lead Behaviour Director, he has an overview of student care, guidance and support and can ensure that our systems and staffing are able to be deployed effectively.
- ◆ The Lead Behaviour Director leads the Pastoral Support Team, who write monthly reports to monitor the behaviour of their year groups. These are tracked by the Pastoral Managers, who identify any patterns of bullying behaviour and the actions that need to be taken to reduce them.
- ◆ The Safeguarding Governor ensures that we maintain our commitment to dealing with bullying as a serious issue and checks we are implementing the policy fully.
- ◆ The Deep Support Strategic group have the Academy strategic leadership authority for both the development of rigorous anti bullying practices and also the review and evaluation of this policy.
- ◆ Student Voice responses and views from the Student Council and Home Team representatives will be included in the annual monitoring the anti-bullying policy and practice.

CRITERIA FOR MEASURING PERFORMANCE WILL INCLUDE:

- ◆ Reduction in number of reported incidents over a set period of time
- ◆ Measurable improvement in behaviour of individuals or particular groups known to be involved in bullying
- ◆ Response from learner and parent questionnaires.

The next date for review of this policy is July 2010

Signed:

Designation:

Date: