



Hope Academy

A joint Catholic & Church of England Academy

ANTI-BULLYING POLICY

Mission Statement:

“A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation.”

APPROVED	30 th January 2014		
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	John Gannon
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Bart McGettrick

1. Hope Academy Statement for Anti-Bullying:

This Policy should be read in conjunction with the following:

- The Behaviour for Learning Policy
- Equality Policy
- Inclusion and Child Protection Policy
- Attendance Policy
- Special Educational Needs Policy
- PSHE and Citizenship policy
- E-Safety policy

2. Rationale

Hope Academy recognises that all students whatever their creed, gender, ethnicity/race, sexual orientation, physical or emotional ability, religion or academic ability has the right to feel safe and secure when they come to school. Everyone in the school community has the right to feel free from any threat of bullying or harassment. Students should also feel safe when reporting incidents to members of staff without fear or reprisals. It is necessary that we at Hope Academy operate the anti-bullying policy proactively, fairly and consistently with all students.

Furthermore, the Head teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises (Section 85.5 of the Education and Inspections Act 2006). This enables the school to regulate pupils' conduct when they are not on the school premises and they are not under the lawful control of a member of staff. Where bullying outside of school is reported to school staff, then we as a school will investigate it and act upon it where necessary. This is especially reflective of the rapid development of, and widespread access to, technology which has provided a new medium for 'virtual' or cyber-bullying, which can occur in or outside school.

3. Hope pupils have defined bullying as:-

- Harmful
- Hate, lies, sly
- Texting, hate, jealousy, nasty, hurting, enemies, rumours
- Cowardly, hurtful
- Bullying spreads like fire
- Jealously, hate
- Barbaric

4. Hope Academy's definition of bullying:-

There is a clear understanding amongst all staff that 'bullying' is any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless at school

There are many definitions of bullying, but most people consider it to be:

- Deliberately hurtful
- Repeated over a period of time.
- Difficult for people to defend themselves against
- An imbalance of power
- On purpose with the perpetrator knowing the effect the behaviour is having
- The perpetrator being bullied themselves

Bullying can be divided into the following areas:

a) Physical – assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking – preventing passage or movement in corridors or classrooms etc, pinching, stabbing, burning or other physical activity that is used in a way that makes another person feel threatened or intimidates.

b) Verbal – racist, sexist, faith or disability based and homophobic. Any words used in a sexual manner designed to hurt or cause offence, comments about size, appearance, sexuality, physical or emotional disabilities, odour, clothing, academic or other abilities, weaknesses, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate.

c) Written – insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another individual, any text messages, e-mail or social media usage or any other method designed to hurt, exploit or intimidate. (See e-safety policy – include the date the policy was developed)

d) Interference with another individual – theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

e) Emotional – social exclusion, looks and glares, lying, slander, passing or starting rumours, name calling, re-organising, pressuring friendship groups or any other activity designed to intimidate or hurt an individual. This type of bullying can have a long-lasting impact upon wellbeing and mental health.

f) Incitement of others to become involved in bullying behaviour.

Students have the right to:

- Be able to tell a teacher about an incident of bullying without fear
- Know that all complaints will be treated seriously and acted upon in accordance with the practices agreed on by the whole school community;
- Feel protected against the bully and their intentions.
- Feel safe and secure;
- Be able to walk around the school site without fear of anything or any person;
- Expect politeness from others;
- Be respected by others whatever their race, colour, creed, physical ability, religion or sexual orientation;
- Not to be picked on or ignored by teachers.

5. Aims

Hope Academy will create an ethos of good behaviour where pupils and staff treat others with respect because they know that this is the right way to behave.

We will do this by developing a cohesive community in the following ways:

Pupils:

- Assemblies
- External visitor sessions e.g. Scary Guy, Stonewall visits, Diana Award Ambassador training and Local Authority led sessions
- Anti-bullying/discrimination messages threaded throughout the curriculum, in particular PSHE/Citizenship/Religious Education
- Website page /SHARP system link and planner section dedicated to anti-bullying and 'keeping safe' messages
- Student Council feedback
- Curriculum activities
- Providing opportunities to report incidents
- Form Tutor activities
- Displays in and around the school
- High profile anti-bullying week / themed breakout days / high profile e-safety day

Staff:

- Staff will ensure that they are good role models at all times and in their everyday engagement with other staff, parents/carers, visitors and students.
- Having the confidence and the knowledge to challenge unacceptable language and promote the

use of safe language.

- Regular updates at staff meetings
- Cascading of national and local information to all staff
- Staff handbook
- Induction to new staff
- INSET – staff receive appropriate and updated training to give them the knowledge, skills and confidence to teach and tackle pupils regarding diversity and the effects of bullying.

Parents:

- Cascading information to parent/carers via website/e-mails
- Parent Teacher Association
- Parent forums
- Parent/Carer questionnaires
- Review evenings

6. Responding to bullying behaviour and promoting the use of safe language

Hope Academy will deal with each incident on an individual basis and will use a range of strategies to manage the situation, such as:-

- Individual discussions involving pupils
- Involving parents and carers as early as possible
- Implementing Restorative Justice techniques/professionals
- Involving outside agencies for support

Unfortunately it may also be considered necessary to use more formal sanctions such as exclusion from school and possibly involvement of the police where a hate or other crime has been committed. This is to demonstrate to the school community that this type of behaviour is unacceptable.

7. Reporting, logging and tracking incidents of bullying

Pupils at Hope Academy should feel confident in reporting incidents of bullying behaviour or harassment. There are several ways in which pupils can report their worries/concerns:

- Website page /SHARP system link
- Pastoral staff attached to the pupils' year group – Form Tutor/Student Support Managers/Student Achievement Leader
- Talking to Hope Academy's Inclusion Manager or Safer Schools Police Officer
- Any other member of staff pupils feels comfortable speaking to including Achievement Mentors
- Post messages in the 'bully box'

Staff at Hope Academy should feel confident in reporting incidents of bullying.

There are several ways in which staff can report their worries/concerns:

- Through the pastoral team attached to the pupil / Inclusion Manager or Safer Schools Police Officer
- Through the IRIS system

The Anti-Bullying Officer will ensure that incidents of bullying are systematically logged accurately via the IRIS system (in the correct category for monitoring purposes).

Incidents of bullying will be tracked and monitored for patterns/trends and repeat offences by Student Achievement Leaders each half term.

Incidents will be followed up according to the following protocol:

- Pupil and parent voice sought and recorded
- Sanctions issued/Strategies used all recorded
- Follow up review at least 3 weeks later to ascertain victim's point of view recorded against

original log. This will enable the pastoral team to measure the success of the way the situation was dealt with and if necessary review the processes to plan for improvement.

- Reports collated and shared at senior management meetings

In the management of some incidents, the school may work in partnership with the Local Authority to seek support with any of the following aspects:

- Behaviour management / Restorative Justice
- Advice on recording and reporting
- Equality and diversity
- Policy

8. Working with parents and carers

Effective liaison with parents and carers is vital to tackle bullying successfully. We will involve parents and carers at the earliest stage possible in order to explain the situation fully.

Hope Academy does not tolerate bullying and parents will be made aware of the procedures to be followed through:

- An up-to date website page including ways of reporting incidents/concerns
- Appropriate communication with parents/carers via telephone/meetings regarding incidents and the follow up
- Regular bulletin updates through email
- Twitter
- Parents evening events
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(as discussed at Anti-bullying steering group 12th Dec 2013)

Hope Academy takes reports of bullying very seriously and will investigate all incidents on a case-by case basis in order to resolve the problem.

If a parent or carer has a concern about bullying – procedure to follow:

- In the first instance, Parents and carers should contact the pastoral staff attached to the year group of their child. This may include the Form Tutor, Student Support Manager or Student Achievement Leader.
- If parents are unhappy about the way a situation has been handled then they should address this with the child's Student Achievement Leader.
- If there is still not a satisfactory response then parents should escalate their concern to a Senior Member of staff, for instance, the Assistant Principal for year 7 and 8 or the Assistant Principal for years 9-11. (Verbally or written)
- If parents still remain dissatisfied with the response then they should make a complaint in writing to the Head teacher and document the response.
- If the issue does not get resolved then written details of the case should be sent to the Chair of Governors who should respond in writing. Parents can also request a copy of their child's school records.
- Failing all of the above, parents can contact the Local Authority, although they will expect that the procedures outlined above have been followed.
- If not, they will refer it back to the parent in order that the procedures are followed.
- The Local Authority will investigate how the school has dealt with the complaint and seek resolution if the parent remains dissatisfied.
- The contact officer within the Local Authority is the Service, Performance and Review officer on 01744 671861

9. Hope Academy will consistently seek the views of our students and community.

Hope Academy is proud to be at the centre of the local community and we want to ensure that our community has a sense of involvement, equality, inclusion, fairness and responsibility. It also values the voice of the community to ensure that all students have a successful, safe and healthy experience throughout their academic years.

We will ensure that the community and student voice is used to inform and improve our Academy by:

- Conducting the PASS survey at least once a year across the Academy. This is externally analysed by Local Authority and key intervention follows this.
- Health and Wellbeing Survey. This is externally analysed by Local Authority and key intervention follows this.
- Local Authority led pupil forums
- Pupil focus groups
- School council and Senate
- Anti-bullying ambassador group feedback
- Parent view via Academy website
- Parental questionnaires undertaken throughout the year, e.g. during consultation evenings and open evenings

These views will be acted upon and used, where possible to improve the environment.

9. Monitoring

Hope Academy will monitor, evaluate and review the anti-bullying policy in consultation with:

- Representative groups of students
- The Principal
- Governing body
- All staff including TA's, Support Staff, Teachers
- Parents/carers
- Local Authority
- Stonewall and Anti-Bullying Alliance
- Anti-bullying Quality Mark

The policy will be reviewed annually and amended according to the feedback or informed by the management of incidents.

10. Equality Impact Assessment

The Academy has consulted with the Equality Officer within the Local Authority to ensure that the policy and practice is compliant with the Equality Act 2010 (November 2013)