



**Name of policy/ activity:**

**Stationers' Crown Woods Academy Anti Bullying Policy**

**Rationale:**

Stationers' Crown Woods Academy recognises that a commitment to Anti Bullying is essential; the purpose of the policy is to create an effective system through which our firmly held beliefs can be put into practice. Anti-Bullying issues are neither simple nor straightforward, because they involve attitudes and feelings as well as behaviour and institutional systems. This policy aims to offer clear guidelines for conduct and action in order to foster an atmosphere of confidence and fairness for all.

Stationers' Crown Woods Academy community reflects the diverse, plural society in which we live; however, it is incumbent upon us all to ensure that we do not mirror the discriminatory attitudes and behaviour within that society. At Stationers' Crown Woods Academy "we aim to offer pupils a rich school experience which will enable them to achieve their best and lay the foundations for confident, tolerant, active citizenship in our changing society." This policy aims to heighten awareness of the needs of every member of the Stationers' Crown Woods Academy community. By the term community we refer to pupils, teachers, non-teaching staff, parents, governors, and visitors to the academy.

The Government defines bullying as: Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; 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. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and academy staff can be significant.

We understand that pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done". It is therefore important that as an Academy we support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work. Pupils may not report bullying because they may feel it is something within them which is at fault. Our pupils therefore need to receive a clear message from us that nobody ever deserves to be bullied. It is important that we demonstrate that bullying is a whole-academy issue and that the bullying of any member of the academy community will be taken seriously and dealt with effectively. Pupils with learning disabilities or communication

difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. Academy staff must look out for signs of bullying and act if they suspect a child is being bullied.

**Policy in Practice:**

This policy statement outlines the commitment of the staff and Governors of Stationers' Crown Woods Academy to effectively implement the Academy's Anti Bullying Policy. This Policy includes:

Pupils

Teaching Staff

Support Staff

Parents

Governors

Visitors to the academy

Pupils on placement

Our Anti Bullying policy should permeate all aspects of Academy life, and is the responsibility of the academy community. This policy reflects the consensus of opinion of the whole Academy community. It has been drawn up as a result of discussion with staff, pupils and governors. The implementation of the policy is the responsibility of all individuals within the Academy community.

We know that pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation. Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

There is no "hierarchy" of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods.

Pupils not directly involved in bullying can be unsure of what to do. Different roles within bullying have been identified:

- The ring-leader, the person who through their social power can direct bullying activity.

Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ringleader).

- Re-enforcers, who give positive feedback to the bully, perhaps by smiling or laughing.

Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying. It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming "re-enforcer" might become a "defender" when the ring-leader is not around).

Some pupils may be more vulnerable than others. It is important that schools are sensitive to pupils who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying. Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression.

Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood. Early identification of pupils at risk can help schools, enabling them to develop more effective strategies for responding to, and preventing, incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when schools develop their anti-bullying strategies.

Some bullying behaviour by pupils is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed (for example, in relation to issues of domestic violence or other safeguarding issues).

**At Stationers' Crown Woods Academy we aim to ensure that for any pupil who may experience bullying:**

- they are heard;
- they know how to report bullying and get help;
- they are confident in the academy's ability to deal with the bullying; steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience; they know how they can get support from others.

**For any pupil who may engage in bullying behaviour:**

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

In order for this to happen the whole academy community is clear about the anti-bullying stance the academy takes; pupils, as well as staff and other members of the academy need to be fully engaged in developing and reviewing anti-bullying work in the academy; every chance is taken to celebrate the success of anti-bullying work; all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

## **Practice**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the School Support Officer who will discuss this with the appropriate senior colleague(s).
- The nominated teacher will interview all concerned and will record the incident.
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

## **Pupils**

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.
- Being reassured.
- Being offered continuous support in order to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why they became involved.
- Being supported in understanding and establishing their wrong doing and their need to change their behaviour.
- The academy may inform parents or carers to help change the attitude of the pupil.

The academy may take the following disciplinary steps:

- official warnings to cease offending
- time debt
- exclusion from certain areas of academy premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in Wellbeing, SRS, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

***This Policy was adopted in Oct 2012, reviewed in Feb 2014 and will be reviewed in Feb 2017.***