

Anti-Bullying Policy

Introduction2
What is bullying?2
Why is it important to respond to bullying?2
Signs and symptoms.....2
Anti-bullying procedures.....3
Key roles and responsibilities4
Monitoring and review5

Date approved: Tuesday 14 June 2016

Review date: June 2017

Introduction

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

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is not one isolated incident; it is when a child is targeted repeatedly.

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
- ➔ **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, i.e. camera and video facilities

Why is it important to respond to Bullying?

Bullying is damaging. No-one deserves to be the victim of bullying. Everyone has the right to be treated with respect. Students who bully need to be educated in the consequences of their actions and learn a different way of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

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 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- ➔ becomes withdrawn, anxious, or lacking in confidence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 as a possibility and should be investigated

Anti-bullying procedures

Prevention

We will use a range of strategies to support children to prevent and report bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- holding anti-bullying weeks

School procedures

Procedures for identifying and dealing with bullying will be robust and continually reevaluated.

- All students continually reminded to report bullying incidents to staff
- When a member of staff receives a report about an instance of bullying he/she should find out as much as possible and try and resolve the situation by helping the perpetrator to see why his/her behavior was wrong and by trying to ensure that the victim receives an apology.
- The incident will be recorded using the online form on the school website
- Parents should be informed and in serious cases will be invited to a meeting to discuss the problem
- The bully will face consequences in line with school sanctions
- In some cases, exclusion will be considered
- If necessary and appropriate, police will be consulted
- The Inclusion Manager or Anti-Bullying Lead will monitor all instances of bullying, supporting students/staff/parents as necessary

Key roles and responsibilities

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher 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 deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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

The headteacher appoints an Anti-Bullying Lead.

The role of the teacher

Teachers in our school take all forms of bullying seriously. Teachers intervene to prevent incidents from taking place and effectively deal with incidents when they do take place. Teachers record all incidents that occur using the correct school form.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Anti-Bullying Lead, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. If a child is repeatedly involved in bullying other children, we consult with the Anti-Bullying Lead and Inclusion Manager. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Inclusion Manager may contact external support agencies such as Social Services, and a Pastoral Support Plan may be decided to be initiated to try and prevent a possible permanent exclusion in the future.

Teachers attend training as directed by the headteacher, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents 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 parent's feel that their concern has not been dealt with, they should make an appointment to see the headteacher. Should the concern remain, a parent should contact the chair of governors in writing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to behave in accordance with the school behaviour policy.

Monitoring and review

This policy is reviewed by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.