



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

ANTI-BULLYING POLICY

| Author | Revision Number | Date of Ratification at JNC | Review date |
|-----------------------|-----------------|-----------------------------|-------------|
| Mrs Vickie Mcloughlin | 3 | | April 2017 |

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| Policy adopted by the LAB of: | | Date: | |
| Signed by the Chair of the LAB: | | Print: | |

STATEMENT

Wednesfield High Specialist Engineering Academy is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our academy is equal and should be treated with respect

Our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve well-being

We believe the academy environment should be one in which all students can learn. They should feel confident that they can speak out when an incident of bullying affects the learning process. Their views should be listened to and attempts made to address their problems.

Bullying of any kind is unacceptable and will not be tolerated in our academy.

We want our students to thrive in a happy, healthy academy. To this end we must aim to maintain their:

- Safety
- Security
- Growth
- Achievement

Our students are the heart of our academy. We will take all incidents of bullying seriously and it is our duty as a whole community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that differences and diversity is celebrated across the academy and with the local community. We want to ensure our students become responsible citizens and to prepare them for life in 21st Century Britain. The values reflect those that will be expected of our students by society when they leave and enter the world of further study or employment.

We are committed to improving our academy's approach to tackling bullying by regular monitoring, reviewing and accessing the impact of our preventative measures.

Definition of Bullying

The most common definition of bullying is thought to be any act that physically or psychologically intimidates the victim. Bullying differs between situations and can be anything from a smile, a look, a verbal threat or an actual or implied threat of a physical attack. Bullying is an attempt by an individual or group to manipulate the behaviour of others through the abuse of power, be it physical, social or intellectual.

Bullying is "aggressive or insulting behaviour by an individual or group, often repeated over a long period of time that intentionally hurts or harms". (*Ofsted 2005*)

Bullying can be:

- Emotional: being unfriendly, excluding others and tormenting (hiding equipment, threatening gestures).
- Physical: pushing, kicking, hitting or using violence. Physically intimidating someone using inappropriate or wanted physical contact towards someone.
- Racist: racial taunts, graffiti and gestures.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: focusing on an issue of sexuality.
- Verbal: name calling, sarcasm, spreading rumours and teasing. Using derogatory or offensive language.
- Cyber: all areas of internet such as e-mails and internet chat room misuse. Misuse of associated technology e.g. camera, tablet, iPad, or any other video facility.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual Orientation
- Gender Identity
- Special Educational Needs or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group of people e.g. travellers, young carers, Looked After Children.

Please see Appendix 1 for e-safety information.

Bullying in any form is totally unacceptable and strongly discouraged and abhorred at Wednesfield High Specialist Engineering Academy.

Prevention Strategies

All students have the right to receive their education in a safe environment, free from fear and abuse. At Wednesfield High Specialist Engineering Academy, the following steps will be taken to create an environment that prevents bullying, or the opportunity for bullying, taking place.

Implementation Strategy

The process of handling incidents is in line with the school Behavioural Management Policy and Rewards System. Sections of the policy will be supported through the Pastoral Curriculum.

- a) Encouraging co-operative behaviour. House system, Vivo rewards system, discussions in P.S.H.E., questionnaires, counselling, Student Voice, and form time.
- b) Discussing bullying incidents with perpetrators and victims and supplying a written report to Form Tutors and Student Leaders and is recorded electronically.
- c) Using Peer Mediation where possible and appropriate.

- d) Accurate records must be kept of all interviews or statements and handling of the incident from the time of its report.
- e) Where students have not responded to earlier support or sanction it may be necessary to operate internal exclusion for the whole or part of the day depending on where and when the incident occurs.
- f) Early involvement of parents is essential in serious incidents resulting in damage to a person or property.
- g) Use of Mediation as a strategy when appropriate.
- h) Exclusion may result from persistent bullying offences and intimidation of others.
- i) Year group assemblies to raise awareness of bullying and derogatory at an age level understanding.
- j) Difference and diversity are celebrated across the academy through posters, displays, books and images. The whole academy participates in events including Anti-bullying week (November), Black History month (October) and LGBT History month (February).
- k) The academy values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- l) Stereotypes are challenged by staff and students across the academy.
- m) Restorative justice programme provides support to target of bullying and those who show bullying behaviour. This restorative practice works with both students and staff.

Reporting Incidents

This can be difficult for students who feel intimidated and feel that they will be ostracised by others for 'grassing'.

- a) Reporting incidents during registration to Form Tutors.
- b) Reporting directly to a chosen member of staff.
- c) Reporting directly to one of the student 'Anti-Bullying Ambassadors' or 'Peer Mentors'.
- d) Reporting incidents to the Anti-Bullying Co-ordinator (Safeguarding Officer).

This can also be done by:

- E-mail to: v.mcloughlin@whschool.co.uk
- Text: 07557848072
- Or by calling the Safeguarding Office on 01902 558210.

Any incidents that occur with other schools, will result in information being shared.

Roles and Responsibilities

The Headteacher will:

- Disseminate the policy to the whole academy community.

- Implement the policy effectively.
- Ensure staff have training opportunities to raise awareness.
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the Local Advisory Board (LAB) on request.
- Liaise with ECMAT to ensure best practice.

The Local Advisory Board will:

- Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.
- Liaise with ECMAT to ensure best advice is available and ensure that the academy is in line with National and local guidelines.

All staff will:

- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform House Leaders or Anti-Bullying Co-ordinator of any concerns/incidences regarding bullying and any action taken.

Students will:

- Take responsibility for their own behaviour and actions and treat one another with respect and kindness.
- Report any incidences of bullying to a member of staff, house leader, Anti-Bullying Ambassador, peer mentor or Anti-Bullying Co-ordinator.
- Not to take part in any kind of bullying and should be observant of potential signs of bullying amongst their peers.
- They should never be bystanders to incidents of bullying. This will be deemed as guilty by association.
- If students witness bullying, they should support the victim, encourage them to report, and, if possible, accompany them to tell an adult.

Parents will:

- Inform the academy of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.

Work with Parents and Carers

All Parents and carers will receive information on bullying as part of their induction programme.

Parents and carers will be informed of things to look out for to help identify the early signs of bullying, such as:

Changes in behaviour/mood, headaches or stomach aches, unwillingness to attend school, asking for extra money, etc.

Parents and carers should contact the academy immediately if they think their child is a victim of bullying.

Parents and carers are expected to support the academy's Anti-Bullying Policy by encouraging their children to report any bullying incidents and not to resort to violence, as this undermines the safe, working ethos of the academy.

Acting on Reports of Bullying and Bullying Incidents.

It will be made very clear to all students that bullying is taken seriously and always acted on at Wednesfield High Specialist Engineering Academy. All staff are requested to record and refer any concerns any details of the incident to House Leaders or the Anti-Bullying Co-ordinator.

Dealing with Incidents

Incidents need handling carefully so that the situation is not exacerbated. The victims need to understand that they are no longer threatened and the perpetrator should not feel totally vilified. This is important for the self-esteem of both parties and power abuse is about self-esteem.

- a) The use of House Leaders, Subject Leaders, Head of PHSE or the Anti-Bullying Co-ordinator.
- b) The use of Peer Mediators.
- c) Multi-agency support where necessary.
- d) The victim must be listened to.
- e) The incident must be seen from the child's point of view.
- f) The bully and his/her associated behaviour must be dealt with.
- g) The restorative practice.

Monitoring

The policy may be monitored by:

- a) Monitoring and recording incidents of bullying to observe any patterns of behaviour.
- b) Checking to see if reported incidents have decreased.
- c) Recording and referring incidences.
- d) Data collected from monitoring incidents will be reported back to the Standards and Achievement Committee of the Local Advisory Board.
- e) Annual review.

Strategies of Dealing with Incidents

Staff, the LAB, students and parents should be aware that the following strategies will be used to deal with bullying incidents:

Change of Class/Form

Contact with parents

Parents invited into the academy

The restorative approach within the academy will provide support to students and staff who feel they are being victimised or if there has been a breakdown in communications.

Plus:

Sanctions:

- Detentions – Lunchtime or at the end of the academy day.
- Isolation with House Leader.
- Exclusion – internally.
- Pre-permanent exclusion – severe incident.
- Report of the incident and outcome electronically onto the behaviour section of the academy's record system.

Support Strategy

Working with the victim:

- Counselling
- Time-out card
- Private diaries
- Mediation
- Peer mentor
- Progress mentor
- One to one support
- Parental support and advice Working with the offender

Working with the offender:

- Counselling
- Mediation
- Mentors
- One to one support
- Education on social acceptance
- Possible referral to outside agencies for support (Educational Psychologist, CAMHS)
- Anti-Bullying Ambassadors support
- Restorative Approach.

Training Implications

- a) Training for NQTs and new staff members.
- b) Training for individual students to become mediators.
- c) Training for lunchtime supervisors.

APPENDIX 1

E-Safety

What does E-Safety mean?

E-Safety encompasses not only internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

There are three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Cyber bullying has the same effect as face to face verbal or psychological bullying but it takes place via an electronic device including: mobile phone, iPod, iPad, tablet or camera.

The bullying can be carried out by an individual or a group.

The victim can obtain evidence that proves the act of bullying by screen shots, copying and pasting the insult/threat and this could be used by the police as evidence.

The police will be notified of severe bullying incidences and this may result in the police issuing a caution/arrest to the offender(s).

APPENDIX 2

Communicating the issue

S – SAFE: Keep safe by being careful not to give out personal information such as your name, e-mail address, phone number, home address, school name to people who you don't know or trust.

M – Meeting: Meeting someone you have only been in contact with online can be dangerous. Only do so with your parents/carers permission and even then only when they can be present.

A – Accepting: Accepting e-mail, messages or opening files, pictures or texts from people you do not know or trust can lead to problems. They may contain viruses or inappropriate images or messages. You may find yourselves in trouble with the police or other authorities if you have participated, whether knowingly or willingly, to child abuse images.

R - Reliable: Someone on-line may be lying about who they are and the information they are giving you may be wrong or made up. Make sure that the information that you are receiving is reliable.

T - Tell: Tell your parents/carer, trusted adult, friend if someone or something makes you feel uncomfortable or worried.

APPENDIX 3

Bullying – A Charter for Action

Name of Academy: Wednesfield High Specialist Engineering Academy

Name of Sponsor: ECMAT

We are working with students, staff, parents/carers to create a community academy where bullying is not tolerated.

Our academy:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis. Good practice suggests the policy should be reviewed on average, every two years.
- Supports staff to promote positive relationships. This will be done through the restorative approach. It will identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the Anti-Bullying Policy.
- Reports back quickly to parents/carers regarding their concerns and deals promptly with complaints. Parents/carers, in turn, work with the academy to uphold the Anti-Bullying Policy.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the relevant organisations when appropriate.