Montgomery Academy

Anti-Bullying Policy

Statement of Intent

Montgomery Academy takes bullying seriously. The school's policy is designed (together with other key policies) to maintain a caring and supportive community thereby minimising the incidence of bullying behaviour. Where this does occur, all incidents will be dealt with swiftly in accordance with this policy.

Montgomery Academy is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. Incidents of bullying will always be taken seriously and followed up by staff. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

At the academy we fully believe in a culture of being SMART- Safe, Mature, Ambitious, Respectful and Thoughtful. Only when all issues of bullying are addressed, will a student best be able to benefit from the opportunities available at the Academy and be the 'best we can be'.

We recognise that:

- Bullying is "behaviour, usually repeated over time, which intentionally hurts another individual or group, physically or emotionally" Safe from bullying in youth activities, DCSF 200.
- One person or a group can bully others.
- Bullying can occur either face-to-face between individuals or groups or online, using information technology, such as computers or mobile phones.
- Bullying can include:
  - verbal teasing or making fun of someone;
  - excluding children from games and conversations;
  - putting pressure on other adults or children not to be friends with the person who is being bullied;
  - spreading hurtful rumours or passing round inappropriate photographs, images and/or drawings;
  - shouting at or verbally abusing someone;
  - stealing or damaging someone's belongings;
  - making threats;
  - forcing someone to do something embarrassing, harmful or dangerous;
  - harassment on the basis of race, gender, sexuality or disability;
  - physical or sexual assault (note: all sexual incidents and all but very minor or accidental physical incidents constitute abuse and must be dealt with in accordance with child protection and safeguarding procedures).
- "All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:
  - bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence, such as rape, assault by penetration and sexual assault;
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
  - up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - sexting (also known as youth produced sexual imagery); and
  - initiation/hazing type violence and rituals." (Keeping Children Safe in Education – January 2021).
- Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm.
- People are often targeted by bullies because they appear different from others.
- We all have a role to play in preventing and putting a stop to bullying.

The purpose of this policy is:

- To prevent bullying from happening in our organisation, as much as possible.
- When bullying does happen, to make sure it is stopped as soon as possible and that those involved receive the support they need.
- To ensure that if bullying recurs, further action is taken following the escalation strategy.
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

We will seek to prevent bullying by:

1. Developing codes of behaviour that set out how all members Montgomery Academy are expected to behave, both in face-to-face contact and online
2. Assisting all members of the academy community through pastoral manager support, especially those pupils and students new to the academy and joining at 'non routine' times
3. Allocating SEND students an additional key worker from the SEND department who are available to speak to regarding concerns including bullying.
4. Delivering an assembly programme to make all students aware of who and where to go in the Academy for support and by providing a clear message that bullying will not be tolerated.
5. Making it clear that sexual violence and sexual harassment in not acceptable, will never be tolerated and is not an inevitable part of growing up and not 'just banter'.
6. Holding regular discussions with staff, volunteers, children, young people and families who are linked to Montgomery Academy to ensure that they understand our anti-bullying policy These discussions will focus on:
   - everyone's shared responsibility to look after each other and uphold the behaviour code;
   - giving people a chance to discuss their feelings and be listened to;
   - respecting the fact that we are all different;
   - making sure that no one is without friends
   - dealing with problems in a positive way;
   - identifying the most appropriate form of support that is available.
7. Ensuring that complaint and escalation procedures are clear.
8. Making sure that staff, volunteers, children and young people, and parents and carers have clear information about our anti-bullying policy, complaints procedure, code of behaviour and anti-bullying procedure.
9. Appointing Anti-Bullying Ambassadors to work with students across the Academy to promote our zero-tolerance culture.
10. Identifying a lead teacher to coordinate and support the Anti-Bullying Ambassador team.
11. Providing safe spaces and activities (e.g. Student Services, break time drop ins) for students to access.

When bullying occurs, we will respond to it by:

- Having easily accessible support for students and families;
- Having clear anti-bullying procedures in place;
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying;
- Addressing the issue from the point of view of the person being bullied, the bully, any bystanders and Montgomery Academy as a whole;
- Reviewing the plan developed to address the bullying, in order to ensure that the problem has been resolved;
- Avoiding any punishments that make the individuals concerned seem small, or look or feel foolish in front of others.
- Ensuring that all incidents are reported accordingly.
- Quickly addressing any issues that are reported.
- Dealing with incidents consistently.
- Ensuring that everyone involved provides a written account where appropriate and provides copies of any relevant evidence, such as emails and screenshots etc.
- Ensuring that any relevant information is documented in the student files.
- Sanctioning perpetrators appropriately and signposting relevant support with the intention of preventing any reoccurrence and helping them to understand the error in their actions. We recognise that bullying may often be a manifestation of the

perpetrators' own problems, which the Academy will endeavour to offer support to resolve as it does for all students
- Increasing the sanctions issued to any student who is a persistent perpetrator, which may include exclusion from the Academy
- Using a restorative justice system for victims and perpetrators, facilitated by the Pastoral Team
- Arranging support for victims and/or perpetrators from outside agencies. This could for instance include youtherapy and/or youth workers.

When incidents of bullying are picked up by staff, either directly or by the referral from the pastoral team, they should get the reporting students, whether victim or witness, to write a statement and pass this on to the pastoral manager. The pastoral manager will then take the lead on using available resources to fully investigate. (This may be done in conjunction with progress tutors or progress managers for example.)

Once it has been established that a bullying type incident has occurred the pastoral manager should follow the interventions outlined below:

Stage	Trigger	Intervention By	Intervention Required
0	No incidents of bullying recorded	Progress Tutor	None
1	First incident of bullying	Pastoral Manager	Verbal warning to bully given. Parents of bully and victim contacted. Incident recorded on SIMS as bullying, progress tutor kept informed for both. Isolation time issued to bully. If appropriate restorative methods implemented. Support provided for bully and victim as needed by pastoral manager/progress tutor/ pastoral team.
Incident recorded with Mr T Burns (Lead behaviour and attendance manager) as a C5-Bullying and the Blackpool Authority Forms completed.			
2	Second incident of bullying	Pastoral Manager	Written warning given to bully. Day of isolation for the bully. Incident recorded on SIMs, progress tutor of both the victim and bully are kept informed. If repeat to same victim, victim supplied with a book and asked to keep a record of any further issues. Parents of bully and victim contacted. Letter of apology to victim from bully written. Support provided for bully and victim as needed by pastoral manager/progress tutor/ pastoral team.
3	Third incident of bullying	Lead behaviour and attendance manager (LBAM)	Parents of bully and victim informed. Meeting between the lead behaviour and attendance manager and parents of bully arranged. One-day Internal Exclusion requested from Deputy Headteacher Contract of future behaviour signed by the bully and Student Support Plan put in place. Daily monitoring of bully from the lead behaviour and attendance manager. Continued record keeping required for victim if repeated behaviour.

			Rethinking my behaviour- Teasing and Bullying booklet completed by the Bully. Support arranged for victim as needed, (peer mentor, keyworker etc.)
4	Fourth incident of bullying	Progress Manager	2-Day Internal Exclusion requested from Deputy Headteacher. Parents of bully and victim informed. Meeting between Progress Manager and parents of bully arranged. Pastoral Team informed of escalating issue. Student Support Plan reviewed or revisited. Daily monitoring of bully from the PM. Continued record keeping required for victim if repeated behaviour. Support arranged for victim as needed, (peer mentor, keyworker etc.)
5	Fifth incident of bullying	Assistant Headteacher	Placement at an alternative school requested from Deputy Headteacher. Parents of bully and victim informed. Daily monitoring of bully from the Pastoral Team. Further support for bully discussed at reintegration meeting with the assistant headteacher. Continued record keeping required for victim if repeated behaviour. Support arranged for victim as needed, (peer mentor, keyworker etc.)
6	Sixth incident of bullying referral to the vice principal. Any further issues of bullying may lead to referral to Stage 7.	Deputy Headteacher	External exclusion(s) and reintegration meeting with the Deputy Headteacher. Final warning from the Deputy Headteacher given and any further interventions and support offered. Continued record keeping required for victim if repeated behaviour. Support arranged for bully and victim as needed, (peer mentor, keyworker, external agency referrals.) Daily monitoring of bully by the Deputy Headteacher.
7		Headteacher	Exclusion and final meeting with parents to discuss any further support or options available. The Headteacher to monitor student and issues(s) of non-compliance. Consideration of managed move or permanent exclusion if no/insufficient progress.

Staff training
- All staff have a responsibility to provide a safe environment in which children can learn. Therefore:
- The Academy advises staff and the Academy Council of their responsibility to intervene in and/or report bullying incidents.
- The Academy ensures that all staff are sufficiently equipped to deal with bullying, including identification of potential indicators of bullying such as victims being persistently late, having mysteriously lost belongings, being careless in their work, appearing isolated from peers or acting withdrawn.

- All members of the Pastoral team and many other members of staff are trained in de-escalation techniques.
- Staff have had online safeguarding training and in school training. Training for students is delivered through assemblies, special events and the PSHE and pastoral programmes of study
- Our whole school zero tolerance approach is used as a reference to underpin the development of good relationships between all members of the school community and is continually displayed and referred to regularly by Progress Tutors and school leaders to keep this in the minds of students.

Promoting anti-bullying behaviour

The Academy:
- Makes detailed transition arrangements for new pupils.
- Actively promotes anti-bullying through tutor time, assemblies, special events and student voice.
- Ensures that areas where bullying may occur outside of class time are adequately staffed and effectively supervised.
- Maintains a zero-tolerance approach to violence and all other types of bullying.
- Provides a range of mechanisms for children to report bullying issues.
- Trains students as Anti-Bullying Ambassadors.
- Offers students with an interest in anti-bullying the opportunity to access relevant external courses such as the Diana Trust Anti-Bullying Award.
- Completes regular surveys with pupils to obtain their opinions on the success of anti-bullying work.
- Celebrates differences and promotes mutual respect and all British Values.
- Expects, encourages and rewards good behaviour.

Parental involvement

- The Academy promotes a whole-Academy approach to anti-bullying by communicating this policy to staff, students, parents, and the wider community.
- At the annual New Parents evening in July and at all mid-year admissions parents are informed of the Academy anti-bullying practices in the form of a leaflet.
- Parents reporting bullying incidents either by telephone or email are responded to promptly and feedback on progress and actions are provided as soon as possible (within 24 hours, unless there are extenuating circumstances).
- Parents of perpetrators are contacted and their support sought to prevent further incident.
- The police are consulted if necessary.
- Initial contact with home is via pastoral managers. Where relevant, matters can be referred on to the Deputy Headteacher/ Assistant Headteacher with responsibility for behaviour or any other senior leader - ultimately to the Headteacher, Executive Headteacher, and Academy Council.
- The Academy website provides further advice and guidance for parents and carers, including a section on online safety, cyber-bullying and social media. This includes links to other sources of help
- Parent online safety and safeguarding updates are available from the academy website.

Monitoring and review

- Quantitative data is compiled each half term.
- Data is analysed for trends, sub cohorts and to evaluate the effectiveness of anti-bullying interventions.
- Information is provided to the Senior Leadership Team and Academy Council each term.
- This policy is formally reviewed every 2 years and continually monitored for effectiveness.

The Montgomery Academy pastoral lead is responsible for monitoring the effectiveness of this policy. This policy will be reviewed every two years.

The next review is due in: June 2023

Appendix A
Harmful Sexual Behaviour

Montgomery Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)