



An Active Learning Trust School

Anti-Bullying Policy 2022- 2023



The *Active Learning* Trust

DOCUMENT	Anti-Bullying Policy
Lead author/initiator(s):	N Morley
Contact email address:	nmorley@neale-wade.org
Developed by:	N Morley
Approved by:	Governors
Approval Date:	December 2022
Review Date:	June 2023
Version No:	1
Review Timetable:	Annually
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on anti bullying to ensure that high standards are maintained.
Implementation:	The procedures will be accessed via the Staff Share on the V Drive
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

Contents

1. Vision and Values.....	4
2. Rationale.....	4
2.2 Definition of Anti-Bullying at Neale Wade Academy	5
2.3 How do we challenge Bullying at Neale Wade Academy?	6
3. Setting the right ethos of being a ‘telling’ school.....	7
4. How is bullying dealt with at Neale Wade?.....	8
4.1 Classifying bullying.....	8
BULLYING LEVEL ONE	8
BULLYING LEVEL TWO.....	8
BULLYING LEVEL THREE.....	8
5. Engaging with parents and carers.....	9
Neale-Wade Academy Anti- Bullying Flow Chart.....	11
Anti-bullying Charter	13

1. Vision and Values

Our vision is simply explained as:

Opportunity + Success = Pride Confidence

Simply put, having opportunities to be successful, will result in a growth in confidence and an overall sense of pride.

Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride.

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our successes is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

2. Rationale

At Neale-Wade Academy we strive to create a culture based on our core values of Ready, Respectful and Safe. Students must feel safe and respected if they are to learn effectively. As a school we set high standards for our students it is important that we create an atmosphere in

which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing

At Neale-Wade Academy, we look to education, before or alongside, consequences. We carry out restorative approaches at all levels and staff are offered training to develop their skills in this area.

2.2 Definition of Anti-Bullying at Neale Wade Academy

There is no legal definition of bullying, however our definition of bullying is:

Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'

Anti-bullying alliance 2022.

Bullying can take many forms:

- Emotional - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.
- Physical - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.
- Racist - e.g. racial taunts, graffiti, gestures.
- Sexual - e.g. unwanted physical contact or sexually abusive comments.
- Homophobic - e.g. associated with or focused on the issue of sexuality such as Biphobic and Transphobic
- Verbal - e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky. E-mail or text bullying. Bullying through a 3rd party.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be (but is not limited to):

- physical (hitting, kicking, theft)
- teasing

- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

At Neale Wade Academy we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-educate where required.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

All forms of bullying cause hurt and distress for the recipient and the school's aim is to create an environment of education and awareness that makes this type of behaviour unacceptable.

The school promotes 'Ready, Respectful and Safe' not only in the schools dealing with behaviour but also in the dealing of bullying. We aim to help pupils towards an understanding of what is right and wrong.

As a school we believe in:

- Supporting everyone in forming good relationships with adults & peers.
- We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.
- We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated, and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

2.3 How do we challenge Bullying at Neale Wade Academy?

The main methods of challenge are:

1. Regular assemblies that explain the whole school system designed to tackle bullying and other forms of unpleasant behaviour.
2. Anti-bullying charter is displayed in each room around school and referred to when dealing and discussing behaviour.
3. A whole school system designed to support both bully and victim in the first instance, punishment is only used when people do not access the support.
4. A widespread and supported peer mentoring system that involves trained students in each year group. Mentors are assigned mentees to support throughout the year, through regular meetings.

5. The delivery of a personal, social, health and education which raises awareness of what bullying is, the consequences of bullying to the recipient and perpetrator and the school's ethos on how to beat bullying.
6. Raising awareness of the importance of reporting bullying to staff through personal development, social, emotional aspects of learning and personal learning and thinking skills activities in form time.
7. Staff training through briefing and twilight sessions is given to raise awareness of the best ways to resolve conflict and deal with bullying issues. This is designed to encourage a restorative justice approach. If a member of staff spots the beginnings of bullying in their classroom, they should not ignore it. They should bring pupils back to the learning task in hand. They should not embarrass the victim in front of everyone but should keep the bully and the victim back and speak to them at the end of the lesson – restorative justice. It may be more appropriate to speak to the victim separately when others have left the room – perhaps arranged through the form tutor. Staff should use their judgement as to whether the bullying was intentional or just a joke gone wrong. Talk to the victim – it is their perception that counts. Members of staff should always report the incident to the form tutor or Progress Leader and log on the schools reporting system and SIMS – even if it has been dealt with – so that repetitions can be spotted.
8. Students who are highlighted as regular victims of bullying are given access to support from staff as well as a pupil mentor.
9. Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with.

3. Setting the right ethos of being a 'telling' school

- 3.1 A 'telling' school is one where students do inform staff when bullying is taking place
- 3.2 If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.
- 3.3 We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 10.
- 3.4 If a student is being bullied, they should speak to their class teacher, form tutor, Head Year, member of the student services team or the peer mentoring team. The peer mentoring team is made up of volunteers from students in each year group.
- 3.5 All bullying needs to be reported through MyConcern, the schools online safeguarding reporting software.
- 3.6 The Anti-bullying Champions (James Crawley and Lindsay Butler) can have reports made directly to them.
- 3.7 Pupil mentors and other students in the year group are encouraged to report any suspicions of bullying they encounter. They should report this to any member of staff who again can refer incidents in the same way as above.
- 3.8 If a student sees bullying taking place, they should report it to the victim's Head of Year. They might intervene at the time by saying something but must avoid becoming part of the problem. They can challenge bullying behaviour verbally, in a polite way, but not physically. They should be polite and not become part of the problem.
- 3.9 If a member of staff sees bullying, they should intervene, and they should report all incidents.

4. How is bullying dealt with at Neale Wade?

As a school we aim to act in the following way, this could be from a parental or student referral.

- Complaints of bullying to be dealt with within a week. Acknowledgement within 48 hours.

4.1 Classifying bullying

On receiving the concern, Bullying is ranked on a level from 1-3.

BULLYING LEVEL ONE

- **TYPE OF BULLYING:** Generally starts with Verbal taunting or anonymous cyberbullying.
FREQUENCY: Happens infrequently maybe once or twice a week.

BULLYING LEVEL TWO

- **TYPE OF BULLYING:** Generally, a combination of 2 types or more. Perhaps verbal bullying has escalated, and the bully is now physically pushing your child etc. OR the anonymous cyber bullying has increased, and bullies are isolating your child.
FREQUENCY: Happens multiple times a week.

BULLYING LEVEL THREE

- **TYPES OF BULLYING:** Multiple types of bullying.
FREQUENCY: Bullying is now occurring daily or multiple times a day

Issues around bullying will be dealt with by the Student Services team and more frequent complaints by the respective Head of Year.

Complaints regarding staff should be referred to the Principal in line with school procedures.

Neale Wade Academy is aware that there is a possibility that the bully may be an adult and will follow the local Safeguarding and Child Protection procedures where this is the case.

The only way to ensure that bullying is minimised is to ensure that every member of the school is:

- Aware of what bullying is,
- Believes that Neale-Wade should not be a place where bullying is acceptable,
- Happy to intervene or report any incidences of bullying.

We aim to resolve all bullying issues through the use of a restorative approaches. In this way we believe it is important that the bully understands the impact of his or her actions.

If this approach is not appropriate the school will apply appropriate sanctions, including break, lunch and afterschool detentions, use of the seclusion rooms and fixed-term suspensions if required. At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

5. Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

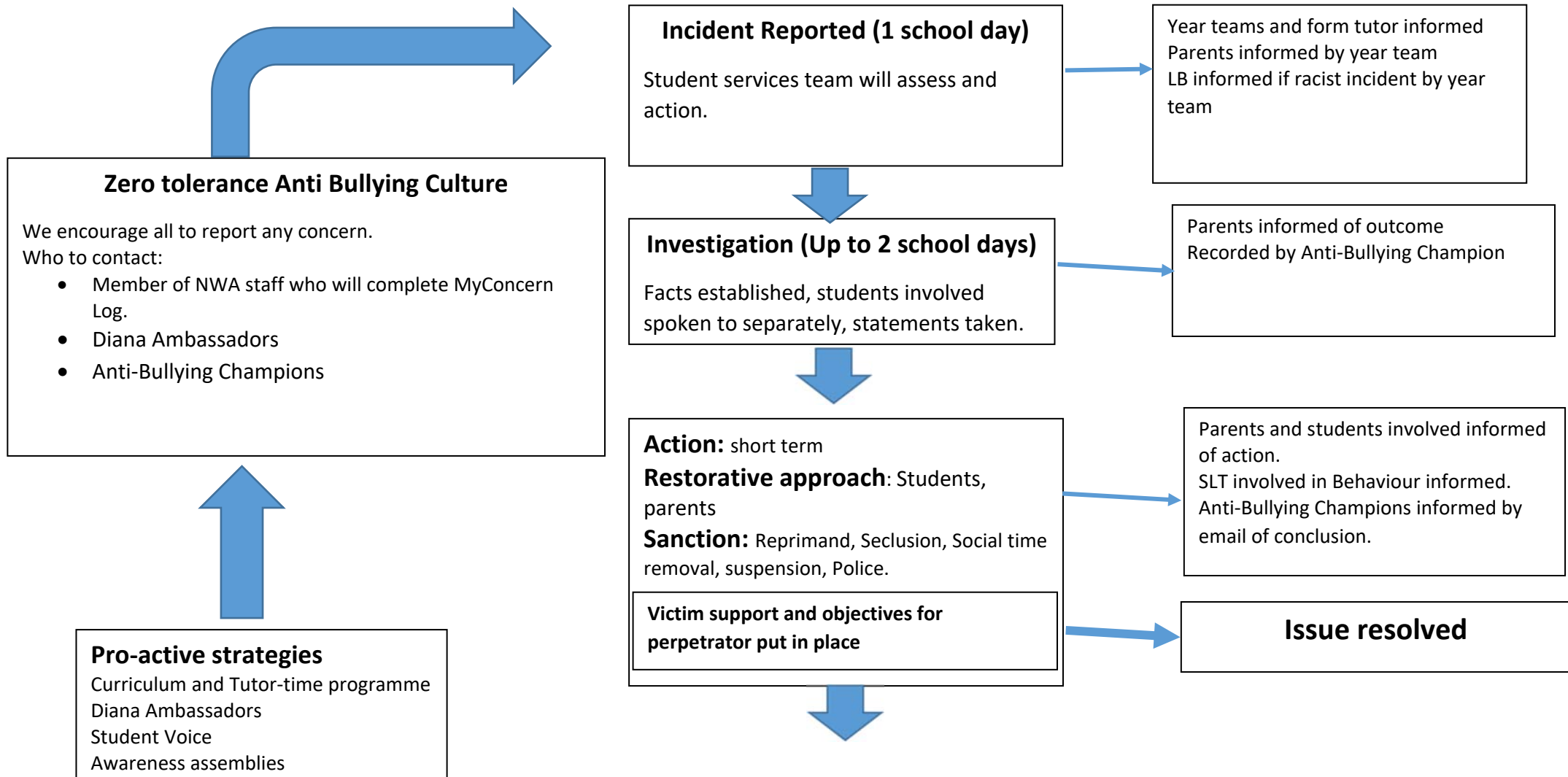
Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, student services team members, Heads of

Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

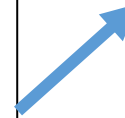
If parents have any questions or queries relating to the policy or issues arising they should contact the persons designated below. Depending on the nature of the incident:

1. (a) If an incident occurred in a lesson – subject teacher, where possible the class teacher will try and resolve, failing this it should be passed onto the year team. If parents/carers need further clarification they should consult the Head of Department/Faculty. If there are still issues, parents/carers should consult the relevant line manager
2. (b) If an incident occurs outside of lessons (e.g. break or lunch time) – form tutor or Head of Year. If there are still issues, parents /carers should consult the Assistant Principal in charge of Inclusion- Mr Crawley

Neale-Wade Academy Anti- Bullying Flow Chart



Action: longer term
Referral to Student Support



Checking with students

After 2 week Investigating Year Team

After 4 weeks Investigating Year Team

If checking shows unresolved issue it gets investigated for more action



An Active Learning Trust School

Anti-bullying Charter

Several Times On Purpose!

S

Stop and think, is this OK? How does it make you feel?

T

Take action, report this to staff, either form tutors or the Year Team.

O

Open up to a trusted adult or friend. We can help! Use mentors in your Year group.

P

Put yourself in their shoes, would you want this to happen to you? If you are involved in unkind behaviour towards others STOP!

