



Neale Wade Academy Anti-bullying Policy

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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 bullying procedures to insure 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

ANTI-BULLYING POLICY

Neale-Wade Academy is aware that bullying occurs in school, as it will in every school across the world. Our aim is to minimise its impact and to prevent it occurring whenever possible through education and support. We aim to create a school community that is prepared to stand up to bullying in all its forms.

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

As a school, we should all work together to stop bullying before it happens and look out for teasing and 'banter' which may escalate.

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 2020.

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.

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.

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 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 Go4schools – even if it has been dealt with – so that repetitions can be spotted.
8. Pupils 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.

How to tackle bullying when it does happen

- If a pupil is being bullied, they should speak to their class teacher, form tutor, Progress Leader or the peer mentoring team. The peer mentoring team is made up of volunteers from students in each year group. Any member of staff at Neale-Wade can make an incident referral email or using the incident reporting form and should do this for each incident they have reported. Anti-bullying Champions (James Crawley, Hilary Hitch and Lindsay Butler) can have reports made directly to them.

All bullying needs to be reported through this link:

https://forms.office.com/Pages/ResponsePage.aspx?id=sjVTvSU - EG2K3MIU2WGPYyNil_3dlhBg7FYTuFR4oVUQUZTUTdBN1oySE1CMko4UjZHSzNVUFNCR C4u

- 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.
- If a pupil 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.
- If a member of staff sees bullying, they should intervene, and they should report all incidents.

Regular incidents of bullying from the same student should be passed to the AP attached to each year group.

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.
- Bullying 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 dealt with by PL's teams or regular or level 3 bullying to be dealt with by AP for year group.
- Complaints around staff- dealt with by Assistant Principal's and other SLT. Formal investigations take place if necessary.

School is aware that it is a possibility that the bully may be an adult and will follow the local 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 system. 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, fixed-term exclusion or permanent exclusion in extreme cases.

Parental queries

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 (eg 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 Transition and Communication- Mr Crawley.

Parental support

Neale-Wade appreciates the vital contribution that parents/carers make to the success of the children in their care.

We actively encourage open communication and are always happy to ensure the pupils know that the school and parents are working together to support pupils learning and behaviour.

Neale-Wade Academy Anti- Bullying Flow Chart

