

Policy No.10

THE PHOENIX ACADEMY

Counter-Bullying Policy

Statement of Intent

The Phoenix Academy school is committed to providing a caring, friendly and safe environment for all our Students, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all Students should be able to speak to a Teacher or the Headteacher, and know that incidents will be dealt with promptly and effectively. The teaching team and any care Support Workers need to be vigilant and have a fair and consistent approach.

The Phoenix Academy school recognise that bullying is a barrier to learning and can have serious consequences for an individuals' mental health. Bullying that takes place at school not only effects childhood but can have a lasting effect on the individual's life into adulthood.

It is important for the school to not only record instances of bullying but the impact of any interventions taken by the school.

This Policy should be read in conjunction with the following school policies;

School Behaviour Management Policy No 2
Behaviour Principles for Learning/Student Code of Conduct Policy No 3
Whole School Safeguarding Policy No 22
Complaints, Comments and Suggestions Policy No 23
Complaints Procedure- Students Policy No 24
Internet and e-safety Group Policy No 555
Prevent Radicalisation Group Policy No 550

Legislative Framework

The Education (Independent School Standards) Regulations 2014 provide that Phoenix is required by law to operate an effective anti-bullying strategy is available and in operation.

The Equality Act 2010 has a key provision covering age, disability, gender re-assignment, pregnancy and maternity, race religion or belief, sex and sexual orientation. Part 6 of the Equality Act makes it unlawful for Phoenix to discriminate against, harass, or victimise a Student or potential Student in relation to admissions, the way Phoenix provides education for Students, the provision of Student access to any benefit, facility or service, or by excluding a Student or subjecting them to any other detriment.

Under the Children Act 1989 a bullying incident should be addressed as a Child protection concern when there is *“reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm”*. Where this is the case Phoenix are duty bound to report the issue to the applicable local authority Children’s social care. Even where safeguarding is not considered to be an issue, Phoenix may need to draw on a range of external services to support the Student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Although bullying itself is not a specific criminal offence, it is important to note that some types of harassing or threatening behaviour, or communications could be a criminal offence. These are detailed in the Protection from harassment Act 1997, The Malicious Communications Act 1988, The Communications Act 2003 and the Public Order Act 1986.

The following documents have also been used in formulating this policy;

Department for Education – Preventing and Tackling Bullying 2017
Cyberbullying: Advice for Head Teachers and school staff DfE Nov 2014
Advice for parents and carers on cyberbullying Nov DfE2104

Definition

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages, social media or gaming which can include the use of images or video) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is a School’s first priority but emotional bullying can be more damaging than physical.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. This imbalance can be physical, psychological (e.g. knowing what upsets someone), derive from an intellectual imbalance or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person, or persons, through the threat of violence or by isolating them physically or on-line.

Cyber Bullying

The rapid development, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying is a different form of bullying and can happen at all times of the day or night, with a potentially bigger audience and more accessories as individuals forward content 'at a click'.

The Education Act 2011 gives teachers stronger powers to tackle cyber bullying by providing specific powers to search for, and if necessary, delete inappropriate images (or files) on electronic devices, inclusive of mobile phones.

If an electronic device has been seized and the staff member has reasonable grounds to suspect it contains evidence in relation to an offence, they must give the device to the police as soon as it reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is pornographic images of a child or an extreme pornographic image should not be deleted (or forwarded) prior to giving the device to the police.

"Low level" disruption

Low-level disruption and the use of offensive language can in itself have an impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying therefore can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of the internet, such as email and chat room misuse
 Mobile threats by text messaging and calls
 Misuse of associated technology, (i.e. camera and video)

Safeguarding Children and Young People

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bully incident should be addressed as a child protection concern under the Children Act 189. Where this is the case The Phoenix Academy school will discuss with the designated safeguarding leads and report their concerns to their local authority children's social care and work with them to take appropriate action.

The Phoenix Academy school will also draw on external support and services whether or not it is deemed a child protection issue.

Criminal Law

Bullying itself is not a specific criminal offence. However it is important to bear in mind that some types of harassing or threatening behaviour, or communications, could be a criminal offence, for example under the;

- Protection of Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- Public Order Act 1986

Where The Phoenix Academy school feel an offence may have been committed assistance will be sought from the Police.

Roles and Responsibilities

The Headteacher; has overall responsibility for Student behaviour.

Class Teachers; play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators and they are responsible for managing the situation and co-ordinating the actions of other employees when tackling complaints of bullying. Any complaints of bullying received by any employees must, therefore, be referred as quickly as possible to the relevant Class Teacher.

All Academic employees; (i.e. Teachers and Teaching Assistants) play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises, with help and support from the Headteacher. All employees have a responsibility to support each other and to keep channels of communication open so that information regarding possible bullying is passed on as quickly as possible. This will enable a co-ordinated and consistent approach towards dealing with any problems.

Support Employees; (e.g. maintenance operatives, cleaners, residential – where applicable – support workers) All Support employees have a responsibility to report any incidents or reports of bullying to the Headteacher at the earliest possible opportunity.

All Employees have a responsibility to treat complaints of bullying as sensitively as possible.

Students; All Students are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness. Students are also taught that they have a responsibility to report any incidents of bullying to a member of employees.

Parents; Parents' responsibilities are to support the School in the implementation of the Behaviour policy where appropriate.

Confidentiality should be maintained as far as is possible, particularly when the complainant may be vulnerable to reprisals.

Prevention

The Phoenix Academy schools response to bullying is to start pro-actively gathering intelligence about issues between Students which might provoke conflict and to consider effective strategies to prevent bullying in the first place. This might involve dedicated projects, events, talking to students about difference. This might involve parent (or Corporate parents), certainly the Students.

Procedure (See Appendix 1 and 2)

Any Student at the School who feels bullied, or is unhappy in any way about the way that he or she is being treated by another Student(s) or employee of Phoenix Learning and Care, should feel able to speak to any member of the academic staff. If the Student feels unable to speak to anyone within the Company a number of external organisations (e.g. ChildLine) are available and can be spoken to and Students can be confident that their concerns will be taken seriously and treated sensitively. Other Students at the School who witness bullying must also be taught and feel confident to report their concerns to our a member of the teaching staff, without fear of ridicule or reprisal.

The procedure described in Appendix 1 provides a framework for Students that they will be encouraged to follow if they are worried and need to seek help. However it is understood that every child and every situation is different, Students may seek help in many different ways and employees must remain alert at all times to calls for help, both direct and indirect.

The procedure described in Appendix 2 is to be followed by employees when dealing with incidents of suspected or actual bullying.

Documentation

Any complaints of bullying, either formal or informal, should be recorded in the The Phoenix Academy School incident folder by the recipient of the complaint. Other documentation should be completed in accordance with the procedure outlined in Appendix 2.

Monitoring and Review

Incidents of bullying at the School will be monitored by the Head Teacher to identify any patterns, for example;

- Recurring complaints of bullying against a particular Student or group of Students
- Evidence that a particular Student is, for some reason, becoming a target for bullies
- Particular times of the School day/week when bullying is tending to occur
- Specific situations where bullying may be occurring

In the event that a pattern appears to be forming, the teaching team will work to address the problem, both with the individuals concerned and more widely through the PSHE curriculum session and other measures as appropriate, including involving parents if it is appropriate to do so.

Training and Support for Employees

All academic employees will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as part of their general induction to the School and regular updates and reinforcement will be given at other training sessions as necessary. Instances of bullying or suspected bullying will be discussed at weekly Employees Briefings and employees will be informed, consulted and given guidance in respect of particular problems and/or general School policy.

Any member of staff who feels they need help and support in dealing with a bullying problem should approach the Head Teacher, a member of the Senior Management at Head Office or an experienced colleague.

Strategies that prove effective in helping both the perpetrator and victim should be shared with colleagues as a regular part of employee team briefings and by other more informal means as appropriate.

Guidance for Parents (if appropriate)

Parents who have concerns will be listened to carefully and their concerns will be carefully and sensitively investigated (see Appendix 2) and this will be handled in line with the schools complaints policy No 23/24 Parents who request it will also be given copies of the School's Behaviour policy.

Vulnerable Students

Bullying can happen to all Young People and it can affect their social, mental and emotional health. School staff will support all Students who find themselves being bullied.

Some students are particularly vulnerable to bullying and may be severely affected by it, such as those with specific educational needs or disabilities. Students might be vulnerable if they are going through a personal or family crisis, or suffering from a health problem. Young People frequently on the move, changing schools may be vulnerable as they are seen as the 'newcomer' in their peer group, or those with caring responsibilities maybe vulnerable as they might be socially isolated. These vulnerable Young People may be at risk of turning to social media for consolation or retaliating or indeed bullying other individuals.

Bullying in school can be prevalent outside of school including the journey to and from school.

Prevention

The The Phoenix Academy School approach is to instil a culture of proactive actions to contribute towards a learning environment is a positive experience for all Students and staff.

The curriculum is configured to be interesting and informative for all Students exploring about issues of difference across society not only in lessons, but through dedicated projects or events.

We strive to create an ethos of good behaviour where Students treat one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff and other Students, an understanding of the value of education, and a clear understanding of how their actions affect others permeate the school environment and are re-enforced by staff and other students who set a good example to the rest.

The Phoenix Academy School proactively gathers knowledge and intelligence about potential issues between Students which might provoke conflict. This can where applicable involve talking to Students about issues of difference, perhaps in lesson, through dedicated events or projects. The Phoenix Academy school believes that it is important that the teaching team and Students are able to illustrate values of respect for reach other and other Students.

In addition it is important that the employees at The Phoenix Academy school understand the principles and purpose of the school's policy, its legal responsibilities and how to resolve problems and where to seek support.

Addressing the Needs of Students who are bullied

It is important that Students learn that one person's good natured teasing may, to another person, be unkind and even cruel bullying. Students are taught, through the Personal, Social and Health Education (PSHE), to recognise the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying. It is understood that Students can both bully and be bullied at the same time.

The Phoenix Academy school seeks to support the bully as well as the bullied and ensures instances of bullying are dealt with quickly.

The nature and level of support will depend on the individual circumstances and the level of need. This can include;

- A quiet word from a teacher that knows the Student well
- Asking other team members for support in addressing the bullying issue
- Providing formal counselling
- Engaging with parents or, if the Young Person is in care, the Home Manager and residential Support Workers of the home that the Student lives at
- Referring to local authority children's services
- Referral to CAMHS (Child and Adolescent Mental health Services)

Where the circumstance and consequence of bullying may lead to a Student experiencing pronounced social, mental or emotional health difficulties the school will make appropriate provision for the Student's short term needs including setting out the actions we will take where bullying has had a serious impact on a Student's ability to learn. This may include separate on-site/off-site provision of education in addition to activities to protect the Young Person outside of that provision. We are cognisant of the effect removing Students from school, even for a short period of time, and the disruption to their education and can make it difficult for them to re-integrate.

Intervention

The Phoenix Academy school will apply appropriate measures to Students who bully in order to illustrate that the individual Student behaviour is wrong. These measures will be applied fairly, consistently and reasonably taking account of any special educational need or disability. We also consider the motivations behind the bullying behaviour and whether this reveals any concern for the safety of the perpetrator/s. Where this is the case the Student/s engaging in bullying may require support themselves.

Bullying by Employees of Phoenix Learning and Care

Individuals may resort to bullying for a range of reasons. It should be remembered that employees of Phoenix learning and Care might also potentially bully or be bullied by a Student.

Employees must remain aware of the way their own behaviour is received and ensure their actions are not seen as bullying Students or other employees. Forms of bullying by employees may include:

- Teasing Students about physical features or characteristics
- Inappropriate displays of bad temper
- Ridiculing the work of a Student in front of others
- Inconsistency in the way punishments or rewards are applied
- Physically intimidating Students or fellow employees
- Insulting or swearing at other employees or Students
- Belittling the actions or work of other employees

- Criticising Colleagues in ways that are not constructive, or are unnecessarily personal

Employees must always remember that an important part of education is to lead by example. Bullying by employees will be treated ultimately as a disciplinary matter and subject to the Employee Discipline and Grievance Policy. Any employee who feels they are being bullied should initially raise the matter with their line manager.

Bullying outside School Premises

School staff members have the power to discipline Students for misbehaving outside of the school premises. Sections 90 and 92 of the Education and Inspections Act 2006 facilitate this where it is reasonable to do so. This can relate to any bullying incidents occurring anywhere of the school premises such as during transportation, in town or a village centre.

Where bullying is reported to school staff, it will be investigated and acted upon to such extent as is reasonable. The Headteacher will consider if notification to police or other statutory bodies including the anti-social behaviour coordinator in the applicable local authority.

If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

Teachers can only discipline a Student on school premises or elsewhere where the Student is under the lawful control of the Teacher (i.e. on a school trip)

Cyber bullying

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the Young Person involved. There are ways to help a Young Person from being cybullied and to help them cope and stop the bullying if it does happen.

It should be noted that many Young People have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its nature cyberbullying can involve a number of online bystanders and can quickly spiral out of control. Young People who bully others online do not need to be physically stronger and their methods can be hidden and subtle. Cyberbullying can also involve adults; although technology provides wonderful opportunities for teach, learning and information dissemination it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents, carers and other people make clear it is not acceptable and lead by example. Parents and Carers should raise any concerns in an appropriate way and not become abusive, or libellous.

School leaders, teachers and members of the teaching team, parents and students all have rights and responsibilities in relation to cyber bullying and should work together to create an environment in which Students can learn and develop and employees can have fulfilling careers free from harassment and bullying.

Employees are encouraged to make themselves familiar with the “Internet Use and E-Safety” Policy No 550 to ensure they minimise the risk of inappropriate comments, photographs or articles being posted about them on-line.

Reference should also be made to the Prevent Radicalisation Policy No 550.

Students bullied on-line you should never respond or retaliate. Students should report the incident appropriately.

Young People routinely access social media and much of their social lives are online. This can create a false sense of security in that things can be easier to say and reveal things that wouldn't be said face-to-face; be cruel, aggressive or flirtatious. It is important that Young People remember there are offline consequences to online behaviours. Comments can be made without the underpinning knowledge of body-language therefore the written word can be taken out of context.

Setting Boundaries

A good way to supervise internet access and set boundaries is to create an agreement with the Young Person. “Thinkuknow” provides helpful tips on agreeing and setting boundaries.

In addition utilisation of the privacy settings, parental controls and built in internet safety features provided by the major internet providers. The UK safer internet centre has guides for parental controls.

Being involved and talking to Children

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and Young People feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents

Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone
- Unwilling to talk or secretive about their online activities and mobile phone use
- Spending much more or much less time texting, gaming or using social media
- New contacts, texts, e-mail addresses show up on their mobile phone, laptop or tablet
- After texting or being online they may seem withdrawn, upset or outraged
- Not wanting to go to school and/or avoiding meeting friends and school mates
- Avoiding formerly enjoyable social situations
- Difficulty sleeping
- Low self-esteem

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other students at the schools are involved.

Support for children

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

If you are bullied online

- You should never respond or retaliate to cyberbullying incidents. Report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date. Do not forward messages or images.
- Where the perpetrator is known to be a current Student or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Getting offensive content taken down

If online content is offensive or inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly

Additional resources

In order to support this policy The Phoenix Academy school will consider specific organisations or resources for help with particular bullying problems.

For additional resources please refer to the Additional Resources section in Appendix 1

Appendix 1

THE PHOENIX ACADEMY SCHOOL

BULLYING POLICY

Complaints Procedure for Students

While you are at School, we hope that you will be as happy and content as possible, but life does not always go as smoothly as we would like. Often our grumbles are about little things but occasionally a situation is more serious and we get worried.

What should you do when you want to complain or just talk to somebody about something that has happened or that you are worried about?

This sheet is for your use. It explains what you can do if you are worried, if you want to complain about something, or about the way you have been treated either by another Student or by a member of employees. If you lose it, you can always get another one from your Support Employees, the Principal Teacher or Head Office. If you don't understand anything on the sheet, ask a member of employees or a friend to explain it to you.

What to do if you just want to talk to someone

Your Support Employees are always ready to help and so are other members of employees. There may be times when you feel you can't talk to anybody at School and this is perfectly alright and quite natural. You can talk, telephone or write to any of the following:

- Your parents or other relatives or friends if you are allowed to
- Your Social Worker
- Childline
- Your Unit Manager or employees at the home

You may decide that you would like to talk to one our friends outside the School. This is Ray Charran, whom many of you know already.

His address and telephone numbers are on the back of this sheet.

What to do if you want to complain about someone or something

You may find it easier to write down your feelings rather than talking about them. If so:

- Write to your Class Teacher or Support Employees
- Your letter will be passed on to the Principal Teacher, the director's or Ray Charran
- The Head Teacher will let you know that your complaint is being attended to within two days of your letter being received
- You will be invited to talk things over with your Support Employees, the Head Teacher or both. You may bring a friend with you if you wish
- If you are not happy after this, you may contact Ray Charran whose name is on this sheet and he will do all he can to help you

Addresses and telephone numbers:

Ray Charran

01271 379006

Head Office

01271 379006

Childline

0800 1111

Additional resources

The following organisations offer practical advice and support on bullying.

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| The Anti-Bullying Alliance (ABA) | http://www.anti-bullyingalliance.org.uk/ |
| The Diana Award | http://diana-award.org.uk/ |
| Kidscape | https://www.kidscape.org.uk/ |
| The BIG award | https://bullyinginterventiongroup.co.uk |
| Restorative Justice Council | https://restorativejustice.org.uk |
| Childnet International | https://childnet.com |
| Digizen | http://www.digizen.org/ |
| Childline | http://www.childline.org.uk/ |
| NCPC | https://www.nspcc.org.uk/ |
| Stonewall | http://www.stonewall.org.uk/ |
| Young Minds | http://www.youngminds.org.uk/ |
| Family Lives | http://www.familylives.org.uk/ |
| Think U Know | https://www.thinkuknow.co.uk/ |
| MindED | https://www.minded.org.uk/ |

Appendix 2
THE PHOENIX ACADEMY SCHOOL
ANTI-BULLYING POLICY

Procedures for Employees when dealing with incidents of suspected bullying

Employees must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported immediately to the Teacher or employees of both the potential victim(s) and alleged perpetrator(s). The Class Teacher(s) or Support Employees(s) will then work in accordance with the procedures below to resolve the problem. If more than one Class Teacher or Support Employees is involved, they should work together to provide a co-ordinated approach.

Opportunities should be created whereby the Student can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

1. Initial Strategies to use with children involved

1. All Students involved should be spoken to, individually if necessary, and what they say should be recorded in writing.
2. The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
3. The perpetrator(s) should also be counselled about what they can do and would like to happen in order to resolve the situation.
4. Wherever possible, both parties should be brought together to discuss the way forward, but this must be done sensitively and carefully, as it will be very frightening for some children.
5. Class Teachers/Support Employees should inform parents (if appropriate) or carers as soon as possible.

2. Reporting incidents of suspected bullying

1. The Head Teacher should be informed. This can be done verbally, but should always be followed up by a written report.
2. Colleagues should be informed at the weekly Employees Meeting (or immediately if the matter is urgent/serious) and advised if the situation arose out of circumstances where everyone needs to be vigilant e.g. breaks, lunchtimes etc.
3. All incidents and discussions with employees and children should be recorded, in writing.
4. The Head Teacher or Support Employees as appropriate in each situation will involve parents (if appropriate) and carers and explain action taken, as soon as possible.

3. Formal Strategies / Procedures for continuing problems

In the event of ongoing or repeated problems, further action should be taken as follows:

1. The situation should be monitored closely by the Class Teacher/Support Employees who will co-ordinate assistance of other employees as appropriate.
2. Action should be taken to ensure that the child involved suffers from no adverse consequences and to verify and stop any bullying.
3. If further incidents occur, the perpetrator(s) should be spoken to by the
4. Head Teacher as appropriate. Every endeavour should be made to explain why bullying is wrong and to find ways to help the Student change his/her behaviour.
5. The parents (if appropriate)/carers of the bullied child and the perpetrator will be contacted to discuss further action, which may include the sanctions/punishments outlined below.
6. All incidents and discussions with employees, children and/or parents should be recorded, in writing.

4. Sanctions / Punishments in respect of continued bullying

The Head Teacher Class Teachers / Support Employees involved will work together at all stages to agree and apply appropriate action, which may include:

1. Discussing matters and counselling the Students involved
2. Involving and working with parents (if appropriate)/carers to agree strategies to tackle the problem.
3. Various withdrawals of privileges
4. Withholding participation in any school trips that are not an essential part of the curriculum.
5. Short term suspension from School.
6. Permanent exclusion from School (in extreme cases and as a last resort)

5. Informal procedures for Employees (to be followed in all instances)

1. The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
2. Class Teachers/Support Employees should be informed and involved immediately.
3. Seek advice from senior members of employees, if necessary.
4. Support should be given to both the victim and the bully. This may include taking action to help raise self esteem and feelings of self worth, understanding how actions affect others and learning how to co-operate.
5. The School's Behaviour policy should be reinforced through class work and group work.
6. If appropriate, Students who feel they are being bullied should be counselled by their Class Teacher / Support Employees to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, Students may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

6. Complaints from parents or carers

In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure Policy number 23/24.