

Policy No.10

THE PHOENIX ACADEMY

Anti-Bullying Policy

Phoenix Academy is committed to providing its pupils within a caring environment in which the pupils can flourish, allowing them, without hindrance, to fulfil their social and academic potential. Each pupil has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

Aims

- To ensure that Phoenix Academy is a safe environment for all pupils
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school
- Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part proactively in recognising bullying and to take action when it occurs by preventing or responding appropriately to it.

Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff and governor training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PSHE programme
- To confirm frequently that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, an adult is told about it and the matter is addressed.
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014, The Prevent Duty June 2015 and Keeping Children Safe in Education 2018.

Definitions

Bullying is 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014.

All members of the school staff should be alert to the possibility of signs of bullying. In some cases bullying is not consciously done, in others it is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying does affect all in school and as such is a serious matter; bullying may cause physical or psychological damage (and in some cases suicide) and could in some cases lead to contravention of law.

All pupils should be responsible for bringing bullying to the attention of any adult on the staff team. Standing by and watching bullying occur is not an option and could be considered condoning an act of bullying. It is also true that teachers may (unwittingly) be bullies. It is also true that staff may be subject to bullying from pupils and staff are responsible for bringing this to the attention of their line-manager. Equally it is true that staff may be subject to bullying from other staff and this is covered in the school's Code of Conduct, Whistleblowing Policy and Staff Grievance Procedure.

We may define bullying as the following occurring over a period of time:

- Physical – hitting, pushing or any act that invades personal space.
- Verbal - Name calling, teasing and taunting. Racial and sexual harassment.
- Social – Exclusion by groups or individuals. Discrimination on grounds of religion, culture, race, gender, disability or sexuality.
- Cyber – Intimidation and abuse via electronic means (text, e-mail, social networking sites)

Anti-Bullying Strategy

Phoenix Academy is committed to working with all pupils and staff to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with quickly and sensitively. There are a number of ways in which pupils are supported. The high staffing ratios and levels of supervision facilitate a proactive approach to bullying. Any minor incidents of teasing or isolating peers (or any other behaviours attributed to early stages of bullying) will be picked up in their infancy through direct observations and granular behaviour analysis/tracking through the token economy systems. When behaviours such as teasing or isolating peers are highlighted and presented to the Anti-Bullying Officer, the decision may be taken to issue a pupil with a report card. This report card system aims to raise awareness of behaviours that may lead to or be interpreted as pre-bullying to both staff and pupils involved. The system allows for immediate targeting and correction of the behaviour with the aim of highlighting and eliminating the behaviour before it can develop into bullying.

Pupils may speak with any member of staff with regard to their concerns; and receive guidance about anti-bullying strategies through tutorials, the Pupil Friendly Anti-Bullying Policy (issued to all pupils with spare copies available next to Chatter Box), individual counselling from staff members and IT (cyber) and PSHE sessions. Phoenix Academy delivers the message that bullying is not a normal part of life and should not be allowed to flourish. All pupils are encouraged to speak with members of staff or log the issue in writing through the confidential 'Chatter Box' system immediately if they feel bullying is occurring, either as victim, witness or the person responsible.

All pupils have opportunities to speak with members of staff about their concerns at any time. The class Tutor will be the first point of contact, but this relationship is closely supported by class TA's and all other members of the teaching team. In addition to the verbal and written reporting communication systems put in place the school also sign posts other external counselling services through signs placed in strategic locations around the school. Pupils are reminded of these additions to their individual support networks and encouraged to make contact with the free and confidential services (online or phone) should they require any further support or advice or are concerned about a bullying issue.

The Anti-Bullying Officer holds a bullying log to monitor instances of bullying and patterns of bullying. The bullying log is informed by events noted through the token economy behaviour analysis, verbal reports from staff or pupils, written reports completed through the 'Chatter Box' system direct observation or issues raised from Behaviour Management Team meetings. The bullying log will contain specific details such as date, time and nature of the incident it will also include actions in response to the initial report and any subsequent monitoring and outcomes

When there is a significant update of the Anti-Bullying policy, all staff will receive a copy of the new policy.

Action Against Bullying

Allegations of bullying

- 1) If an allegation of bullying is made by a pupil, then the member of staff receiving the allegation should establish the level of anxiety. If the level of anxiety is low, then staff should restore cordiality through verbal communication with the complainant and the accused. It is advantageous to bring the pupils together at this point. If an allegation is made by a parent then the member of staff along with the Anti-Bullying Officer should make it clear that the best way for the matter to be resolved is for staff to speak with the pupil in question and establish the level of anxiety.
 - 2) If the level of anxiety is significant, a written statement may be taken from the pupil (signed and dated) by the member of staff fielding the allegation. If suspicions are raised by staff or parents, this should also be recorded in writing
 - 3) The allegations and evidence should then be passed on to the Anti-Bullying Officer
 - 4) The Anti-Bullying Officer should conduct a full investigation into the matter. This investigation will include witness statements, and the questioning of the alleged person responsible
 - 5) Anti-Bullying Officer may seek the advice and support of the Deputy Head or Head Teacher during the investigation, and may refer the case to the SLT in the case of serious bullying being proven
 - 6) In most cases, the Anti-Bullying Officer will agree the appropriate course of action
 - 7) In the most serious cases the school SLT will determine appropriate response for the person responsible, and both Anti-Bullying Officer and Class Tutor will agree on and instigate support for both the victim and the person responsible.
 - 8) Parents should be informed throughout the process and will be invited to school to discuss the matter and its resolution.
- All staff are to make accurate records of interviews and also record the process followed in each case
 - In line with Keeping Children Safe in Education 2018 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm'; if this is the case the investigation should be halted, with only a verbatim record of the child's words. The incident should be immediately raised with the Designated Safeguarding Lead.

- Staff should be aware that some types of harassing and threatening behaviour, or communications, could be a criminal offence; if staff feel that an offence has been committed they should seek assistance from the SLT who will consider the involvement of Police and/or Children's Social Care.

Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the Anti-Bullying Officer or SLT on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If as a parent/carer you are concerned about your child/young person being bullied you should:

- Contact the school immediately and ask to speak to the Head Teacher. If you are told they are unavailable please ask to speak to the Deputy Head Teacher or Anti-Bullying Officer. If neither are available please leave a message asking for a call back.
- Contact the school if the bullying is taking place on home to school transport. You should also contact the designated person for home to school transport so they can also carry out an investigation.

Appendix 1 – Advice to all (staff, parents and pupils) on Bullying

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact school when they have concerns.

Appendix 2 – Advice to Staff on bullying

Phoenix Academy staff must make a strong stand against bullying. They should;

- Not allow it anywhere
- Support children who are being bullied
- Help the bullies to change their behaviour
- Tell children to 'tell' and back them up
- Take bullying seriously and find out the facts when told about an incident of bullying
- Ensure that children, parents and teachers take responsibility for any bullying that goes on
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together, use peer pressure against bullying behaviour.
- Clearly identify and communicate bullying behaviours.

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents
- Question, but do not ask leading questions
- Meet the bully and the bullied separately
- Offer the victim immediate support and help by explaining and putting the school's procedures into action
- Consider the need for medical treatment/examination/counselling.

Phoenix Academy is committed to reinforcing the messages below in PSHE, IT and tutor sessions.

- When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem
- Do not tolerate bullies in the same social group.

To counter cyber bullying, pupils must be made aware that:

- They must never share their password with anyone
- They must not send inappropriate pictures of others electronically
- Pupils are not allowed to carry a personal device (without prior agreement from the Head Teacher) in order to prevent the taking of photos of other pupils or members of staff without permission.

In PSHE sessions and through tutoring pupils are encouraged to develop

- Acceptance
- Patience
- Respect for others, themselves, their learning.
- Trust
- Empathy
- Co-operation
- Understanding

Appendix 3 – Advice to pupils on bullying

SOME THINGS PUPILS SHOULD DO IF THEY ARE BEING BULLIED:

- Tell an adult you trust
- Tellyourselfthatyoudon'tdeservetobebullied
- Getyourfriendstogetherandsaynotothebully
- Staywithgroupsofpeople,eveniftheyarenotyourfriends. Thereissafetyinnumbers
- Try to ignore the bullying
- Try not to show you are upset, which is difficult
- If possible, avoid being alone in a place where bullying happens
- Try being assertive - shout 'NO' loudly
- Walk quickly and confidently even if you don't feel that way inside
- If you are in danger, get away. Do not fight to keep possession
- Fighting back may make it worse
- If you are different in some way, be proud of it. It is good to be an individual

Pupil Bullying Reporting Form

Person Reporting:	
Date:	Date of incident:
Time:	Location:
Your Role: <input type="checkbox"/> Victim <input type="checkbox"/> Bully <input type="checkbox"/> Involved <input type="checkbox"/> Witness	
Name of Bully/s	Name of Victim/s
Names of others involved, include other witnesses	
Forms of bullying used: tick all that apply	
Physical aggression <input type="checkbox"/>	Damaging or taking personal possessions <input type="checkbox"/>
Deliberately excluding <input type="checkbox"/>	Verbal threats <input type="checkbox"/> Cyber bullying <input type="checkbox"/>
Name calling and teasing <input type="checkbox"/>	Spreading rumours <input type="checkbox"/>
Briefly describe the incident:	
Feedback from Anti-bullying Officer:	
Copy of form passed on to for notification:	

Pupil Report Card

Name -

Date -

Behaviours –

	Lesson 1		Break		Lesson 2		Lesson 3		Lunch		Lesson 4		Lesson 5		Lesson 6	
	Tally	Initials	Tally	Initials	Tally	Initials	Tally	Initials	Tally	Initials	Tally	Initials	Tally	Initials	Tally	Initials
Monday																
Tuesday																
Wednesday																
Thursday																
Friday																

Teachers please tally the amount of stated behaviours (above) and sign the box at the end of each lesson