

## Anti-bullying Strategy

### 1.0 Rationale:

Montagu Academy, through its ethos and its physical environment, strives to ensure that all individuals, whether pupils or staff, feel valued and have a positive sense of personal worth allowing them to learn effectively, improve their life chances and help them maximise their potential.

Bullying/Racism in any shape or form will not be accepted or tolerated at any time. All allegations of bullying/racism will be thoroughly investigated. We want pupils to feel confident in being able to seek support from school should they feel unsafe.

### 2.0 Aims:

- To cultivate a safe and secure environment where all can learn without anxiety and where bullying is regarded as unacceptable.
- To actively promote, through what is taught and through the daily life of the school, tolerance and mutual respect for one another.
- To respond effectively and in a consistent manner to any bullying/racist incidents that may occur and to ensure that each individual understands the school's established procedures.
- To ensure that pupils, staff and parents and all connected with the school are aware of our opposition to bullying/racism and their responsibilities in its prevention.

### 3.0 Policy Development:

This policy has been formulated in consultation with the whole school community with input from SLT, PSHE&C co-ordinator, members of the governing body and LA advisors. Pupils will contribute to the development of the policy through the school council, circle time discussions, PSHE&C lessons and assemblies. The school council will develop a pupil friendly version which will be displayed around school.

This policy will be made available on request and can also be viewed on the school website.

### 4.0 Roles and responsibilities:

The Head Teacher has overall responsibility for the policy and its implementation, liaising with the governing body, parents and carers, LA and outside agencies and appointing an anti-bullying coordinator who will have general responsibility for the implementation of this policy.

The anti-bullying coordinator in our school is: Sophie Ogden / Sharon Newrick

The anti-bullying team in our school are: Sophie Ogden, Sharon Newrick, Natalie Coe, Kelly Edwards and Kathryn Pearson.

Their responsibilities are:

- Policy development and review
- Implementing policy, monitoring and assessing its effectiveness
- Managing bullying incidents in liaison with the class teacher

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parent/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.
- Providing a termly summary report of reported incidents

### **5.0 Definitions:**

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour.

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Guidelines from the Department of Education and Skills (DfES) define bullying as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The Anti-bullying Alliance (made up of members of the NSPCC and NCB) define bullying as: the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.

Bullying can take many forms, but four main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive or threatening remarks
- Indirect- spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours (sometimes known as relational bullying).
- Cyber bullying - sending malicious emails, messages or text messages on electronic devices like computers, phones and games consoles or through the use of social networking sites such as (but not exclusively) Facebook.

All of the above may be the result of racist, sexist or homophobic behaviour or negative attitudes towards disability.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

## 6.0 Preventing Bullying

Through its ethos and the curriculum offered the school will strive to ensure that the climate existing within school is one of mutual respect where pupils feel valued, successful and confident.

The school will:

- Ensure that all staff are aware of the signs that may indicate bullying/racism and the procedures for addressing incidents
- Promote a learning environment which recognises and rewards pupils success and achievement in all aspects of development,
- Promote a safe learning environment where trying and striving, whether successful or not, is to be celebrated and promoted
- Engage pupils in considering the causes of bullying/racist incidents, its effects on individuals and possible solutions,
- Engage pupils in a wide range of collaborative and cooperative learning opportunities within which social and inter-personal skills are an identified focus of the learning
- Ensure that the reward system in school recognise not only outcomes of work but also such positive qualities as helpfulness, kindness and cooperation.

Strategies and activities such as:

- Increased use of structures collaborative work across the curriculum
- PSHE lessons
- Peer mentoring
- Class and School Councils
- Playground Leadership Programme
- Pupil questionnaires

And the ever increasing opportunities for the 'pupil voice' to be heard will enhance provision within which the majority of pupils already approach all staff with confidence.

## 7.0 Reporting and Responding to Bullying

Bullying/racism may be suspected by adults working within schools or by parents of, or carers for, our pupils. All should be aware that bullying/racism is not confined to physical harm occurring in the school or at the school gate. It may be subtle and take the form of exclusion from social groups leading to the steady erosion of a child's feelings of self-worth. It is important that staff monitor closely any incidents of misbehaviour in terms of perpetrator, victim and the nature and frequency of incidents and respond quickly to the emergence of any pattern.

Pupils and/or parents can report bullying by contacting any member of staff either in person, letter or through the telephone.

Where incidents arise or pupils or parents (or anyone in the wider community) express concern the child's class teacher will:

- Make careful notes relating to the nature of the incident and the individuals involved.
- Implement an anti-bullying observation record and undertake observation of incidents for a period of two weeks.
- Consider an appropriate sanction if necessary
- Ensure, through measures put in place, that the victim feels reassured and more comfortable in class and around the school
- Communicate appropriate details to all adults who have contact with the child e.g.  
Dining Room Assistants (DRAs), Learning Support Assistants (LSAs), Supply/Cover staff, external agencies working in school
- Speak with pupil and parents in subsequent days and weeks to monitor the situation.
- Record the incident through CPOMS

Issues between pupils that are recognised as bullying by the school will be recorded the Local Authority register of bullying, racial and homophobic incidents.

The following actions will be standard practice:

- Communicating details of concerns to DRAs/teachers on duty to enhance supervision at break times or to LSA if it is also a classroom issue
- Raising the concerns as a care issue at the next staff meeting or via the staffroom whiteboard if necessary (exercise caution-use initials of children for confidentiality, some parents and pupils use this room)
- Ensuring that the child understands that they may speak with their teacher, a senior teacher or the Head teacher at any time should they feel the need to
- A record of the incident and the actions taken. This must be recorded on the Local Authority Initial Recording form (included in the appendix of this document). Details must include the names of all involved, their roles, the date and time of the incident/s and the date and time of the recording. It must include the name of the person dealing with the incident clearly stated. (It should not be signed.)

Where there is no significant improvement or where the nature of the incident is deemed to be of a more serious nature the teacher with responsibility for pupil welfare should be consulted and the Head teacher involved if felt appropriate. Recently appointed teachers should seek the advice of their mentor or a member of the senior leadership team when allegations of bullying/racist incidents arise.

## **8.0 Sanction and Support**

Where misbehaviour and/or bullying/racism are persistent sanctions will be used. It is not intended that the sanctions and interventions are hierarchical. The details of the incident will determine the level of sanction applied. In all cases, but particularly where concerns are high, the solution will usually be a combination of sanctions and support.

The following sanctions and interventions should be considered:

- Withdrawal of breaks
- Home/school behaviour log
- Withholding pupil participation in school visits/sports events
- Fixed term exclusion
- Involvement of Education Welfare Officer, Social Inclusion Team, etc.

Where serious violence is involved, the Head teacher can and should normally exclude the pupil.

The key to success will be:

- Maximum attention to prevention
- Detailed investigations of incidents
- Raising awareness of all staff re: needs of particular individuals
- Judicious use of sanctions
- Carefully targeted support for the victim and the perpetrator
- Quality ongoing communication with pupils and parents of all parties
- Follow up conversations to report on subsequent progress.

This policy should be considered in conjunction with the following school policies, all are available upon request:

- Behaviour policy
- Home/School agreement
- E-safety policy
- The Responsibilities of Individuals as devised by the School Council.
- Other related safeguarding policies held by the school.

## 9.0 Complaints procedure

If a parent / carer feels that a complaint or report of bullying has not been dealt with efficiently, they should raise a complaint in the first instance, with the Head teacher. If they then feel that they need to take the matter further they can raise a complaint with the chair of governors.