

**BOSWORTH ACADEMY
ANTI-BULLYING POLICY**



Documentation Information			
Reviewed By	Governors People and Stakeholders Committee	Responsibility	Governors People and Stakeholders Committee
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“The emergence of ‘empathy’ is a complex step in social and emotional development and, it is upon these feelings that kind and unselfish behaviours are based”
Maines and Robinson

1. Rationale

This policy **sets** out the School’s commitment to and procedures for resolving a range of conflict situations that affect the Bosworth Academy community

These include:

- Minor incidents where groups or individuals ‘fall out’
- More serious incidents where the conflict leads to groups or individuals harassing others
- Very serious incidents where harassment becomes persistent, intimidating and victimising (i.e. bullying)

For guidance we are using a definition developed by the DCSF:-

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying is

- **S.T.O.P. (Several Times On Purpose)**
- repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying
- intentionally harmful, though occasionally the distress it causes is not consciously intended by all of those who are responsible
- an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- likely to cause feelings of distress, fear, loneliness and lack of confidence.

Bullying can take many forms including:-

- Non-verbal behaviours (body language/gesture/facial expression)
- Isolation of an individual or group
- Humiliation
- Name calling/taunting/mockings
- Making offensive personal remarks (including racist or homophobic comments)
- Theft of personal belongings
- Cyber bullying (malicious text messages/e-mails/photographs/use of networking sites)
- Aggressive behaviour (hitting/pushing/kicking/spitting)

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This policy focuses on bullying of students by other students. Bullying of staff by students is dealt with in the School's Behaviour Management Policy. Bullying of staff by staff is dealt with in the School's Grievance Procedures. Any allegations of bullying of students by staff will be considered within the context of Child Protection and staff disciplinary procedures.

This policy has been developed in conjunction with the School's Behaviour Management Policy and procedures. All staff receive induction on these procedures, which are regularly reviewed.

**2. 'No student will underachieve'
'Happy, Healthy Rounded Students'**

Bosworth Community and Sports School will provide:-

- A preparation for life in an environment where everyone can aim high, be successful and secure
- Individual support through a 21st century curriculum
- Partnerships with the wider community

Specifically, the Policy will ensure that students learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and should not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available in the School.

The implementation of the Policy is based on a fair and equitable approach to all individuals, but where there is evidence of victimisation the School Community will act to protect the victims.

3. Monitoring

- general implementation and monitoring of the policy shall be the responsibility of all
- monitoring and evaluation will take place
 - through the recording of all reported incidents (and their nature) on the Academy 'Bullying / Racist' incident form
 - the annual completion of questionnaires from a sample of students, staff and parents
- successful implementation will be reflected in
 - student feedback
 - the achievement of whole school targets

The data, including the behaviour sections of SIMs, will be analysed regularly by Year Heads and SLT. The prevalence and nature of bullying incidents will be reviewed together with the effectiveness of strategies to prevent bullying.

All racist incidents are recorded on a separate log and reported annually.

A summary of the data and the survey results will be presented each year to the relevant Governors Committee.

The relevant section of the SEF will be updated annually in the light of the data and any changes to the School's procedures.

Links with other Policies

This policy should be read in conjunction with the following policies:

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- Equalising Opportunities Policy
- Behaviour Management Policy

Supporting Appendices to Policy Statement

Appendix A	Background to Existing Good Practice
Appendix B	Handling Bullying Incidents and Issues
Appendix C	Guidelines for Good Practice
Appendix D	Key Roles and Responsibilities
Appendix E	Contacts & Organisations
Appendix F	DFE guidelines

Appendix A - Background to Existing Good Practice

All working practices at Bosworth Academy are informed and influenced by the Every Child Matters agenda.

The five specific outcomes identified for children and young people are:-

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

Becoming the victim of bullying would have a profound effect on a young person's ability to achieve any of the above outcomes. The ECM guidance sets out the following for tackling bullying:-

- Ensuring every school has an anti-bullying policy that has involved children in its development and implementation
- Continuing work on Safer Schools Partnerships which place Police in Schools, who work with children and young people at risk of becoming victims and offenders and support schools staff in dealing with incidents of crime and anti-social behaviour.
- Ensuring that personal, social health education (PSHE), citizenship education and the National Healthy Schools Standard help children develop good relationships, learn about conflict resolution and encourage them to take responsibility for their own actions and to support their fellow pupils.

The major challenge for the School is not just in handling the incidents themselves but in continually working to ensure that we are creating an environment in which it is acceptable to 'tell'. Responses from students always list 'the fear that it will make it worse' as the main reason why they don't always disclose. It is also important to recognise that our perceptions of behaviour are not always the same — the student who is being 'teased' in your lesson, or appears to be the butt of light hearted 'fun' may be being subjected to the same type of behaviour in all lessons. The size and nature of a 14-19 Community School brings specific difficulties in observing bullying behaviour, unless students and staff are comfortable with disclosing. This includes not only classroom behaviour but also incidents around the School and during travel to and from school.



Appendix B - Handling the range of conflict situations

- Bosworth Academy has a 'Zero Tolerance' attitude towards bullying behaviour of any form and students and staff need to know that their concerns will be taken seriously and acted on.
- It is essential that incidents are dealt with swiftly and effectively by the member of staff involved.
- In deciding upon an appropriate response, staff need to take a clear account of the incident.
- Where an incident has taken place away from School parents of both parties will be informed when such incidents occur. It may be appropriate to help them to accept that involving the police may be necessary.
- If the judgement of the member of staff is that the incident is :-
 - a) **interpersonal conflict** — then the following actions will be taken:-
 - discuss the situation with both parties involved
 - get the parties to see the problem
 - encourage both parties to suggest ways that the other party could be made to feel happier
 - arrange further meetings to discuss progress
 - involving parents as appropriate

OR

- b) **victimisation** - then:
 - this will be dealt with according to the Behaviour Management Policy and the following disciplinary steps can be taken following investigation of the incident:-
 - official warnings to cease offending
 - exclusion from certain areas of school premises
 - commitment to a signed 'Behaviour Contract' of which parents are informed
 - referral to the Inclusion Base
 - minor fixed term exclusion
 - major fixed term exclusion
 - permanent exclusion

Where violence occurs as a result of conflict between students all parties will be made aware that the School will not tolerate such behaviour and that physical retaliation is not an option. In such circumstances the level of provocation will, however, be assessed and taken into account in implementing sanctions.

At times incidents occur away from the site (e.g. on journeys to or from School and through cyber-bullying). The School does not distinguish between such occasions and those which occur directly at School. However in exercising the duty of care staff will, where appropriate, speak to both parties, giving advice and admonishment. Staff will also contact parents about such incidents and, where appropriate, recommend the involvement of the Police.

Curriculum Issues

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Within the curriculum the School will raise the awareness of the nature of conflict through inclusion in PSHE, tutor time, assemblies and subject areas (see Appendix D). The SEAL project will be used as one vehicle for supporting vulnerable individuals and raising general awareness. The aim will be to eradicate this sort of behaviour from the School. The Policy will be promoted and implemented throughout the school.

Appendix C - Guidelines for Good Practice

Classroom approaches which actively support co-operative behaviour include the following:

- Good lesson planning and preparation.
- Greeting students as they come into the lesson and making acceptable personal comments to them whenever possible.
- Leading by example and behaving towards students politely and with respect.
- Setting tasks which involve collaborative problem-solving.
- Adopting a teaching manner which displays respect for all points of view and contributions, and which generates an atmosphere of trust.
- Ensuring acceptance of all contributions to a lesson, incorporating these into the lesson wherever possible.
- Providing opportunities for students to discuss their work with one another
- Being aware of, and sensitive to, the dynamics within and between groups in the classroom.
- Teachers adopting a collaborative approach to the resolution of any form of conflict between students in the classroom.
- Avoiding colluding with teasing or apparently light hearted comments about students which may be offensive to them

Approaches to School Structure, Organisation and Culture which actively support co-operative behaviour include the following:

- Encouraging participation in all aspects of the school community
- Finding opportunities for students and adults alike, to have a voice in the decisions that affect them
- Ensuring that the organisation and culture of the school does not encourage adults to use their power or authority to bully others
- Looking at ways in which organisational change could reduce the possibilities for bullying.
- Looking at ways in which the environment could be enhanced to provide recreational opportunities and quiet space

Appendix D - Key Roles and Responsibilities

Staff Title Role and Responsibility

Principal	<ul style="list-style-type: none"> ▪ to oversee the implementation, monitoring and evaluation of the Policy
All Staff	<ul style="list-style-type: none"> ▪ to be aware of the behaviour of others ▪ to challenge inappropriate behaviour on corridors as well as in classrooms ▪ to be sensitive to what looks like 'teasing' behaviour ▪ to listen if a student wants to discuss an incident ▪ to act to incidents in accordance with this Policy

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	<ul style="list-style-type: none"> ▪ to record all incidents of harassment on the behaviour records for both parties
Tutors	<ul style="list-style-type: none"> ▪ to teach the specific unit on Bullying within the Tutor programme ▪ to seek all opportunities within the tutor programme to reinforce co-operative styles of working, respect and empathy for others ▪ to maintain an overview of the progress, behaviour and attendance of their tutees and follow up changes ▪ to respond to disclosure ▪ to liaise with Year Heads as appropriate
Year Heads	<ul style="list-style-type: none"> ▪ by maintaining their overview of the Behaviour Management Policy, becoming aware of individuals who may need additional support because they are vulnerable or whose behaviour causes difficulties for others ▪ to act on any disclosures in accordance with this policy ▪ to liaise with parents, tutors, outside agencies as required
Assistant Year Heads	<ul style="list-style-type: none"> ▪ to support the work of Year Heads, tutors and teaching staff

Governors to monitor the Policy

Appendix E - Contacts and Organisations

In School:

Principal
Senior Leadership Team
Year Heads
Assistant Year Heads
School Nurses/GP
Counsellors

External:

Childline 0800 1111
Kidscape 08451 205204
Young Peoples Information Centre 01455 632984

Useful websites:

Bullying UK www.bullying.co.uk
Beat Bullying www.beatbullying.org
Parent Line www.parentlineplus.org.uk
Young Minds www.youngminds.org.uk
Kidscape www.kidscape.org.uk
LCC Beyond Bullying www.beyondbullying.com

Appendix F - DFE Link information regarding Anti-Bullying:

<https://www.gov.uk/government/publications/the-use-and-effectiveness-of-anti-bullying-strategies-in-schools>

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