

Anti-Bullying Policy

Reach Academy Feltham

October 2015



Signature:

Date:

The School Standards and Framework Act 1998 requires maintained Schools to have an anti-bullying policy.

Reach Academy Feltham recognises bullying to be the wilful, conscious desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessary bullying.

Philosophy and principles

We believe that for everyone to benefit from our learning community, Reach Academy Feltham should be a place where students, staff, supporters, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well being is of paramount importance. Reach Academy Feltham aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

The school has a system of rewards which aims to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Reach Academy Feltham values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the well being of all students and all staff have a duty of care, to ensure our students are protected from harm.

Our philosophy is one which places consistency at its heart and we will therefore embed our beliefs around bullying in all communication both internal and external. We will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.



Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the Academy.

The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

Links to the behaviour policy:

Reach Academy Feltham's behaviour policy is a robust document underpinned by the belief that we have a duty to educate all children in our care in ways which promote positive behaviour and interactions. The behaviour policy and its implementation within the school therefore centres around the promotion of values and character traits that it is believed will lead to the achievement of our vision. We seek and will continually strive to seek the absence of negative influences in the lives of our pupils, therefore banning the use of mobile telephones in school for example. For further examples of how the behaviour policy and the anti-bullying policy complement each other please see the Behaviour Policy.

Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur and to produce a consistent school culture which seeks to minimise the occurrence of any bullying incidents.



The aims of our anti-bullying policy:

- To assist in creating an ethos in which attending Reach Academy: Feltham is a positive experience for all members of our community;
- To make it clear that all forms of bullying are unacceptable at Reach Academy: Feltham;
- To enable everyone to feel safe while at Reach Academy: Feltham and encourage students to report incidents of bullying;
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change;
- To liaise with parents and other appropriate members of the Academy community; and
- To ensure all members of our community feel responsible for helping to reduce bullying and are aware of the school's opposition to bullying.

The objectives of our anti-bullying policy:

- Our whole community can evidence ownership of the Academy anti-bullying policy;
- To maintain and develop effective listening systems for children and staff within Reach Academy: Feltham;
- To involve all staff in dealing with incidents of bullying effectively and promptly;
- To equip all staff with the skills and information necessary to deal with incidents of bullying;
- To involve the wider Academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents;
- To communicate with parents and the wider Academy community effectively on the subject of bullying;
- To acknowledge the key role of every staff member in dealing with incidents of bullying;
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations; and
- To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

Implementation



The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal or his/her named representative.
- The principal or named representative will interview all concerned and will record the incident
- The form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- restoring self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and need to change; and
- informing parents or guardians to help change the attitude of the student.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- exclusion from certain areas of Academy premises;
- minor fixed-term exclusion;
- major fixed-term exclusion; and
- permanent exclusion.

The role of governors

The governing body supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.



The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Principal. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Principal may contact external support agencies such as the social services. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-Bullying Education in the Curriculum

The Academy will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, assemblies, the school council, use of tutorial/form time and in the national curriculum programmes of study as appropriate in an attempt to eradicate such behaviour as well as to ensure that it is socially accepted and expected that bullying will not be tolerated.



The Phase Leader (Assistant Principal) is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship curriculum, with guidance from the Vice-Principal (Head of Secondary).

Subject Leads are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Monitoring, evaluation and review

This policy will be promoted and implemented throughout the Academy.

This policy is monitored on a day-to-day basis by the Principal and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident log, and by discussion with the Principal. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.