Wingfield Academy

Anti-Bullying including Anti-Social Behaviours Policy

Wingfield Academy provides a safe and calm environment that is free from disruption and in which education is the primary focus. Our Core Values are:
RESPECTFUL, RESPONSIBLE, RESILIENT

Introduction:

Wingfield Academy is committed to the safeguarding and welfare of all those within the Academy Community and to encouraging co-operation, tolerance and harmony, through a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Incidences of bullying of any kind are unacceptable at Wingfield Academy. We are a 'Listening School' and anyone who knows that bullying is happening should be able to inform a member of staff in safety: The phrase we use is "Pass it on." We continuously harness our core values of Respect, Responsibility and Resilience both in and out of the curriculum. It is our responsibility to support victims of bullying and /or anti-social incidents and will make appropriate provision for an individual's needs.

Objectives:

- To ensure all staff, the Governing Body, students and parents / carer have an understanding of bullying and incidents of anti-social behaviours and their consequences
- To emphasise through aspects of our curriculum and wider Academy that bullying, and incidents of anti-social behaviour will not be tolerated, we have a zero tolerance policy
- To ensure that there are clear procedures and systems for reporting and recording incidents of bullying, which are understood and followed by all staff and that when any incidences might occur, they are dealt with vigilance and swiftly
- To ensure students and staff learn to keep themselves and others safe
- To ensure respect for the differences and diversity between groups of people
- To support students who are both the victims and perpetrators of bullying and including incidents of anti-social behaviours, and where appropriate, offer targeted support within the Academy and/or via external agencies
- To create an environment to which all members of its community can come without fear of violence, aggression or intimidation

Implementation - Roles and Responsibilities:

Governing Body:
- The Governing Body will maintain an overview of the implementation of the Policy
- The Governing Body, in collaboration with the Head Teacher, are responsible for ensuring the policy and its related procedures are implemented.

Head Teacher:
- The Head Teacher, with the Governing Body, will have responsibility for ensuring that the policy and its related procedures and strategies are implemented.
- The Head Teacher is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil their responsibilities.

Designated Safeguarding Lead (Lindsay Wooton Ashforth)
- The Designated Safeguarding Lead will undertake the lead role as Co-ordinator of Responses to Bullying, including incidences of Anti-Social Behaviours (LWO)
- A designated member of staff responsible for bullying will coordinate the development and overseeing of the Student Ambassador Programme and will report to the DSL (LWO)
- The Designated Safeguarding Lead (LWO) will report to the Head Teacher and the Governing Body including racist incidents

- The Designated Safeguarding Lead / Associated Staff will receive appropriate training and disseminate to other staff
- The On-Line Safety Lead, Lindsay Wooton Ashforth, Lee Hill and Year Team Leaders (Sue Tresize, Julie Harrop, Faith McQuinn , Bryan Picton & Kane Tomlinson) will signpost and give advice to staff, students, parents and carers with regard to on-line safety
- The DSL (LWO) will work closely with agencies and Early Help partners and the wider community, such as the Police and Children's Services to respond to and to help tackle incidences of bullying and anti-social behaviour outside of the Academy, including cyber bullying

All Staff:
- Incidents of anti-social behaviour including incidences of anti-social behaviours, including incidents of bullying are always treated seriously
- Bullying or incidences of anti-social behaviours including Hate Crime will be reported to the LA using the Racial Incident Report Form.
- All staff should be aware of the needs and issues of students arising from bullying and incidents of anti-social behaviour
- Staff will register and monitor attendance to the Academy and to each lesson. Absentees will be reported to the Attendance Officers (Denise Cooper, Lesley Cuckson and Katie Knight) or the Year Team Leaders (Julie Harrop, Sue Tresize and Faith McQuinn) Contact with parents / carers will be made to confirm reasons for absence.
- All staff should be aware of the reporting protocols following incidents of bullying and anti-social behaviour
- Sanctions and firm and appropriate disciplinary procedures for those identified as perpetrators of bullying or involved in anti-social behaviours will be employed
- All staff should be vigilant to identify actual or potential cases of anti-social behaviours, including incidents of bullying
- Close monitoring of those students with Special Educational Needs and Disabilities, Looked after Children and other vulnerable cohorts or individuals
- Appropriate awareness-raising for staff to alert them to emerging concerns, nationally, internationally and locally and to equip them with ways of responding to them including developments in global social media
- Confidential methods for alerting the staff to incidences of bullying and anti-social behaviours
- Supervision of the Academy site is provided, especially toilets, lunch queues and more remote areas and including the school gates and student entrance at the beginning and end of the day
- Increased supervision levels and safe areas for students who feel threatened are provided at break and lunchtimes times, e.g. within the Inclusion Area or The Hive or SLT offices
- Mentoring and support (including peer support) for those students experiencing interpersonal and peer relationship difficulties, including opportunities for restorative and mediation meetings
- Signposting to other agencies if required

Students:
- Students are taught that any kind of aggressive or threatening behaviour: Verbal, physical or emotional, is unacceptable
- Victims are asked not to retaliate, but to inform a member of staff immediately. To "Pass it on." We are a 'listening school'

- Students are able to complete Wellbeing Cards to inform staff of issues either on their own behalf or on behalf of others. Concerns will then be dealt with appropriately. These are also located on the school website
- Students will be assured that they are listened to and incidents will be acted upon and that they can also report bullying which may have occurred outside of the Academy, including cyber-bullying. Incidents external to the Academy will be viewed with equal importance
- Student Voice activities will give opportunities for students to comment and share concerns/ discuss potential areas for development
- Students are given the opportunity to increase their awareness and discussion of both the effects and consequences of bullying and anti-social behaviour issues, as well as motivations for bullying, such as; differences between individuals, religion, race, sexuality and disability and raising issues of bullying outside of the Academy, including cyber bullying, through some or all of the following curriculum areas: English, Drama, RE, PSHE, History and SMSC
- Students are given the opportunity to increase their awareness of both the effects and consequences of bullying and anti-social behaviour issues, along with opportunities for the appreciation and celebration of diversity and individuality through special assemblies and visiting speakers, presentations and forums, tutor time and Academy Council meetings.
- The Academy's core values, effective planning, teaching and revisiting routines encourage learning positive, mutually respectful behaviours
- The DSL (LWO) and the Coordinator of SMSC (Vanessa Gregory) respond to emerging issues by inviting specialist presentations, forums and discussions with most affected and appropriate groups of students. The DSL will work closely with the wider community, such as the Police and Children's Services for particularly serious or potentially criminal incidences

Parents/Carers: *(Complaints Policy)*
- Parents/Carers can report incidences of bullying and/or anti-social behaviours, pertaining to their child or other children within the Academy
- Parents/Carers will be kept closely informed of the processes followed and of any outcomes.
- Parents/Carers will be given every opportunity to discuss their concerns as soon as is practicable and importance is placed on working together to solve problems and create realistic solutions that are acceptable to all concerned.
- Parents/Carers will be informed of incidences involving their children and we endeavour to work collaboratively to try to minimise the likelihood of further incidents, regardless of whether one is the victim or the perpetrator
- Parents/Carers who feel dissatisfaction with how concerns have been dealt with should follow the Academy Complaints Procedure: Formal complaints should be addressed to the Head Teacher in writing. Complaints will be acknowledged within 48 hours of receipt and dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in the circumstances. Parents/Carers will be kept informed of the developments within the process throughout

Policy Review and Evaluation:
- The policy will be regularly monitored, reviewed and evaluated for its effectiveness and to inform changes to and / or development of practice
- The policy will be evaluated and monitored as follows:
  Measuring the number of incidents reported

Considering student perceptions of bullying through work with student voice
Collating comments from our "post box" and via the Wingfield Wellbeing Cards
Monitoring feedback from parents / carers
Monitoring exclusions due to incidents of bullying and anti-social behaviours
and the subsequent behaviours of individuals.

Communicating and Promoting the Policy:
- Accessibility on the Academy Website
- Hard copies will be available to all Governors. Designated Safeguarding Governor – Sue Gladwin
- Copies are available to staff, public and parents and carers via the website or on request

Training and Development:
- Designated Teachers and Governors, and relevant members of staff will, where possible, attend appropriate training to enable them to better understand their roles and responsibilities and to keep abreast of new developments
- Development of Student Voice activities, Empower and Transform and Student Ambassador Programmes to inform policy and practice
- Regular evaluation and updating of policies and procedures

Legal Frameworks Legislation & Statutory Guidance:
Our policy and procedures are derived from guidance and information, statutory law and legislation for schools:

- DfE Behaviour and Discipline in Schools Guidance
- Mental Health and Behaviour in Schools Advice for School Staff
- Keeping Children Safe in Education (KCSIE) – September 2018. To be revised in September 2019
- Working Together to Safeguard Children
- The Equality Act 2010
- Section 89 Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2014
- Power to Tackle Poor Behaviour Outside School
- The Race Relations Act 1976

Related Academy Policies:
- Attendance and Punctuality Policy
- Behaviour for Learning Policy
- Children Missing From Education Policy
- Complaints Policy
- Disability Equality Scheme
- Education for Sex& Relationships Policy
- ICT Acceptable Use Policy
- On Line Safety Policy
- Safeguarding Children in Education, Incorporating Child Protection
- SMSC Policy

Support Materials:

Introduction:
What is Bullying?
Bullying is aggressive or insulting behaviour by an individual or group, repeated over a period of time that intentionally hurts or harms another individual or group either physical or emotionally. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to provoke a reaction that escalates the situation.

"Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally." **Department of Education (2010)**

Types of Bullying:
Verbal
Name calling, insults, starting or passing rumours, threats to students' face or behind back.

Non-Verbal
Looks, gestures, leaving out of groups, persistent splitting up of friendship groups by one or more people.

Physical
Hitting, slapping, kicking, punching, intimidation, taking/damaging others" belongings, assault

Written
Notes, cruel images, social media posts, text messages

Cyber-bullying *(On Line Safety Policy)*
Staff will follow procedures as outlined within the On Line Safety Policy
The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at all times of the day, inside or outside of the Academy and with potentially bigger audience. E.g via: email, MSN, chat rooms, gaming sites, social networking sites, such as Snap Chat, text messages, blogs, web-sites.
Students are required to delete images, posts and messages in the presence of staff when deemed inappropriate

Incitement:
This can involve one student against another or involve several students: Manipulating friendship groups, starting malicious rumours, indirectly spreading nasty stories, exclusion from social groups, posting information via social media.

Racist Bullying: *(Schools <u>must</u> report this kind of bullying– Race Relations Act 1976)*
Racist bullying occurs when someone is belittled, mocked, intimidated, shamed or segregated because of their colour, beliefs, ethnicity, religious or cultural practices, physical appearance or the way they talk or dress. It can range from casual but hateful remarks, to deliberate physical and verbal attacks, refusal to co-operate with others, racist graffiti.
The Academy works in partnership with the designated Hate Crime Officer for SY Police PC Chris Nicholson.

Homophobic Bullying:
Bullying is motivated by prejudice against those who lesbian, gay, bisexual or transgender or who are seen as being different. It includes: Name calling, spreading rumours, making crude remarks to a victim's friends and family, cyber bullying, physical or sexual and emotional abuse

Transphobic Bullying:

This form of bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. Transgender individuals live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity, rather than to their biological body. Transgender bullying stems from a hatred or fear of people who are transgender. It includes: Threatening behaviours, seeking to limit an individual's personal choices, opportunities or friendships, ridicule, coercion

Sexist Bullying:
Based on sexist attitudes or gender stereotypes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based on the assumption that women are subordinate to men, or are inferior

Sexual Bullying:
Sexual bullying has a sexual dimension or sexual dynamic. It may be physical, verbal or psychological. It includes: Abusive, sexualised name calling and insults, spreading rumours of a sexual nature, either on line or in person. Giving unwelcome looks and comments about appearance, either face to face or behind their backs. Inappropriate or uninvited touching, use of emotional blackmail, persistent and unwelcome sexual innuendo, pressurising someone to do sexting. *Sending images to others without consent is a form of sexual bullying too.*
In its most extreme form – sexual assault or rape

SIGNS AND SYMPTOMS OF BULLYING
The student may:
- Be frightened of walking to or from the academy
- Be unwilling to attend school
- Begin to perform poorly
- Become withdrawn / isolated
- Have books, clothing or possessions that are damaged
- Become distressed / stop eating
- Cry easily / have nightmares
- Become disruptive / aggressive
- Have possessions which go missing
- Begin stealing (to pay the bully)

THE EFFECTS OF BULLYING:
The most common effects of bullying are:
- Anxiety and depression, which can lead to intermittent and long-term absence from school (poor attendance)
- Resulting in under-achievement
- Poor self-esteem which prevents students from forming positive relationships and can lead to feelings of worthlessness and betrayal.
- Fear of trusting others
- Withdrawal which may lead to reduced participation in school and other activities. E.g. isolation or self-harm
- Loss of identity
- Guilt that the victim 'allowed' it to happen
- Social, Emotional and/or Mental Health Issues

SANCTIONS: *(See Behaviour for Learning Policy & Safeguarding and Child Protection Policy)*

The consequences of bullying will reflect the seriousness of the incident. Any sanctions invoked following any incident will be in line with the Academy's Behaviour Policy. Sanctions include:
- Removal from the group
- Mediation
- Withdrawal of break / lunchtime privileges / detentions
- Internal / external exclusion

Staff will respond in accordance with the Safeguarding and Child Protection Policy to any incidences that are potential safeguarding concerns or to any major incidents, including those that are a criminal offence. Any such incidences will be reported as soon as possible to the DSL (LWO)

Disciplinary measures are applied fairly, consistently, but also, take account of any special educational needs or disabilities that students may have, and taking in to account vulnerable students. This may require additional responses such further explanation, clarification checks for understanding by a trusted adult or key worker, or more bespoke sanctions. We place importance on considering the motivations behind bullying behaviour and whether safety concerns for not only the victim but also for the perpetrator. We are aware of the importance of dealing with incidences sensitively; that not only communicates disapproval for the actions of the perpetrator and showing clearly that bullying is wrong whilst maintaining dignity, but who, at the same time, may require support themselves.

Alternative Provision:
In instances where it is not possible to re-integrate a student back in to school, other arrangements may be made or a managed move in order for them to continue their education. For example, this could include a transfer of school. Any alternative provision is monitored and kept under review and we work closely with parents / carers to agree the best plan to move forward. Member of SLT and the DSL lead on such occasions

Working with partner agencies:
The Academy prides itself on its partnership work with partner agencies for example Early Help, Barnado's, Social Care and when necessary South Yorkshire Police. The Academy has a strong working relationship with schools Police Officer (PC Michael Sheedy). Communication when necessary is swift. Incidents that occur external to the Academy and out of school hours are dealt with in an identical manner to those incidents that occur during the school day. Often police involvement is sought and parents / carers are strongly encouraged to exercise their right to log incidents formally with the police for example when a criminal offence has taken place.

Responding to minor incidents:
All children within the Academy have an assigned Form Tutor and Co-Tutor. These key members of staff are children's first point of access, they are the students 'go to person'. The Year Team Leader (YTL) will take over the responsibility of dealing with bullying incidences should the Form Tutor fail to resolve the issue. Members of SLT and the Head Teacher will intervene should there not be a desirable and amicable outcome. The DSL (LWO) will have constant oversight of all incidences of bullying and will intervene as and where necessary and where there are potential safeguarding concerns.

Support for victim/perpetrators of bullying:
Victims of bullying behaviours will be offered the opportunity to work with a member of the SEMH Team and complete the Empower programme. Perpetrators of bullying will undertake the transform programme in order to further understand the triggers and motivators behind their negative behaviour. Parents / Carers will be informed.

Useful Websites and Related Policies:
DfE: Keeping Children Safe in Education 2018
DfE: Working Together to Safeguard Children 2018

www.anti-bullyingalliance.org.uk
www.bullying.co.uk
www.headstogether.org.uk
www.childline.org.uk
www.internetmatters.org.uk
www.saferinternet.org.uk
www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support