

Madeley Academy



Anti-Bullying Policy

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Date: September 2022
Review Date: September 2023

Introduction

Bullying is unfortunately part of today's society. It is often misunderstood and therefore may not be treated seriously. This policy ensures that everyone at Madeley Academy is aware of what is considered to be bullying and therefore are confident that any incidence of bullying will be effectively dealt with by members of staff.

Aims

- To provide an environment where each person feels safe, secure and supported
- To create an ethos where bullying is accepted as being wrong and where students feel confident in reporting any incidence of bullying
- To clarify systems and procedures to deal effectively with and monitor incidents of bullying
- To reinforce, support and strengthen, existing discipline and support procedures
- To reduce the incidence of bullying

Madeley Academy is committed to providing a caring, friendly and safe environment where students can learn in a calm and secure atmosphere. 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 social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

If two students of equal power or strength have an occasional quarrel or fight, this is not bullying.

Promoting a Positive Academy Culture and Environment

This policy sets out the strategies that Madeley Academy will follow to tackle any incidents of bullying, quickly, sympathetically and effectively, whenever they occur.

The effect of bullying on young people can be very destructive and long lasting. We recognise that this may, if not dealt with effectively, undermine the Academy's ethos and aims.

Some manifestations of bullying are absenteeism, loss of confidence, low esteem, misery, anger/frustration, fear, loneliness and illness. We accept that this is not an exclusive list.

Madeley Academy aims to provide a consistent approach to monitoring bullying incidents and evaluating whether our approach is effective.

Signs of Bullying

Madeley Academy proactively creates an environment that prevents bullying from being a serious problem.

There are generally accepted signs of bullying which include: fear of travelling to or from the Academy, not wanting to go to the Academy, frequent headaches, stomach pains, etc, and change in the standard of work produced, loss or damage to personal belongings, changes in personality, not wanting to talk about the Academy, unusual requests for extra money, not sleeping well, suspicious injuries and obvious distress but a reluctance to talk. Many of these traits may also be demonstrated by bullies - they need support. People who are bullied sometimes become bullies.

Whilst we recognise that there may be many signs that could raise our suspicions, any of these on their own may not be a true indication that bullying is taking place. However, if we are at all uncertain then the incident should be reported and taken seriously.

Bullying which occurs outside Academy premises

Academy staff members have the power to discipline students for misbehaving outside the Academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an Academy's disciplinary powers can be used to address students' conduct when they are not on Academy premises

and are not under the lawful control or charge of a member of Academy staff, but only if it would be reasonable for the Academy to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the Academy premises, such as on Academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside the Academy is reported to Academy staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Academy Procedure

Bullying behaviour will not be tolerated and any repeat of such behaviour should be acted on promptly. Bullying and its affects will be regularly discussed with students through assemblies and tutorial activities.

Referrals

It is important that any incident is dealt with promptly by the member of staff concerned, who should make a judgement whether it is bullying. Any incident of bullying should be recorded on Bromcom and emailed to the relevant tutor and Year Manager, who will advise the senior leadership team as and when appropriate.

Madeley Academy applies disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

When bullying is identified by anyone it must be reported and recorded and supported with documentary evidence when possible. Academy staff, Headteachers and Governors are best placed to decide how best to respond to particular issues that affect their students. There is no single solution to bullying which will suit all. However, the following are strategies which may be applied.

A quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing guidance on formal counselling, engaging with parents, referring to Local Authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). As much accurate information as possible should be collated with the assistance of Ms Joyce Davis (Student Liaison Manager) if required.

The victim can be supported in the following ways:

- Talking to students about issues of difference, in lessons, through dedicated events and projects at tutor time and through assemblies. Staff themselves will be able to determine what will work best for their students, depending on the particular issues they need to address
- By offering an immediate opportunity to talk about the experience with their class teacher or another teacher of their choice
- By informing the victim's parents/carers and keeping a record of the correspondence, telephone conversation or meeting
- By communicating the problem among relevant staff
- By arranging for them to be escorted to and from the Academy's premises if necessary
- By taking one or more of the disciplinary steps described below to prevent more bullying

The bullies can be supported and or disciplined in the following ways:

- By talking about what happened, to discover why they became involved
- By informing the bully's parents/guardians and keeping a record of their correspondence, telephone conversation or meeting

- By continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible
- Completing specific support packages in ISLC, where reasoning and feelings are explored, along with responsibility.
- Reparation meetings are supported by staff when appropriate.
- By taking one or more of the disciplinary steps described below to prevent more bullying

Disciplinary Steps

- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Bullies can be warned officially to stop offending
- Their parents/carers can be informed
- They may be isolated at break and/or lunchtimes
- They can receive formal monitoring via a written report
- They may be suspended internally or externally for a fixed period of time if they do not stop bullying
- They can be recommended for permanent exclusion if they will not end bullying behaviour

Strategies for Raising Awareness about Bullying

Madeley Academy supports an ethos of good behaviour where students treat one another and the Academy staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the Academy gates including travel to and from the Academy.

Students should feel secure in the Academy environment. Staff should be alert at all times for signs of bullying in the classroom, corridors and toilets, but especially at break times and during lesson changes. Duty staff are expected to visit those areas of the Academy that are out of sight of classrooms and corridors.

A suitable example should be set by staff and parents/carers providing the necessary role models for the students. Assemblies and tutor themes can help students understand each other's needs, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils. Staff should at all times treat students and each other with respect, and speak and behave in ways which promote mutual consideration and co-operation. Wherever possible staff and parents should work together to promote a positive message for dealing with bullying and confirmation that bullying will never be acceptable at Madeley Academy. Any examples of consideration for others should be met with positive approval by staff, to create an atmosphere where such behaviour is considered to be the norm.

The Academy will continue to seek regular and innovative ways of promoting the Anti-Bullying message and making it clear that bullying, in whatever form, is not acceptable.

Role of Tutorial Time

Personal Tutors are encouraged to address the following issues during Tutorial time:

- Stereotyping, personal relationships and bullying
- Follow up to assemblies that emphasise the unacceptable nature of bullying
- The Academy's Code of Conduct
- A shared awareness of bullying 'hotspots': teachers and students map and monitor troublesome areas in the building where bullying is most likely to take place
- Other topics as deemed necessary

Academy Broadcast and Assemblies

Periodic agenda items to highlight friendship issues and bullying.