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LEARNINGSURE COLLEGE

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Anti-Bullying Policy Statement

Our Anti-Bullying Policy is outlined below.

It is endorsed by the Governing Body (GB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The GB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Learningsure College.

Signed:

Date: January 2021

John Akinduro, Chair of the Governing Body

1. Introduction

At Learningsure College, we believe that all students are unique and of equal value regardless of academic ability, gender, sexuality, ethnic origin, religion or belief, disability, or socioeconomic background. Our ethos is at the heart of all we do and embodies the four simple expectations we have of everyone at Westfield: that they are Ambitious, Ready, Kind and Safe.

2. Objectives of this Policy

- 2.1 All governors, teaching and non-teaching staff, students and parents should understand what bullying is.
- 2.2 All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- 2.3 All students and parents should know what the school policy is on bullying and what they should do if bullying arises.
- 2.4 Learningsure College is committed to ensuring that students learn in a supportive, kind and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

3. Definition of bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves.

4. Types of Bullying

There are many forms of bullying, which include:

- 4.1 Physical: hitting, kicking, spitting and theft of personal belongings.
- 4.2 Racial: racial comments or gestures.
- 4.3 Sexual: homophobic or sexist remarks.
- 4.4 Verbal: name-calling, teasing or offensive remarks.
- 4.5 Cyber: threats, offensive comments through the use of social networking sites, texting and emails.
- 4.6 Emotional: isolation from a social group or spreading rumours.

With regard to homophobic bullying this is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people, or against those perceived to be lesbian, gay, bisexual or transgender.

Bullying can also be targeted towards students who are seen to be "different" in some way. For example, others may consider the individual shy, or the student may have an individual style or music preference; in this way a person's identity is used to abuse them.

5. Possible indications that a child is being bullied

A behaviour change can indicate bullying, some of which are; bad-tempered, tearful, poor behaviour, nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of change in work patterns, lacking concentration or truanting from school. Students should, and must be encouraged to report bullying in school.

If you are being bullied, make sure you tell an adult. Unless the school is aware, we can't help or deal with the issue.

6. Social Networking Sites

It is also important to remind parents/carers that many social networking sites have age restrictions. Parents/carers must be responsible for monitoring any internet usage even on age-appropriate sites. Information and guidance on internet and social networking sites are incorporated in the Year 6 transition process.

7. Statutory Duty of the School

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst students and bring these procedures to the attention of staff, parents/carers and students.

8. Implementation of procedures

The following steps may be taken when dealing with bullying incidents:

- 8.1 If bullying is suspected or reported, the incident will be treated as a matter of urgency by the staff member who has been approached.
- 8.2 A clear account of the incident will be recorded and given to the appropriate Key Worker and a Pastoral Team and Head of Hall member.
- 8.3 A designated member of staff will interview all concerned and will record the incident.
- 8.4 Subject teachers will be advised of the problem, where necessary.

- 8.5 The appropriate sanction/disciplinary action will be agreed by a senior leadership team member upon a full investigation.
- 8.6 Parents/carers will be kept informed at all stages and will be notified of any further issues.
- 8.7 Child Protection/Safeguarding concerns must be reported immediately to the School's Safeguarding Lead.

Students who have been bullied will be supported by:

- 8.8 Offering an opportunity to discuss the experience with their Key Worker, Pastoral Manager or
- 8.9 Head of Hall.
- 8.10 Continuous support from the KeyWorker and Pastoral Manager.
- 8.11 Counselling to restore self-esteem and confidence from a Pastoral Manager.
- 8.12 An opportunity to be involved in a mediation meeting with the perpetrator.
- 8.13 Informing parents/carers of the support their child has received.

Students who have bullied will be helped by:

- 8.14 Discussing what happened.
- 8.15 Discovering why the student became involved in such behaviour.
- 8.16 Establishing the wrongdoing and educate on the need for change.
- 8.17 Informing parents/carers to help change attitudes/behaviours of the student.
- 8.18 An opportunity to be involved in a mediation meeting with the victim.

If you see bullying, make sure you tell an adult. Being a bystander is almost as bad as being a bully.

As well as telling someone, you can help to stop bullying by:

- 8.19 Being kind and supportive of others and include them in your activities.
- 8.20 Don't laugh when someone is being bullied.
- 8.21 Speak out and say you don't like what is happening.
- 8.22 Don't join in.

9. What Parents/Carers can do

- 9.1 Encourage your child to be tolerant of others and be a positive role model.
- 9.2 Look out for behaviour changes; feeling sick, reluctance to attend school, bad temper, tearful or generally unhappy.
- 9.3 Contact the School immediately. Don't leave it and believe it will go away, remember, we can only do something if we know about it.
- 9.4 Encourage your child to speak to an adult in school.
- 9.5 Talk to your child and listen to what they have to say.
- 9.6 Work with the school in supporting the process.
- 9.7 In extreme cases and involving the school, you may also wish to inform the police.

10. Staff roles and responsibilities

- 10.1 Staff should be aware of unacceptable behaviour from a student or group of students towards a student or group of students and challenge the behaviour and ensure it is followed up by the school's appropriate staff member, e.g. Key Worker Pastoral Manager or Head of Hall.
- 10.2 Ensure all concerned are safe.
- 10.3 Record the incident ensuring it is signed, dated and passed on to relevant members of staff.
- 10.4 Staff are to be respectful towards students, showing unconditional positive regard at all times and are to be positive role models.
- 10.5 In line with the Children's Act 1989 staff must consider any Child Protection/Safeguarding concerns and report them immediately to the School's Safeguarding Lead.

11. Education and Inspection Act 2006

The Education and Inspection Act 2006 empowers headteachers to such extent as is reasonable to regulate students' behaviour when they are off the school site. The above act empowers staff to impose disciplinary sanctions for inappropriate behaviour within the community. The school is also committed to educating our young people on good behaviour and respect for others within our community and the wider community.

The school's teaching and associate staff have received appropriate training to identify students who are being bullied. They must be alert to the signs of bullying and act promptly and firmly against it in accordance with school procedures.

12. Disciplinary steps that can be taken

- 12.1 Official warnings to cease offending behaviour.
- 12.2 Community involvement in school.
- 12.3 Removal of privileges/activities.
- 12.4 Detention.
- 12.5 Exclusion from certain areas of the school premises.
- 12.6 Involvement of outside agencies.
- 12.7 Seclusion on or off site.
- 12.8 Fixed term exclusion.
- 12.9 Permanent exclusion in extreme incidents.

Within the curriculum and by working with the Police Community Liaison Officer the School will raise the awareness of the nature of bullying through inclusion in PSHE, ARKS time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

13. Monitoring, Evaluation and Review

The school will review this Policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the school.