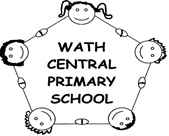
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**ANTI-BULLYING POLICY**

**(pupils)**

**December 2017**

DATE FOR REVIEW: December 2018

**James Montgomery Academy Trust (JMAT)**

Designated Safeguarding Lead: **Deborah Whelan**

Designated Safeguarding Director: **Tony Price**

Anti-Bullying Policy

## Statement of intent

**The James Montgomery Academy Trust** (thereafter referred to as JMAT) believes that all pupils are

entitled to learn in a safe and supportive environment; this means being free from all forms of bullying

behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent

occurrences of bullying both within and outside of school.

These strategies, such as learning about tolerance and difference as part of each school’s curriculum, aim

to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school’s

response to bullying. Under section 89, schools must have measures in place to encourage good behaviour

and prevent all forms of bullyingamongst pupils. These measures are part of the school’s Behavioural

Policy, which is communicated to all pupils, school staff and parents/carers.

The JMAT will ensure that all staff, parents/carers and pupils work together to prevent and reduce any

instances of bullying at the school. There is a zero tolerance policy for bullying at **all the schools in the**

**JMAT.**

**See Appendix 1 for Statutory Implications**

**Signed:**

Chair of Governors J Stone Riley. Date: 21st Feb 2018

Aims and objectives

* Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
* We aim for each school in the JMAT to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
* This policy aims to produce a consistent school response to any bullying incidents that may occur both within and outside of school.
* We aim to make all those connected with each school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our schools.

# Definition

* For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
* Bullying is generally characterised by:
* **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
* **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
* **Targeting**: Bullying is generally targeted at a specific individual or group.
* **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.

# Types of bullying

* Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur
* Types of bullying also includes racist bullying, homophobic bullying, transphobic bullying and sexist bullying
* Bullying can be acted out through the following mediums:
  + Verbally
  + Physically
  + Emotionally
  + Online (Cyber)

# Prevention

# The JMAT will:

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* Clearly communicate a whole-school commitment to addressing bullying in the form of a written statement **(**[**Statement of intent**](#_Statement_of_intent_1)**)** which is regularly promoted across the whole of the schools in the JMAT.
* Ensure that all reported or witnessed instances of bullying both within and reported outside of school are challenged by a member of staff.
* Ensure staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
* Ensure all types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
* Ensure all members of the school community are made aware of the school’s Anti-Bullying Policy.
* Ensure all staff members receive training on identifying and dealing with the different types of bullying.
* Ensure each school has a safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

**Procedures**

The JMAT will ensure that when investigating a bullying incident, the following procedures are followed:

* The victim, alleged bully and witnesses are all interviewed separately initially
* Members of staff ensure that there is no possibility of contact between the pupils interviewed
* A room is used that allows for privacy during interviews
* A witness is used for serious incidents
* If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
* Premature assumptions are not made, as it is important not to be judgemental at this stage
* Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
* All concerned pupils are informed that they must not discuss the interview with other pupils
* Any bullying incidents are recorded on CPOMS.

**Sanctions**

* If the Head of School/Headteacher/Headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
* The Head of School/Headteacher/Headteacherinforms the pupil of the type of sanction to be used in this instance (loss of break times, removal to Head’s office) and future sanctions if the bullying continues.
* The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
* Parents/carers are informed of bullying incidents and what action is being taken.

# Follow up support

The JMAT will ensure:

* The progress of both the bully and the victim are monitored by their class teachers.
* One-on-one sessions with the Learning Mentor to discuss how they are progressing may be appropriate.
* Pupils who have been bullied are supported in the following ways:
* Being listened to
* Having an immediate opportunity to meet with the Learning Mentor or a member of staff of their choice
* Being reassured
* Being offered continued support
* Pupils who have bullied others are supported in the following ways:
* Receiving a consequence for their actions
* Being able to discuss what happened
* Reflecting on why they became involved
* Understanding what they did wrong and why they need to change their behaviour
* Appropriate assistance from parents/carers
* The class teacher informally monitors the pupils involved over the next half-term.

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The role of the Governing Body

* The governing body supports the Headteacher/Head of School/Headteacher in all attempts to eliminate bullying from school.
* The governing body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
* A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within fifteen days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head of School/Headteacher and asks him to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Head of School/Headteacher/Headteacher

* It is the responsibility of the Head of School/Headteacher/Headteacher 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 identify and deal with incidents of bullying. The Head of School/Headteacher/Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
* The Head of School/Headteacher/Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School/Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School/Headteacher may decide to use a collective worship as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
* The Head of School/Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
* The Head of School/Headteacher 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 and support staff

* All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.
* Teachers will inform the Learning Mentors where appropriate, who 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 will either investigate it themselves or refer it to the Head of School/Headteacher. Teachers and support staff 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 Head of School/Headteacher, the teacher informs the child’s parents.
* When any bullying taking place between members of a class, the teacher will 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. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head of School/Headteacher and the special needs coordinator. 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 Head of School/Headteacher may contact external support agencies, such as the social services.
* Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The SEAL and Rotherham PSHE Scheme are essential tools for teachers. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

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. If they are not satisfied with the response, they should contact the Head of School/Headteacher. If they remain dissatisfied, they should follow the school’s complaints procedure, as detailed in the school Prospectus.
* Parents have a responsibility to support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

* Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
* Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Monitoring and review

This policy is reviewed annually by the **DSL** and the **Safeguarding Director.**

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT website.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **December 2018.**

# APPENDIX 1

# Statutory implications

Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The National Association of Head Teachers has guidelines that Head of School/Headteachers must ‘satisfy themselves’ that their school’s Anti-Bullying Policy complies with the HRA; the Head of School/Headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

* Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
* The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
* Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
* Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

This policy will be implemented in conjunction with the school’s:

* Policy for Respectful Behaviour
* Social Media Policy
* Digital Safety Policy