

ANTI - BULLYING POLICY

At Ercall Wood Academy our aim is to create an environment in which everyone is valued and respected. In this context bullying is totally unacceptable and every effort will be made to 'minimise' it.

Bullying is defined as 'the willful, conscious desire to hurt, threaten or frighten someone'. Physical assault, intimidation, name-calling, persistent teasing and verbal abuse are the main tactics used by bullies. Victims are often smaller and physically weaker than the bully but this is not always the case. Pupils, who have low self-esteem, tend to lack confidence and appear shy and quiet; they may have few friends, are reserved or unassertive, and may become targeted as victims by the bully.

Seeking Help

An unreported bully doesn't go away! There are various ways of seeking help – we encourage students try to help yourself by dealing with a bully. Stand up to them and say 'no'. If this doesn't work we would always encourage students to talk to a teacher or other member of staff, tell them the problem you face. Also let ensure that parents are informed. We would encourage parents to contact us if their child feels unable to come forward themselves.

Citizenship

The Personal, Social & Health Education (PSHE Lifeskills) curriculum makes it clear that it is important to develop good relationships and respect the differences between people. Students are given opportunities in these sessions to:

- Talk about topics of school, local, national, European and global concerns.
- Question fairness and right + wrong.
- Realize the consequences of racism, teasing and bullying.
- Recognize and challenge stereotypes.

A. GUIDANCE FOR STUDENTS:

Y6: An issue could be raised by Head of Year 6 and passed on to the Transition Co-ordinator; or by parents at initial meeting in June / July during 'Transition Week' or later once students start in Y7. These issues will be dealt with by the Transition Co-ordinator and the forthcoming Head of Y7

Y7: Bullying tackled through the PSHE programmes.

Y8: Assembly by Head of Year or others.

Y9: Assembly by Head of Year or others.

Y10: Part of the role of Peer mentors in the autumn term is "to be on the lookout for incidents". These may be reported directly to them through their work with their allocated Tutor group, or through discussions with new Y7 students who may attend 'The Shed' during Break or Lunchtime.

Y11: Senior Prefect Meetings – "spotting the symptoms".

B. GUIDANCE FOR PARENTS:

Similar to Staff, we would ask parents to watch out for any noticeable changes in their child's behaviour that cause concern or anxiety. If such behavioural changes are identified we would ask the parent to speak with their son/daughter initially to try and ascertain any possible concerns or

worries the child might have relating to school, and if possible encourage the child to speak with a member of staff (ideally Form Tutor or HoY) to explain the problem. If the child is unwilling to come forward alone we would encourage parents to make contact directly with school so the issue can be shared and resolved. In the first instance parents should call reception and ask to speak with their child's HoY.

C. GUIDANCE FOR STAFF:

1. Watch for early signs of distress in pupils. These may be an indication but are not exclusive to possible bullying.
 - deterioration of work
 - isolation
 - the desire to remain with adults
 - spurious illness
 - erratic attendance
2. Watch for clear signs of bullying:
 - always having to be first
 - intimidation
 - damaging work/equipment
 - demanding money or sweets
 - verbal abuse
 - malicious communications sent / posted via a social media platform
 - racist comments
 - physical aggression
 - sexist attitudes/remarks
 - homophobic comments
3. Offer the victim – and aggressor – immediate support, resisting any temptation to counter the bully with his own tactics.
4. Report the incident to the victim's and/or bully's Tutors in the first instance.
5. **The Tutor or Head of Year will obtain agreed written accounts from both victim and bully. As with fighting, (other serious incidents of bullying as in 2 above), the sanction against physical aggression will be severe. In all cases of bullying an appropriate entry will be made on the Bullying/Racial incident form.**
 - The bullies will need help and guidance in working with others rather than confronting them. Parents and other pupils should be utilized as appropriate.
6. Bullies and victims will be interviewed by the Tutor Head of Year within 2 months of the incident(s) to assess the impact of support strategies.

D. Dealing with bullies:

After the incident

- When pupils talk through the incident, do not allow them to use the words 'just' and 'only'.
- Target the behaviour rather than the individual.
- Aim for parental support and involvement as early as possible.

- Make sure any punishment is suitable. The most effective punishment will involve some element of the bully making amends for the distress that has been caused.

Follow up to prevent further incidents

- Some pupils may need special management – use of ‘outside’ help
- Access to a system of support, e.g. daily/weekly meetings with teacher / Tutor / HoY.
- Use ‘bystanders’ – encourage peer group disapproval.
- Train pupil in anger control.
- Train pupil to resist provocation and to identify high-risk situations.
- Be clear about implications of future repeated behaviour.

E. Dealing with victims:

After the incident

- Re-assure that they have done the right thing in coming forward and that they will be supported.
- Clear up incident as quickly as possible.
- Work on self-esteem.
- Provoking? Can victim alter bullies’ behaviour?

Follow up to prevent further incidents

- Some pupils may need special management – use of ‘outside’ help.
- Access to a system of support, e.g. daily/weekly meetings with teacher/Tutor/HOY.
- Practice not showing temper/fear – use of body language and speech, e.g. speak clearly, slowly, firmly, look bully in the eye, try not to yell or cry.
- Practice calmly walking away from group situation.
- Teach assertiveness skills.
- Teach new skills/hobbies for confidence building.

Recording and Reporting of Racist Incidents: The nature of any racial incident and action taken should be recorded on the form provided and retained within school. The LA IRIS system is used to record all racist incidents. Details are submitted when incidents occur and an annual report is undertaken every autumn.

Recording and Reporting Homophobic or Transgender bullying: Any incidents that occur are recorded internally and dealt with appropriately using the sanctions available to us.

(Ercall Wood Academy does not operate a “no blame” policy and as such bullies will receive sanctions appropriate to their actions within the terms of the “Behaviour for Success Policy”.)