

HOCKLEY HEATH ACADEMY

ANTI-BULLYING POLICY

1 Introduction

1.1 HRBQ 2012:

"88% of Year 4 and Year 6 children think our school takes bullying seriously."

Whilst this figure is well above the borough average, at Hockley Heath Academy we want ALL of our children to know we take bullying seriously.

This policy is written to meet the legal expectations placed on governors and head-teachers to make a clear statement of how pupils are to be kept safe. It makes clear the views, intentions and responsibilities of the whole school community and states what will be done to prevent bullying and to support those children, staff or families involved in it.

This policy applies to everyone in our school community. Everyone needs to know about the policy. Bullying can take place between pupils, pupils and staff or between staff. It may be individuals or groups, face to face or indirectly using cyber bullying.

In writing this policy, account has been taken of the following policies to ensure consistency: Relationships and Sex Education, Child Protection, Behaviour and Discipline, Health and Safety and e-Safety.

We have also consulted everyone in our school community during the writing of this policy, including parents (via a working party), the School Council, staff and governors (via a questionnaire), and advisory teachers.

2 Values

2.1 The school's values have been agreed by all members of the school community and are reviewed regularly. April 2013 sees a new set of values in place. They are shared and displayed amongst the children and staff constantly through assemblies, posters and SEAL / circle time work.

2.2 Particularly relevant to Anti – Bullying are the current values of self-esteem, happiness, self-discipline, respect, forgiveness, security, inclusion, kindness and honesty.

3 The Legal Framework

3.1 There are statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

3.2 Section 89 of the Education and Inspections Act 2006:

...provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils.

...gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

3.3 The Equality Act 2010:

...replaces previous anti-discrimination laws with a single act. A key provision is a new public sector Equality Duty which requires schools to recognise duties for race, disability, gender, age, gender reassignment, pregnancy, religion, belief and sexual orientation.

All public bodies are required 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 these groups.

3.4 The Children Act 1989:

...under this act, a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Hockley Heath Academy promotes equal opportunities in all of our curriculum policies, and the whole staff is trained in child protection every three years.

4 Our Whole School Approach

4.1 At Hockley Heath Academy, our Anti- Bullying approach is addressed by the whole school community. It is consistent with the school's values which were developed and are reviewed by all members of the school community.

4.2 Children are encouraged and supported to openly discuss bullying-type behaviour, and circle times and assemblies support a climate where bullying is not accepted and is challenged by all in the school community. Pupils' views are taken into account when developing initiatives and systems in school, and staff have access to training and support locally.

4.3 The school achieved National Healthy School Status in 2009, and is maintaining this through whole school review.

5 Defining Bullying

5.1 The DFE defines bullying in its key guidance 'Safe To Learn' as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

5.2 In drawing up our school policy we have decided to define bullying in our school using the DFE definition so that there can be consistency and a shared understanding of what bullying is and is not across our school community.

6 Prevention and a charter for action

6. It is our policy at Hockley Heath Academy that in order to prevent bullying we shall:

- develop an anti- bullying charter which all sign up to.
- make it the norm to challenge any kind of bullying behaviour.
- make it clear the school ethos does not tolerate any kind of bullying.
- strengthen emotional health and well-being throughout the school community using the Healthy Schools programme and SEAL teaching.
- refer to HRBQ findings to detect times or places of vulnerability and check out this understanding with pupils periodically.
- use pupil voice to create a climate of openness and honesty where bullying can be confidently reported, safe in the knowledge that it will be addressed consistently.
- use PSHE provision and SEAL focus week to develop tolerance and social skills, and ensure all pupils know bullying is and how to deal with it.
- audit SMSC provision
- discuss expectations, differences and shared values in RE lessons
- disseminate the policy widely.
- provide good role models.
- manage conflict and confrontation peacefully, with staff modelling the processes and pupils learning and practising the required skills.

7 Responding to incidents

7.1 In dealing with incidents of bullying, there is a clear procedure which everyone can understand and follow:
Forms for all instances are obtained from the Principal. A file is kept in the Principal's office.

7.2 Parents Expectations:

If an incident occurs, it is investigated by the member of staff concerned and if it cannot be dealt with at that level, it is handed on to a senior member of staff or the principal.

The incident is assessed and pupils interviewed. Depending on the case, sanctions may be imposed.

Parents are informed and briefed of the situation. An outline of the incident is recorded in the behaviour log. This can then be used if it is evident that a child needs support to overcome their particular difficulties.

7.3 Sanctions may be found in the Behaviour and Discipline Policy section 2.

7.4 Any child in need of support following an incident will be supported by the school via a wide variety of mechanisms such as mentoring or friendship groups.

Should outside agencies need to be involved then that will be arranged in partnership with parents.

8 Monitoring, evaluation and review

8.1 The school monitors the success of Anti-Bullying through consultation with parents, HRBQ surveys and SMSC audits. Children are regularly interviewed and School Council highlights concerns which are raised.

9. Areas of responsibility

9.1 It is the responsibility of every member of staff to challenge, minimise and investigate all instances of bullying behaviour. It is the responsibility of the Principal to record, report, respond to and review bullying instances.

10. Working with other agencies

Where appropriate, the school will involve elements of the Educational Psychology service and EWO, plus parents with consent. Parents are kept informed and are part of the process.