



Anti-Bullying Policy & Guidance

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Anti-Bullying Policy

Introduction

Rationale: Bullying is unacceptable. No member of the school should be bullied or caused anxiety by another. The ethos at Churchill is to embed its values of Kindness, Curiosity and Determination. Most relationships at Churchill are warm and supportive.

A definition of Bullying: A person is being bullied, for example, when:

- Another person or group of people say unkind, unpleasant or insulting things to him or her in or out of school
- A person finds unpleasant things written about him or her, including cyber bullying using text, Facebook, sexting, Snapchat, Instagram, WhatsApp etc
- A person is physically, verbally or psychology damaged;
- Prejudice based bullying
- Misogyny and discrimination
- No one talks to them and deliberately leaves them out;
- Their things are stolen or damaged;
- They are forced to do things which they normally would not do.
- These may be 'one-off' events in certain circumstances but are certainly bullying when they are repeated over a period of time.

Aims

- That all members of the Academy be encouraged to respect and appreciate the strengths of one another and to encourage kindness.
- That students are made aware of the effect of bullying on others - physically, emotionally and from a legal perspective, including the use of technology.
- To prevent incidents of bullying by identifying what bullying is and ensuring that help is available to those who are bullied, both inside and outside School.
- The Academy will counsel bullies about the effect of their behaviour in an effort to change their behaviour.

How

- All staff, students and parents will be made aware of the Anti-bullying policy and guidance which is published on the website.
- The Academy will promote anti-bullying strategies for dealing with bullying in guidance booklets, its PSHE programme, citizenship, subject lessons, Tutor time, assemblies and during special weeks.
- Students are to be encouraged to make a member of staff aware if they, or another member of the Academy, is being bullied. It is a student's responsibility to report bullying so that it stops.
- Staff informed of bullying activities should ensure that they follow guidance in the 'Guidance for Staff' policy.
- Parents are encouraged to contact the Academy.

Monitoring & Evaluation

The Academy will rigorously record, analyse and report on all racist, homophobic, sexist and other forms of bullying reported and report to the Trustees and LEA as and when required.

Supporting Documents

- Behaviour Policy



Guidance for Staff

Suggested Procedure

When a member of staff becomes aware that a student has been bullied, then:

1. Non-Emergency/General situation:

- 1) Tutor is informed.
 - a) Tutor to inform Head of House.
 - b) Head of House to discuss at SSB meeting.
- 2) Tutor meets with the parties involved and investigates. Listens to his/her story.
 - a) Tutor discusses with Head of House / Director of Student Services next strategy; raised at Daily Planning Meeting / Student Services Board (SSB) Meeting.
 - b) SENCO will be consulted if necessary.
 - c) Information should be put on a 'neutral slip' on the behaviour log.
- 3) Having liaised with the relevant pastoral line manager, one or more of the following strategies could be adopted, eg
 - a) No blame approach
 - b) Involvement of parents
 - c) Appropriate monitoring, counselling and support
 - d) Appropriate sanction
 - e) Peer group support
 - f) Contract has been introduced
 - g) Referral to external agency, if appropriate

2. Emergency situation (Define as immediate violence/aggression causing harm):

- a) Do not hesitate to get help.
- b) Refer to Tutor, Head of House, Key Worker (if one) in Student Services, Director of Student Services, Deputy Head or Head, where appropriate. Where these are not available, contact the office who will find someone to help.
- c) Ensure that the students are safe.
- d) Refer to First Aid as a precaution if any physical contact has taken place.

Evidence of Success:

- Increased sense that students are willing to seek help and are more confident of a successful outcome.
- Annual Safety questionnaire.
- Topic will be covered within the PSHE programme allowing for feedback.
- Feedback via parental contact.