

Anti-Bullying/Racism Policy

At Stanchester Academy we are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and safe atmosphere. Bullying of any kind is unacceptable at our school and the purpose of this policy is to put into place a consistent approach for dealing with it. No school is without bullying but it is essential that bullying is dealt with swiftly and consistently as soon as it is recognised.

The School's View

All schools have a responsibility to respond promptly and effectively to issues of bullying. Stanchester Academy wishes to develop an anti-bullying culture, which is consistent with the positive ethos of the school and the pastoral care provided. All members of the school community have the right to work in a secure environment along with a responsibility to contribute to the maintenance of such an environment.

What is bullying?

Bullying is defined as deliberate hurtful behaviour repeated over a period of time. Therefore, it is important that students, staff and parents are aware that not all negative actions, on investigation, can be defined as bullying.

Bullying can be:

- Emotional - being unfriendly, excluding or tormenting
- Physical - pushing, kicking, hitting, punching or any other use of violence, destroying another students possessions, throwing things at another student
- Racist - racial taunts, graffiti or gestures
- Sexual - unwanted physical contact or sexually abusive comments, including sexual inappropriate language
- Homophobic - behaving or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - threats or hurtful comments through misuse of the internet, including emails and chat rooms, text messages or phone calls or misuse of camera or video technology.

Stanchester Academy has a zero tolerance approach to any hate crime, including racist incidents. We work in collaboration with external agencies, such as Racial Awareness, Inclusion, Support and Education (RAISE) and Stand Against Racism and Inequality (SARI). Any examples of racist language or behaviour will result in an immediate sanction and will also be officially logged with County. We also cover key issues including hate crimes, respect of cultural differences and prejudice and tolerance within our guidance time and assembly programme.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. These may include:

- is frightened of walking to or from school

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- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to achieve poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is demonstrating bullying behaviours towards other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Responsibilities of Staff

- Promote a climate of mutual respect
- Take seriously every reported incidence of suspected bullying and investigate it promptly
- Deal with all cases of bullying in line with the school procedures
- Follow up any concern raised by a parent or student and report back promptly on the action taken
- Support students who are on the receiving end of bullying behaviours and help those demonstrating bullying behaviours to change their behaviour
- Provide training for all staff on recognising and dealing with bullying behaviour
- Provide opportunities in the curriculum for students to discuss bullying behaviours and gain greater awareness of its destructiveness
- Request the support of outside agencies where appropriate

Responsibility of Students

- Report any incidents of bullying to a member of staff.
- Avoid becoming involved with any kind of bullying behaviour even if it means becoming unpopular with the person demonstrating such behaviours
- Be encouraged to stop bullying by:

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- Not watching but fetching help
- Showing disapproval
- Supporting students who may be subject to bullying behaviours
- Try to intervene when someone is being bullied unless it is unsafe to do so

Responsibility of Parents

- Report to the school any form of bullying behaviour even if it is not their child
- Watch for any signs of bullying behaviour
- Encourage their children to speak to a member of staff
- Advise their children not to retaliate violently to any form of bullying
- Be sympathetic and supportive of their children, reassuring them that appropriate action will be taken
- Cooperate with the school in trying to resolve bullying issues even when their child is the person demonstrating bullying behaviours

Sanctions and Support

A range of sanctions will be used by the school when dealing with the pupils demonstrating bullying behaviour. The sanction used will vary from case to case and will depend on:

- The nature and severity of the incident
- Whether there have been previous cases
- The level of detail in the supporting evidence

Sanctions that can be given to the bully include:

- Verbal warning
- Restorative conversation with the bullied student
- Break, lunch or after school detention
- Removal of privileges
- Removal from a lesson, or change of a teaching group
- Internal exclusion
- Fixed term exclusion for half a day or longer
- Permanent exclusion

In applying exclusion, the school will take account of the DFE Exclusions guidance.

For confidentiality reasons, the sanction applied to the bully cannot be discussed with the student being bullied or their parents.

Support will be provided to both the bully and the student being bullied. A range of support strategies will be tried, including the use of outside agencies if appropriate.

Support strategies include:

- A safe place at break and lunch
- Withdrawal card
- 'No Blame Approach' support group
- Circle of friends
- Counsellor
- Restorative Justice Conference
- Member of staff on duty
- Key Worker

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- Social Skills Group
- Year 7 Nurture Group
- Referral to school mentor
- Referral to Emotional Literacy Support Assistant (ELSA)
- Support from peer mentor who are trained Anti-bullying Ambassadors

Procedures

All cases of suspected bullying will be investigated by the member of staff receiving the information. If the incident is deemed to be bullying then the attached form should be completed by the same member of staff. The Pastoral Co-ordinator / Head of Year will then deal with the incident in line with the procedures set out on the accompanying form.

Following training there is now a dedicated team of 15 students across the year groups who have completed Anti-bullying Ambassador training. They have completed an Action Plan and are working on ways to improve procedures and provide support.

There is a safeguarding report button on the school website which links to the Vice principals email and is a confidential way to report a bullying concern.

Appendix A
Bullying Incident Form

Please use this form to report all bullying incidents. Completed forms should be passed to the Pastoral Coordinator. When the incident has been dealt with in full, a copy of the completed form will be kept in the file of both the bully and the student being bullied.

Name of student being bullied (s)	Name of bully (s)	Date
Subject	Period / time of day:	

Detailed description of incident:
Names of other staff or students who were witnesses:
Action already taken: (Please also indicate on the reverse of this form)
Signed and dated by member of staff completing form:

Appendix B
Procedures for Pastoral Coordinator / Head of Year when dealing with bullying incidents

	Task	Tick	Date	Initials
1	Interview student being bullied			
2	Check student file to find out if they have been the victim of bullying previously or not.			
3	Check bully file to find out if 1 st case or previous case(s)			
4	Interview bully			
5	Interview witnesses if necessary (ensuring equal and fair representation)			
6	Deal with incident as outlined below (choosing from A-G)			
7	Remind student who has been bullied to report further cases to the Pastoral Coordinator			
8	Details recorded on the file of both the bully and student being bullied.			
9	Pastoral Coordinator to see student being bullied a few days later to check there are no further concerns and to notify / support the student if the bully is returning to the school community / lesson following a period of removal.			
10	Pastoral Coordinator to see the student being bullied about 2 weeks later to check there are no further concerns.			
11	If parents have been notified, Year Coordinator to phone parents of student being bullied 1-2 weeks later to follow up and check no further problems.			

Dealing with incidents

	Task	Tick	Date	Initials
A	1 st case or minor case - Verbal warning to bully (and other student if 50:50)			
B	2 nd case or more serious case - Contact parents of both students to inform them of incident and how it is being dealt with. Warn bully of more serious consequences if bullying doesn't stop.			
C	3 rd case or more serious case – Contact parents of both students to inform them of incident. Invite parents of bully into school for meeting. Appropriate sanction applied which may be detention, restorative meeting, internal isolation or short fixed term exclusion. Support offered to students.			
D	Further cases – internal isolation or fixed term exclusion (longer than previous one if applicable), followed by use of strategies for bully within school e.g. removal from a lesson, movement to a different group, removal of break/lunch			

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	privileges, referral to member of staff to offer support. Continued support offered to students.			
E	Further cases – Longer fixed term exclusion. Referral to outside agencies for support. A Pastoral Support Plan may need to be set up if the bully is at risk of permanent exclusion.			
F	Very serious cases – e.g. physical assault. Move to stage D or E			
G	Incident related to events out of school rather than in school – school to refer to PCSO or Police. Parents to be encouraged to refer to Police if serious.			