

## Respect/Anti-Bullying Policy

At Aspire we believe that behaviour such as bullying and harassment are totally unacceptable. We will strive to create and maintain an environment where everyone feels safe, secure and valued.

Our policy and practice is intended to support learner understanding of what bullying is and highlights how we can all work to prevent and deal with bullying.

We believe:

- Everyone shares a responsibility to create a safe, secure learning environment.
- Creating and ensuring a safe environment makes a valuable contribution towards promoting appropriate behaviour and promotes high academic standards.
- In fostering mutual respect between everyone.
- That we are all role models and that our response to bullying is always to be calm, consistent, approachable and strive to create mutual respect for each other.

Our ethos and organisation is designed to prevent bullying and where it does occur to respond positively and in the interests of the whole school, the victim and the bully.

**Our rights and responsibilities towards each other are presented in each School's 'Respect Charter'.**

### What is bullying?

At Aspire bullying is considered to be:

'Repeated behaviour that deliberately threatens the well-being of another person. Such behaviour could be physical, verbal or psychological'.

We recognise that a single incident of aggressive behaviour can be regarded as bullying in certain circumstances.

Bullying can take many forms including:

- Physical – hitting, kicking, punching or a use of violence.
- Verbal – name calling, spreading rumours, teasing or inciting violence.
- Emotional – leaving people out, intimidation, unfriendliness, treats or ignoring people.
- Cyber – misuse of the internet and technology including messaging, misuse of mobile phones and social media with inappropriate calls, texts or postings.

## Raising awareness and understanding

We recognise that any learner at any time can experience bullying and recognise that both staff and learners play a role in identifying those who may be at risk.

We will always have a proactive approach to bullying and will consistently gather the opinions of learners, staff and parents in order to prevent bullying in the first place.

Each year we will consult all stakeholders through surveys and publish results.

Each year we take an active role in the National Anti-bullying week. This is identified on the school calendar and is supported by all curriculum areas.

We will aim to raise awareness with all stakeholders and actively promote our Respect Charter.

Our charter will be signed by all learners, staff, governors and parents. Each learner will have a copy of the charter in their planner which they will sign and commit to.

## Curriculum Delivery

Our learners have the opportunity to develop awareness of 'respect' throughout the curriculum and study units in relation to bullying as part of PSHE.

We operate a School Council at which learners concerns regarding behaviour in general and bullying can be raised.

The council play a proactive role in creating a 'respect' ethos within the school.

## Dealing with Bullying

Any reported incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff are committed to supporting anyone who believes they are a victim of bullying and that a clear message is given to the bully that bullying is not acceptable.

Any response or strategy will always be consistent with the schools Behaviour for Learning Policy.

A number of our learners experience complex learning and communication difficulties but may also need emotional and behavioural support. Some learners can act aggressively as part of their learnt behaviour and may often have experience of both being bullied and being a bully. In order to respond effectively to the issue of inappropriate behaviour and incidents we expect that:

- All staff work consistently towards creating and maintaining an 'open culture' where learners are able to communicate concerns, worries and problems.
- All learners know that issues reported will be acted upon appropriately.

We will closely monitor learner behaviour through our Individual referral Form analysis.

It is recognised that we may not be able to solve every problem and that we must liaise effectively with home and outside agencies in order to extend our knowledge of the needs of individual learners in their widest personal and social context.

### Practice

When an incident of bullying is reported to any member of staff they will not ignore it or make premature assumptions. Reported serious incidents of bullying or repeated incidents may lead to consideration under child protection procedures.

All perceived incidents of bullying will be reported to the appropriate Key Stage Pastoral Manager.

The Pastoral Manager will:-

- Listen to the learner's/staff's account of the incident.
- Re-assure the learners that they have done the right thing.
- Make as note of what the learner says and interview any witnesses.
- Explain that any further incidents should be reported to them immediately.

The Pastoral Manager will record the learner's account of:-

- What has happened and how often.
- Who was involved?
- If there were any witnesses.
- What the learners response was.

They will complete an Individual referral form where observable or reported behaviour is in line with the Aspire definition of bullying. It is essential that this behaviour is challenged and that their behaviour has been identified as bullying.

## Bully

The learner identified as exhibiting bullying behaviour will also be interviewed by the appropriate Pastoral Manager.

They will be encouraged to see the issue from the other person's point of view and to apologise.

Where appropriate consequences will be put in place in accordance with the Behaviour for Learning Policy.

## Our Reporting System

The Pastoral Manager will within one working day inform the following people of the outcome:-

- The learner who reported they have been bullied.
- The parents of both learners.
- The learner who has been found to cause hurt.

All parties will be informed that any repetition of bullying behaviour will have serious consequences.

## Involving Parents

Parents will be informed of any situations where bullying has been reported. Whether these prove to be founded or unfounded. Where it is found that a learner had made a false allegation, this needs to be dealt with on an individual basis as due to the needs of our learners they may have misinterpreted a situation. Any learner found to have deliberately made a false allegation will have consequences in line with the school Behaviour for Learning policy.

It is important that the parents of anyone involved in proven acts of bullying are quickly informed of their child's actions.

They will be invited into school to meet with the Head of School and appropriate Pastoral Manager.

The meeting will focus upon :-

- The unacceptability of the behaviour identified
- Strategies for supporting the learner (both victim and perpetrator).

Parents are invited to complete a satisfaction survey and follow up questionnaire 2 months after the incident. (Appendix 1)

The Head of School will monitor all records of bullying termly.

The designated governor for safeguarding monitors recorded incidents of bullying and reports to the full governing body termly.

Review

At Aspire we recognise the potential impact which bullying can have and therefore this policy will be reviewed annually. (July)

Responsibility – Head of School

Current References –

Dfe Guidance

Other policies to be considered –  
Safeguarding Policy  
Keeping Children Safe in Education  
Dignity at Work  
Whistle blowing  
E Safety  
Behaviour for Learning  
Teaching & Learning

<b>Date approved:</b>	
<b>Review Date:</b>	
<b>Signed Executive Headteacher:</b>	



At Oakfield we all have the right to:

**Respect and kindness**

We listen and ask each other how we feel

**Being safe**

We help each other through what we say and do

**Be myself**

We treat each other fairly and care about the feelings and opinions of others

**Be respected**

We celebrate what we can do and help each other to achieve





**Landgate School**  
Bringing Learning to Life

## **Our Landgate Respect Charter**

**At Landgate we all have the right  
to:**

### **Respect and kindness**

We listen and ask each other how we feel

### **Being safe**

We help each other by what we say and do

### **Be myself**

We treat each other fairly

### **Be respected**

We celebrate what we can do



Dear Parent/Carer

Recently your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give, your specific permission.

How easy was it for your child/you to report the bullying? (circle one)

1      2      3      4      5

(1: not easy)                      (5: very easy)

Comment if we could improve:

How satisfied are you with what we did to make your child feel safe? (circle one)

1      2      3      4      5

(1: not satisfied)                      (5: very satisfied)

Comment if we could improve:



How satisfied are you with the support your child has had since the bullying incident at the school?

1      2      3      4      5

(1: not satisfied)                      (5: very satisfied)

Comment if we could improve:

Overall how satisfied are you with the way in which Oakfield school deals with bullying incidents? (circle one)

1      2      3      4      5

(1: not satisfied)                      (5: very satisfied)

Comment if we could improve:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying, and make our school's a place where pupils and parents are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely

Head of School

## Further sources of information

**Other departmental advice and guidance you may be interested in** DfE Behaviour and Discipline in Schools Guidance

**Legislative links** Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school The Equality Act 2010

**Specialist organisations** □ The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying. Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

## Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## **LGBT**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

## **Racism**

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.