



The Aspire Federation Respect Policy including Anti-Bullying Policy

Aims

At Aspire we strive to create and maintain a quality first teaching environment based on mutual respect; where everyone feels safe, secure, valued and learners reach their potential.

Our policy and practice supports and improves learner understanding of respect and disrespect, bullying and the detrimental effect it can have on those involved.

This policy has been developed in consultation with parents, staff and learners through surveys and discussions.

The Aspire Federation believes that everyone;

- has a shared responsibility to create a safe, secure learning environment,
- is a positive role model; being calm, approachable, kind and consistent,
- has the right to be themselves.

Our rights and responsibilities towards each other are presented in each school's 'Respect Charter' (see appendix 2).

Raising awareness, promoting respect and positive relationships

At Aspire we recognise that any learner at any time can experience bullying and that staff, learners and parents play a role in identifying those who may be at risk.

A number of our learners experience complex learning and communication difficulties but may also need emotional and behavioural support. Some learners can display learned behaviours and may often have experience of both being bullied and engaging in bullying behaviours.

Behaviours that do not reflect our Respect Charter, such as bullying or harassment are totally unacceptable and such incidences will be managed timely, targeted and in the best interests of individuals, school and community.

At Aspire we consider bullying to be;

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

We recognise that bullying can take many forms including:

- Physical: hitting, kicking, punching or the 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, images, videos or postings.
- Individual differences whether actual or perceived including: race, religion, gender, sexual orientation, special educational needs, disabilities, a child who is adopted, in care or has caring responsibilities.

Role and responsibilities

All Staff

It is the responsibility of all staff to actively implement and promote the Respect Policy by;

- Consistently modelling expectations and supporting respect reflecting the School's Respect Charter.
- Taking an active role in National Anti-Bullying week, in line with the school calendar.
- Creating and consistently maintaining an open culture where learners feel comfortable to approach adults with any concerns.
- Developing an understanding of respect, resilience and positive relationships through the curriculum and rewards, including PSHE.
- Engaging with CPD training regarding promoting positive relationships and anti-bullying.
- Reporting incidents of perceived bullying through the use of Incident Reporting procedures for the learner who is displaying bullying behaviours and a Cause for Concern procedure for the learner being bullied.

Learners

It is the responsibility of all learners to follow the Respect Charter by;

- Contributing to its development through learner voice,
- Creating positive relationships and preventing bullying,
- Understanding their role in preventing and reporting bullying as a 'by stander' or 'observer',
- Sharing their views and opinions on anti-bullying through student council, learner voice, assemblies and Aspiring Leaders.
- Actively engaging in curriculum activities to develop awareness of anti-bullying, respect and resilience.
- Accessing support links via the school website.

Pastoral Managers

It is the responsibility of Pastoral Managers to implement, actively model and promote the Respect Policy by;

Supporting learners who have been bullied by;

- Listening to the learner's/staff's account of the incident,
- Reassuring the learners they have done the right thing reporting the incident,
- Recording the learner's account including, the incident/s, persons involved, witnesses and the learner's responses.
- Explaining that any further incidents should be reported to them immediately.
- Informing parents as soon as possible and offering advice and support.
- Following Pathways to Success protocol to be signposted to the correct support systems; for example, health and wellbeing support.
- Liaising with staff to discuss agreed actions and supportive strategies.
- Keeping parents informed of actions, strategies and additional support required, including external agency involvement.

Supporting learners who have displayed bullying behaviours by;

- Listening to the learner's account of the incident
- Recording the learner's account including, the incident/s, persons involved, witnesses and the learner's responses.
- Revisiting the Respect Charter.

- Informing parents as soon as possible and offering advice and support.
- Following Pathways to Success protocol to be signposted to the correct support systems; for example, support with understanding how we can hurt people's feelings.
- Liaising with staff to discuss agreed actions and supportive strategies.
- Keeping parents informed of actions, strategies and additional support required, including external agency involvement; reporting serious and repeated incidents of bullying may lead to consideration under safeguarding procedures. Where appropriate, consequences can be put in place in accordance with the Behaviour for Learning Policy.
- Amending, if appropriate, risk assessments and learner profiles.
- Encouraging the learner to reflect on the incident, consider the other person's point of view and to apologise.

Working within one working day to inform the following people of the outcome;

- The learner who reported they have been bullied.
- The learner who has been displaying bullying behaviours.
- The parents of both learners.
- The key staff working with each learner.

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

Parents

It is the responsibility of parents to promote the Respect Policy by;

- Supporting the school's Respect Charter (displayed in classrooms and planners).
- Informing school of any wellbeing concerns and work together to resolve the issue and support the learner effectively.
- Encouraging their child to engage with the Respect Policy, the Behaviour for Learning Policy and Being a Good Digital Citizen (see school website).
- Completing a satisfaction survey if they have reported a bullying incident.
- Attending a meeting with SLT and the Pastoral Manager if there is any instance of bullying.

SLT

It is the responsibility of SLT to implement and monitor the Respect Policy by;

- Monitoring and reviewing the Respect Policy annually.
- Monitoring records of bullying termly.

Governors

It is the responsibility of the Designated Safeguarding Governor to support the Respect Policy by;

- Reporting monitoring of bullying incidents to the full Governing body.

Current references;

DFE Guidance Preventing and Tackling Bullying 2017

Other relevant policies to be read in conjunction;

Safeguarding Policy; Keeping Children Safe in Education; Dignity at Work; Whistle Blowing; Being a Good Digital Citizen; Behaviour for Learning; Teaching & Learning; Achievement; Equality & Diversity Policy.

Date approved:	29.01.2020
Review Date:	January 2022

Appendix 1

Further sources of information

From the Department for Education:

- DfE Behaviour and Discipline in Schools Guidance (January 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
- Mental health and behaviour in schools advice for school staff (November 18)
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (February 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf
- Keeping Children Safe in Education (September 2019)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- Working together to safeguard children (July 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Preventing and Tackling Bullying (July 2017)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Legislation

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
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. <https://www.anti-bullyingalliance.org.uk/>

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. <https://diana-award.org.uk/>

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. <https://www.kidscape.org.uk/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

<http://www.antibullyingworks.co.uk/the-big-award/>

Restorative Justice Council: Includes best practice guidance for practitioners 2011, revised 2016.

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

<http://www.barnardos.org.uk/>

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

<https://www.each.org.uk/>

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

<https://www.metrocentreonline.org/>

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

<https://www.theproudtrust.org/>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

<http://www.schools-out.org.uk/>

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. <http://www.stonewall.org.uk/>

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

<https://www.mencap.org.uk/about-us>

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

<https://www.changingfaces.org.uk/>

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

www.anti-bullyingalliance.org.uk/send-programme

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

<https://www.minded.org.uk/>

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues <https://www.pshe-association.org.uk/>

Race, religion and nationality

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. <https://annefrank.org.uk/>

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

<https://educateagainsthate.com/>

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. <http://www.kickitout.org/>

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies. <https://tellmamauk.org/>

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

<https://www.gov.uk/government/groups/anti-muslim-hatred-working-group>

Please note that internal servers may block access to some of these sites.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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

Internet Matters: provides help to keep children safe in the digital world.

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

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'



HIGH SCHOOL & COLLEGE

Our Oakfield Respect Charter

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



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