

# Madeley Academy



## Anti-Bullying Policy

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### **Introduction**

Bullying is unfortunately part of today's society. It is often misunderstood and therefore may not be treated seriously. This policy has been devised to ensure that everyone at Madeley Academy is aware of what is considered to be bullying and therefore confident any incidence of bullying will be effectively dealt with by members of staff.

### **Aims**

- To provide an environment where each person feels safe, secure and supported
- To create an ethos where bullying is accepted as being wrong and where students feel confident in reporting any incidence of bullying
- To establish systems and procedures to deal effectively with and monitor incidents of bullying
- To reinforce, support and strengthen, existing discipline procedures
- To raise awareness of bullying amongst students and involve students in strategies to deal effectively with bullying
- To reduce the incidence of bullying

Madeley Academy is committed to providing a caring, friendly and safe environment where students can learn in a calm and secure atmosphere. Bullying is when someone deliberately and systematically threatens, frightens, manipulates, intimidates, abuses or hurts another person. This can be physical, verbal or mental. This includes hitting, name-calling, teasing, leaving someone out, putting people down, racism, threatening gestures and looks, damaging people's belongings, ganging up, demanding money and sexual harassment based on gender identity or sexuality. Bullying can be verbal, physical or through the medium of technology (email messaging).

If two students of equal power or strength have an occasional quarrel or fight, this is not bullying.

### **Promoting a Positive Academy Culture and Environment**

This policy sets out the strategies that we at Madeley Academy will follow to tackle any incidents of bullying, quickly, sympathetically and effectively, whenever they occur.

The effect of bullying on young people can be very destructive and long lasting. We recognise that this may, if not dealt with effectively, undermine the Academy's ethos and aims.

Some manifestations of bullying are absenteeism, loss of confidence, low esteem, misery, anger/frustration, fear, loneliness and illness. We accept that this is not an exclusive list.

### **Signs of Bullying**

There are generally accepted signs of bullying which include: fear of travelling to or from the Academy, not wanting to go to the Academy, frequent headaches, stomach pains, etc, and change in the standard of work produced, loss or damage to personal belongings, changes in personality, not wanting to talk about the Academy, unusual requests for extra money, not sleeping well, suspicious injuries and obvious distress but a reluctance to talk. Many of these traits may also be demonstrated by bullies - they need support. People who are bullied sometimes become bullies.

Whilst we recognise that there may be many signs that could raise our suspicions, any of these on their own may not be a true indication that bullying is taking place. However, if we are at all uncertain then the incident should be reported and taken seriously.

### **Academy Procedure**

Bullying Behaviour will not be tolerated and any repeat of such behaviour should be acted on promptly. Bullying and its affects will be regularly discussed with students through assemblies and tutorial activities.

### **Referrals**

It is important that any incident is dealt with immediately by the member of staff concerned, who must make a judgement whether it is bullying. Any incident of bullying should be recorded on e-portal and emailed to the relevant Year Manager, who will advise the student's Personal Tutor and the Senior Leadership Team as appropriate.

When bullying is identified by anyone it must be reported and recorded with as much documentary evidence as possible – to ignore bullying is to condone it. It is difficult to prescribe every course of action that may be taken, but the following are strategies that may be applied.

Help, support, and counselling can be given as is appropriate to both the victim and the bully. As much accurate information as possible should be collated with the assistance of Mr Phil Howells (Behaviour Manager).

The victim can be supported in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher or another teacher of their choice
- By informing the victim's parents/guardians and keeping a record of the correspondence, telephone conversation or meeting
- By communicating the problem among relevant staff
- By offering continuing support when they feel they need it
- By arranging for them to be escorted to and from the Academy's premises if necessary
- By taking one or more of the disciplinary steps described below to prevent more bullying

The bullies can be helped and disciplined in the following ways:

- By talking about what happened, to discover why they became involved
- By informing the bully's parents/guardians and keeping a record of their correspondence, telephone conversation or meeting
- By continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible
- By taking one or more of the disciplinary steps described below to prevent more bullying

### **Disciplinary Steps**

- Bullies can be warned officially to stop offending
- Their parents/guardians can be informed
- Bullies may be isolated at break and/or lunchtimes
- They can receive formal monitoring via a written report
- They may be excluded internally or externally for a minor fixed period of time if they do not stop bullying
- They can be recommended for exclusion for a major fixed period if they carry on bullying
- They can be recommended for permanent exclusion if they will not end bullying behaviour

### **Strategies for Raising Awareness about Bullying**

It is important that we develop a caring environment where the emphasis is on consideration for others. However, Academy procedures should ensure that every incident of bullying is taken seriously.

Students should feel secure in the Academy environment. Staff should be alert at all times for signs of bullying in the classroom, corridors and toilets, but especially at break times **and during lesson changes. Duty staff are expected to visit those areas of the Academy that are out of sight of classrooms and corridors.**

A suitable example should be set by staff and parents providing the necessary role models for the students. Staff should at all times treat students and each other with respect, and speak and behave in ways which promote mutual consideration and co-operation. Wherever possible staff and parents should work together to promote a positive message for dealing with bullying and confirmation that bullying will never be acceptable at Madeley Academy. **Any examples of consideration for others should be met with positive approval by staff, to create an atmosphere where such behaviour is considered to be the norm.**

The Academy will continue to seek regular and innovative ways of promoting the Anti-Bullying message and making it clear that bullying, in whatever form, is not acceptable.

### **Role of Tutorial Time**

Personal Tutors are encouraged to address the following issues during Tutorial time:

- Stereotyping, personal relationships and bullying
- Follow up to assemblies that emphasise the unacceptable nature of bullying
- The Academy's Code of Conduct
- Production of posters that encourage students to ask for help should they feel the need
- A shared awareness of bullying 'hotspots': teachers and students map and monitor troublesome areas in the building where bullying is most likely to take place
- Other topics as deemed necessary