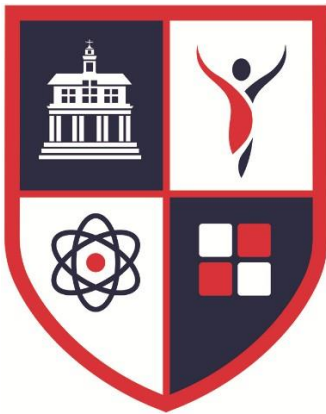




CHILDWALL
SPORTS &
SCIENCE ACADEMY

Anti-bullying Policy



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Origination	Authorised by	Policy Date	Review Date
DRI/JVI	Board	Sept 2023	Sept 2024

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1 POLICY STATEMENT

1.1 Bullying of any form is not tolerated by the academy, and all staff and students are expected to be committed to this policy. All staff and students should respect each individual and aim to make everyone feel comfortable, both on their way to and from the academy and within it. There must not be any fear of, or intimidation from, other people, either physical or psychological.

1.2 Bullying can occur through several types of anti-social behaviour. It can be:

- i. physical – a person can be physically punched, kicked, spat at, etc.
- ii. verbal – verbal abuse can take the form of name calling, it may be directed towards gender, ethnic origin, physical/social disability, or personality.
- iii. exclusive – a person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends.
- iv. damage to property or theft – a person may have property damaged or stolen; physical threats may be used by the bully to coerce the person to hand over the property to them.
- v. cyber – this applies to inside and outside of the academy through the use of instant messaging, email, text messaging and other internet sites.

2 PRINCIPLES

2.1 It is important that victims are not made to feel powerless so to this end, victims of bullying will, in the first instance, have a dialogue with an adult to discuss ways in which the situation can best be dealt with, and this will include discussion on appropriate sanctions. S/he will also be offered safe areas for breaks and lunchtimes.

2.2 The academy will:

- i. ensure all students are aware of the nature of the bullying.
- ii. ensure all students are aware of the measures that will be taken against bullying.
- iii. inform parents of the academy's attitude towards bullying via the 'Intake Evening' and the academy's information booklets.
- iv. ensure that all staff are aware of the anti-bullying policy and procedures for its implementation, a copy of which will be included in the Policy Folder; and
- v. display anti bullying posters throughout the academy.

3 ROLES AND RESPONSIBILITIES

3.1 It is the responsibility of the **Academy Governance Committee** to establish a policy and procedure for Anti-bullying and to monitor the effects of the procedure.

3.2 It is the responsibility of the **Headteacher** to promote positive relationships in the Academy by encouraging and fostering acceptable standards of behaviour, good personal relationships and a respect for the individual. Any breaches of good conduct and behaviour will be addressed promptly, using informal procedures where possible but implementing formal procedures where necessary.

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3.3 It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure with professional standards. In particular, they should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

3.4 It is the responsibility of **students** to develop positive relationships in the academy and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

3.5 It is the responsibility of **parents/carers** to support the Academy in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

4. MONITORING AND REVIEW

4.1 The Assistant Headteacher for Behaviour, Welfare and Attitudes will report on the policy to the Headteacher as appropriate.

4.2 The Headteacher will report to the Governors' **Student Well-being Committee on any** relevant aspects of the working of the policy as appropriate.

4.3 The Academy Governance Committee will review the policy every two years.

5 PROCEDURES

5.1 As a student

If you suspect someone is being bullied:

- i. Take action. Approach the victim, try talking to her/him to find out the situation, and refer her/him to victim support.
- ii. Tell an adult or someone more senior than yourself immediately.
- iii. Do not be, or pretend to be, friends with a bully.

If you are being bullied:

- i. Tell an adult or someone more senior than yourself.
- ii. Tell yourself that you do not deserve to be bullied, and that it is wrong.
- iii. Be proud of who you are.
- iv. Try not to show you are upset, it is difficult, but a bully thrives on someone's fear.
- v. Stay with a group of friends, there is safety in numbers.
- vi. Walk confidently away, go straight to a member of staff.
- vii. You may feel angry but rise above it. Don't get involved in a fight.
- viii. Be proud of who you are.

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5.2 As a parent/carer:

- i. Look for unusual behaviour. For example, your child may suddenly not wish to attend school, may feel ill regularly, or may not complete work to his/her normal standard.
- ii. Inform the academy immediately you suspect bullying.
- iii. Advise your child not to fight back.
- iv. Reassure your child that there is nothing wrong with her/him.
- v. Make sure you and your child are aware of the academy's Anti-bullying Policy.
- vi. Do not get involved personally with other parents.
- vii. Make sure you talk to your child.

5.3 As a member of staff:

- i. Record all incidents of bullying on the appropriate electronic school system
- ii. Deal quickly, firmly, and fairly with any complaints. Refer to Assistant Headteacher for Behaviour, Welfare and Attitudes, if appropriate.
- iii. Encourage students and staff to form positive attitudes towards others.
- iv. Ensure that bullies are counselled and/or sanctioned appropriately.
- v. Ensure that victims of bullying are given help, advice, and support by appropriate staff or outside agencies.
- vi. Ensure that all staff, teaching and educational support staff, are given appropriate information and training where necessary, in respect of the academy's Anti-bullying Policy.
- vii. Ensure that the academy uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g., in the PSHE programme.
- viii. Encourage the students to be involved in writing the academy's Code of Conduct.
- ix. Talk to the suspected victim, the suspected bully and any witnesses.

5.4 The victims will be supported in the following ways:

- i. By being offered the immediate opportunity to talk about the experience i.e., through victim support.
- ii. By the academy informing the victim's parents/carers.
- iii. By the academy offering continued support when the victim feels s/he needs it.
- iv. By the Assistant Headteacher for Behaviour, Welfare and Attitudes taking disciplinary steps to prevent more bullying.

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5.5 The bullies will be disciplined and counselled in the following ways:

- i. By the Assistant Headteacher for Behaviour, Welfare and Attitudes talking about what happened, to discover the reasons they became involved.
- ii. By the Assistant Headteacher for Behaviour, Welfare and Attitudes informing the bullies' parents/carers.
- iii. By all staff continuing to work with the bullies to get rid of prejudiced attitudes.
- iv. By the Assistant Headteacher for Behaviour, Welfare and Attitudes, taking disciplinary steps to prevent more bullying.

5.6 Disciplinary steps:

5.6.1 The academy will take a range of disciplinary steps; these include:

- i. An official warning to stop offending.
- ii. Inform bullies' parents/carers.
- iii. Give detentions at break, lunch times, or after school.
- iv. Internally secluded.
- v. Exclude from the academy during break and at lunch times.
- vi. Exclude from academy for a fixed period (one or two days).
- vii. If bullying persists, exclude for a fixed period (up to five days).
- viii. If bullying persists, recommend a permanent exclusion.

5.6.2 The academy aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships, and a respect for the individual.

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