This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Equality Policy
- Attendance Policy
- Safeguarding Policy

Philosophy:

All students have the right to go about their daily lives without fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person’s life. It can cause high levels of stress, affecting a student’s well-being, behaviour, academic and social development right through into adulthood.

Handsworth Wood Girls’ Academy is committed to provide a caring, friendly and safe environment for all students providing opportunities for personal and academic progress. All students and staff relate to each other with care and respect.

Aim of this Policy

It is very important that everyone understands how to recognise bullying behaviour, identify victims of bullying and work together to create an atmosphere that enables all involved to respond appropriately to any incident of bullying.

This policy sets out how Handsworth Wood Girls’ Academy will work together with students and parents/carers to achieve this.

1. Statutory Obligations:

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is, “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.” Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issues which may have contributed to a child engaging in bullying.
The Education and Inspections Act 2006 establishes clear responsibilities for schools to respond to bullying behaviour. This includes encouraging good behaviour and the right to discipline a student for poor behaviour when they are not on school premises.

The Equality Act 2010 replaces previous anti–discrimination laws with a single Act. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber–bullying by providing a specific power to search for and if necessary, delete inappropriate images or files on electronic devices, including mobile phones.

Criminal law does not specify bullying as a criminal offence in the UK, however it is important to bear in mind that some types of harassing or threatening behaviour – or communications- could be a criminal offence for example under the Protection from Harassment 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. The school may need to seek assistance from the police if an incident is considered to be a criminal offence.

2. Understanding Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text message or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; the academy will have to make our own judgements about each specific case.

The rapid development of, and widespread access to, technology has provided a new medium for “virtual” bullying, which can occur inside or outside school. Cyber–bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
3. Identification:

Staff, and parents/carers must be vigilant to recognise any change in a student’s behaviour, especially in well-established patterns of behaviour, this may be an indication of bullying. Examples of the many signs which may indicate that a child is being bullied are:

- Items of clothing, property, school work are damaged or lost more often than you would consider normal
- Frequent injuries (bruises, cuts)
- Pupil who is or becomes withdrawn and is reluctant to say why
- Pupil who appears to be continually tired (having not slept from crying or worrying)
- Educational attainment is slowly or suddenly deteriorating
- A reluctance to attend school/ truancy
- Regular complaints of feeling unwell
- Going to or from school by a different route
- Complaints of hunger (possibly indicating that dinner money has been taken
- Money/possession going missing
- Depression – a reluctance to eat/play normally
- Moodiness/irritability
- Threats of self harm/ suicide

Taken individually, the above may not be due to bullying, but a combination may arouse suspicion.

If a student is showing signs of any of the above, it can be an indication that the student is not happy and therefore the cause should always be investigated.

4. Appropriate Responses

If a student discloses bullying it is important to respond appropriately

**DO:**

- Listen, allowing them to tell the story in their own words
- Do not dismiss the experience as part of growing up
- Take the incident seriously
- Take action as soon as possible, deciding whether this needs to be in private or public and listening to the “bully’s” version of events
- Do not react emotionally, remain calm and reassure the student that they are not being weak or foolish
- Offer concrete advice, help and support
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim’s point of view
- Punish the bully if necessary using appropriate sanction
- Inform people as necessary as identified in the Anti Bullying Policy

**DON’T:**

- Be over protective and allow the victim to help herself
- Assume the bully is thoroughly bad
- Keeping the whole incident secret because you have dealt with it
- Try to hide the incident from the parents/carers of the victim or the bully
5. Roles and Responsibilities:
Everyone (Staff, Students, Parents and Carers) has a responsibility to prevent and raise awareness of bullying.

5.1 Parental/Carer Responsibility
- To inform the Student Welfare Team if they have any concerns about bullying behaviour

5.2 Students Responsibility
- To report any incidents of bullying behaviour to a member of staff

5.3 School Responsibilities
All staff will model non-bullying behaviour

Form Tutors will
- Ensure students are aware of and understand how to report any incidents of bullying
- Engage in an open dialogue with students to ensure they understand bullying behaviour and the impact of bullying behaviour as part of the PSHE programme.

Subject Teachers will
- Provide frequent opportunity for students to discuss bullying in a variety of curriculum areas

Head of Year/Student Support Managers will
- Develop links between home and school to encourage parents/carers to contact them with any concerns about bullying
- Discuss bullying as part of assemblies
- Distribute learning resources about anti-bullying to staff members
- Ensure that all year groups have had an opportunity to discuss bullying as part of the PSHE programme.

Head of Key Stage
- Develop links between home and school to encourage parents/carers to contact them with any concerns about bullying
- Ensure that school assemblies have provided opportunities for discussion about anti-bullying

Senior Management Team
- Order suitable anti-bullying materials for use within school
- Ensure that school assemblies have provided opportunities for discussion about anti-bullying
- Check the SHARP System for reported incidents of bullying

6. Roles and Responsibilities:
Everyone has a responsibility to respond appropriately and to any bullying incident.

6.1 Parental Responsibility:
- Work in partnership with the academy to support the agreed interventions to address bullying behaviour
6.2 Academy Responsibility

Form Tutors and Subject teachers will;
- Know and understand the signs of bullying
- Be observant of signs of bullying and respond appropriately
- Listen attentively to any concerns raised and take them seriously
- Respond appropriately to any disclosure of a bullying incident this may include interventions
- Check the students records for any previous history of bullying
- If a history of incidents is recorded inform the Head of Year/Head of Key Stage/SLT
- Manage the incident by speaking to all involved
- Log the incident in the student’s record
- Monitor behaviour of all involved and document any changes or cause for concern
- Escalate to Head of Year if incident is unresolved or needs further investigation

Heads of Year (and Student Support Mangers) will:
- Respond appropriately to escalated incidents from subject teachers or form tutors
- Commence an investigation into the incident
- Ask those involved to complete a written statement (using Student Incident Report) about the incident including events leading up to and after the incident.
- Discuss the outcomes of the investigation with those involved
- Discuss the outcomes of the investigation with the SLT
- Agree with SLT any sanctions, interventions or other actions
- Document in the students records (BromCom)
- Contact parents of all involved by telephone to discuss the outcome for their child
- If further concerns are raised by parents/carers, students, others inform Senior Leadership Team
- All statements are to be filed in the student’s records

Senior Leadership Team will:
- If further concerns were raised meet with those involved to discuss the outcome of the investigation
- Document all actions, responses and outcomes

7. Sanctions

Following an investigation the following a sanction/s may be administered. All sanctions will have an agreed time period and be reviewed with the teacher overseeing the sanction and the student/s involved. Student/s who do not comply with sanctions will be reported to the Senior Leadership Team. Sanctions may include:

- Exclusion from a class/subject for a specified time period
- Detention at lunch-time or after school
- Time in the Isolation area
- Fixed Term exclusion from the academy for a specified time
- Permanent exclusion from the academy
8. Student Support

Students may need further support during or after a bullying incident this may include:

- Use of a ‘safe haven’ as agreed between the student/s involved and teacher
- Services of other agencies as appropriate to the needs of the student
- The Police Liaison Officer or PCSO
- Counselling together with the victim and bully – restorative justice

9. Confidentiality

All staff involved in the investigation of a bullying incident will be respectful of the confidentiality of all students involved.

The safeguarding policy will be referenced if there are safeguarding concerns and information may need to be shared with other agencies to ensure the safety and well-being of the student/s.

10. Staff Training

All staff will know of this policy at induction and through CPD meetings. Staff will receive updated information about anti-bullying and be supplied with appropriate resources. Staff have a professional responsibility to maintain their competence in responding appropriately to any bullying incidents and to seek further advice and support from a senior colleague if needed.

Staffs who are identified as requiring extra support will be offered support through the Senior Leadership Team and this may include shadowing, reflection, internal/external training etc.

11. Monitoring of Policy

The effectiveness of this policy will be monitored through:

- Student Welfare meetings (HOY with tutors/HOY with AHT Director of Student Welfare)
- Analysis of the student conduct log (HOY/SLT)
- Student questionnaires (HOY and tutors/ HOY and AHT Director of Student Welfare)
- Discussion at Student Council meetings
- Inclusion Committee meeting with governors

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<tr>
<td>AHT - Director of Student Welfare – Jane Humpherson</td>
<td>January 2015</td>
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<tr>
<td>Ratified by Chair Inclusion Committee – Pam Bailey</td>
<td>29 January 2015</td>
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<td>Tabled at Full Governor Meeting</td>
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Date of next Review….. Spring 2016