



Realizing Ambition

CYGNUS ACADEMY TRUST

Anti-bullying Policy

Introduction and Definition

Bullying is defined as:

'Behaviour by an individual or a group which operates through an imbalance of power, usually repeated over time, that intentionally hurts another individual or a group either physically or emotionally'

This encompasses the fact that bullying is intentional, causes harm and is repeated over time.

Bullying can include: Exclusion from groups; spreading hurtful rumours; offensive graffiti; offensive comments; name calling; hitting; cyber bullying through text messages, e-mail or other internet related mediums; and kicking

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn to develop positive relationships.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the leadership in all attempts to eliminate bullying from our school.

This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the leadership to keep accurate records of all

incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten school days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the leadership and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the leadership

It is the responsibility of the leadership to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The leadership reports to the governing body about the effectiveness of the anti--bullying policy on request.

The leadership ensures that all children know that bullying is wrong, and that it is unacceptable behaviour

in this school. The leadership draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the leadership may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The leadership sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the leadership, the teacher informs the child's parents.

We keep an anti-bullying records on the SIMS school network. All incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are recorded on this. If any adult witnesses an act of bullying, they should record the event on to the SIMS computer system. The member of staff must also make the Senior Leadership Team aware of the incident that has taken place.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the leadership and the inclusion manager. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the leadership may contact external support agencies such as the social services.

Teachers are routinely reminded of the procedures above enabling them to be equipped to deal with incidents of bullying and behaviour management in the way set out in this policy.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is monitored on a day-to-day basis by the leadership, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the leadership. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Process for Parents SOLUTION FOUND

Contact Class teacher YES NO STAGE 1

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Contact year STAGE 2

Phase Leader

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Contact STAGE 3

Assistant Head Teacher

Contact STAGE 4

Head Teacher

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Contact STAGE 5

Governors ^

At each stage the member of staff will try to find a solution based on the investigation. The investigation at each stage if necessary will be reviewed if a solution is found then the parents need take no further action.

Updated by D Lloyd

January 2017

Signed: (Chair of Trust)

Date 31.1.17

To be reviewed Jan 2018