



# DROYLSDEN

## Academy

### Anti-Bullying Policy

#### 1 Introduction

- 1.1 The aim of the Policy is to ensure that procedures are in place to challenge bullying effectively, to improve the safety and happiness of students, show the Academy cares and makes it clear to bullies that their behaviour is not acceptable. It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when issues of bullying are addressed will students be able to fully benefit from all the opportunities provided by the Academy.
- 1.2 Bullying is defined as a deliberate attempt to hurt, tease, torment, threaten or frighten someone, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- 1.3 Bullying can be physical, mental and/or verbal in nature. It may be direct or indirect. The Academy recognises that bullying takes a number of forms, commonly:
- Name-calling, including the use of racist, sexist or homophobic language
  - Teasing - especially an older student to a younger one
  - Winding people up
  - Excluding someone from a social group
  - Spreading rumours
  - "borrowing" money or equipment
  - Damaging the property of others
  - Cyber-bullying - sending bullying text messages or emails or posting hurtful comments about people on web sites or in chat rooms
  - Homophobic Comments

Other types of bullying are fortunately rare but may include:

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- Minor assault - poking, prodding, tripping etc
- Threatening behaviour
- Gang pressure
- Serious physical assault - punching, kicking, tearing hair and scratching
- So called "happy slapping" - capturing physical bullying on a mobile phone or camera

#### Factors that make bullying more likely are

- Lacking close friends at the Academy
- Being shy
- Over-protective family environment
- Being from a different racial or ethnic group than the majority
- SEN needs or a disability
- Behaving inappropriately, intruding or being a 'nuisance'
- Possessing expensive accessories such as mobile phones or computer games
- Being different in some obvious respect - such as stammering

1.4 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. Students must be encouraged to report bullying in the Academy.

1.5 Anyone may be at risk of being bullied, even an adult, but younger children are particularly at risk. Droylsden Academy recognises the need to be alert to bullying by race, gender, sexual orientation or disability. The Academy also recognises that bullying often takes place out of Academy, but the fear generated has a significant effect on the right of each young person to feel safe at Academy. Equally, we recognise that students seldom admit to being bullied, as they are often afraid of reprisals or of being accused of "grassing".

1.6 Academy teaching and ancillary staff must be alert to signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

## 2 Responses to bullying

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2.1 As a community, we recognise that bullying can become endemic unless a proactive stance is taken. We therefore undertake to:  
Develop a whole 'Academy' approach by tackling bullying with the support of the healthy school programmes and multi agency professionals.

Review and update the Anti-Bullying Policy using data from monitoring and feedback, on an annual basis.

- Supply all registered students with guidelines on bullying, which include 'who to tell', can help them identify whether they are being bullied and recommend coping strategies and a framework for support and advice - both at the Academy and outside Academy premises.
- Address the topic at an early stage within the framework of our PSHE programme and by the development of generic coping strategies to better equip young people to deal with the issues around bullying.
- Re-enforce the anti-bullying approach in other areas of the curriculum and, specifically, project work.
- Ensure that adults in the Academy, teachers, ancillary workers, EWOs, teaching assistants, support staff etc. are aware of the issues, trained to recognise any instance of bullying and fully understand the mechanisms for dealing with cases reported to them.
- Always take any accusations of bullying seriously and act promptly.
- Always inform parents of all parties about any incidents, this may be in the form of a 'phone call, letter home, or inviting parents in for discussion/negotiation and remediation of the situation
- Always deal with such matters at a senior level and maintain scrupulous records of such incidents and action taken
- Remain flexible in responding to situations, as each will be individual and thus unique
- Remember that punishment does not necessarily cure a bully
- Operate on the guiding principle that each young person at Droylsden Academy has the right to feel safe and secure
- To regularly consult students and staff to gain an accurate picture of the degree of bullying within the Academy
- Identify 'vulnerable' students in Year 7 and provide support in raising their self-esteem and confidence

2.2 Teachers may take the following steps when dealing with incidents:

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- i if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- ii a clear account of the incident will be recorded and given to the Principal;
- iii the Principal will interview all concerned and will record the incident;
- iv form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- v parents will be kept informed; and
- vi punitive measures will be used as appropriate and in consultation with all parties concerned;
- vii each incident will be monitored and followed up within a two week period and again within the following half-term

2.3 Students who have been bullied will be supported by:

- i offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- ii reassuring the student;
- iii offering continuous support; and
- iv restoring self-esteem and confidence

2.4 Students who have been bullied will be helped by:

- i discussing what happened
- ii discovering why the student became involved
- iii establishing the wrong doing and the need to change; and
- iv informing parents to help change the attitude of the student

2.5 The following disciplinary steps can be taken:

- i official warnings to cease offending
- ii detention
- iii exclusion from certain areas of Academy premises;
- iv minor fixed term exclusion;

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- v major fixed term exclusion;
- vi permanent exclusion

Appendix to:

**Anti- Bullying Policy; Behaviour for Learning Policy; Safeguarding Policy**

If a student displays behaviour which is:

- harmful to another student
- repeated or a one-off serious incident of harm
- accompanied by concerns about the student's understanding of what is happening and a lack of response to normal behaviour management interventions
- behaviour to another student which may be physical(e.g. assault); emotional(e.g. bullying); sexual(e.g. inappropriate comments that are threatening to another child, inappropriate touching)
- carried out face to face or electronically

and/or

- arouses concerns about the student's general welfare or the response of parents/carers when it is discussed with them

Droylsden Academy may deem a risk assessment and management plan necessary. The Tameside Template for Risk Assessment and Management will be used.

In any such situation, the following needs should be addressed:

- the student whose behaviour is causing concern
- any other student who is experiencing harmful behaviour
- involvement of relevant students in decision-making
- consultation with students' parents/carers
- the Academy's reputation
- the duty to share information with other relevant agencies

The Academy will consider Tameside's Violence and Aggression Guidance.

Bullying Incident Monitoring Form

Victim[s] Name[s] and Learning Tutorial[s]:

.....

Perpetrator[s] Name[s] and Learning Tutorial[s]:

.....

Brief Outline of Incident:

Outcome of Action Taken:

Completed by:.....

Date:.....

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**Droylsden Academy**  
**Child Protection/Child in Need/Child with additional needs**

**RISK ASSESSMENT & MANAGEMENT PLAN**  
**for**  
**Vulnerable Young Person**

*Risk assessment and risk management are an integral part of school practice. This Risk Assessment tool should be used in conjunction with a PSP/Inclusion Referral/Inclusion Action Plan. Safeguarding children can also be best achieved by engaging the services of other agencies and should always be done in partnership with parents/carers and the young person. However if there is a concern at any time that a child is at risk of significant harm it is essential to consult with the appointed Child Protection Manager - and use the child protection procedures in the Tameside Safeguarding Children Framework to consult with, or make a referral to Children's Social Work. There are, for example, particular information sharing issues in the context of suspected sexual abuse, sexual exploitation and forced marriage. For information about the Framework go to [www.tameside.gov.uk/childprotection](http://www.tameside.gov.uk/childprotection)*

*Where the concern is not about risk of significant harm but you are still worried about a child's welfare then it is appropriate to consider initiating a Common Assessment, with the consent of the young person and the parents/carers. Another valuable source of help in thinking how best to help a child is the Tameside Children's Needs Framework which can be accessed at [www.tameside.gov.uk/cypp/framework.pdf](http://www.tameside.gov.uk/cypp/framework.pdf)*

Name of YP:	DOB:	Date:
Gender:	Review Date:	Key Worker:
Assessment author:	Other contributors:	
Family information:		Address if different:
Mother:		
Father:		
Siblings: _____ _____ _____		
Significant extended family members:		Address if known:
Others:		

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Outline reason for risk assessment:
Risk posed:
To whom:
School information:
Present situation:
Friendships: <i>(age, genders, appropriateness, family, in/out of school setting)</i>
Social skills:
Ability to make /maintain friendships:

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Journey to and from school: School Bus/Service Bus/Train/Walk/Car/Bike/Other	
Academic ability:	
SEN - Yes/No	Details of SEN:
Stage/Statement:	
CP/CIN issues:	
Yes/No	
If Yes please state:	
Has a CAF been completed?	Name of Lead Professional:
Learning Mentor Support:	
Yes/No	
<i>If Yes please outline intervention plan:</i>	
Other Agency referrals:	
<i>Please give details:</i>	

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<p><b>Current Children's' Social Care Involvement:</b></p> <p>Yes/No</p> <p>Please state:</p>	<p><b>Previous C S C Involvement:</b></p> <p>Yes/No</p> <p>Give details:</p>
<p><b>Criminal convictions:</b> (Please state age/date of conviction)</p>	
<p><b>Previous allegations:</b></p> <p>Outcome of allegation: <i>(i.e. unfounded, malicious, unsubstantiated)</i></p> <p>Action taken:</p>	
<p><b>History of bullying/bullied:</b> (for what reason, by whom etc)</p>	
<p><b>Specific needs for VYP</b> <i>(Write in full)</i></p>	
<p><b>Motivational factors for VYP:</b> (positives)</p>	

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Specific risks posed & to whom:	Restrictions put in place to reduce risk & manage risk:	Person responsible and timescale where appropriate
<i>Journey to &amp; from school</i>		
<i>Breakfast club</i>		
<i>Break</i>		
<i>Lesson time</i>		
<i>Lunch</i>		
<i>Toilet areas</i>		
<i>Extra curricular activities</i>		
<i>Trips/Visits</i>		
<i>Work Experience</i>		
<i>School disco</i>		
<i>Arrangements for last day of term</i>		
<i>Isolation</i>		
<i>Contingency plan: i.e. what planned action will be taken should concerns escalate and/ or the risk is not being managed?</i>		

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