



Anti-Bullying Policy

MAYFLOWER COMMUNITY ACADMY PLYMOUTH POLICIES



Mayflower Community Academy

VERSION CONTROL SHEET

POLICY NAME: Anti-Bullying Policy

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Document date	Filename	Mtg submitted	Summary of changes required
July 2013		July PSG	New policy

Date for policy review:
July 2014



Mayflower Community Academy

“We require every member of the Academy to behave in a considerate way and to respect the rights of others.”

Under the Children’s Act 2004, all professionals who work with children and young people are expected to work towards the five national outcomes for children:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Mayflower Community Academy believes that its policy against bullying must be seen as an integral part of its whole Academy aims which are:

- to provide a broad and balanced curricular experience leading to both academic achievement and an effective preparation for the skills and flexibility demanded by life after compulsory education;
- to educate all our pupils to their potential in a caring, constructive atmosphere in which there is mutual respect and positive pupil/teacher relationships;
- to develop partnerships which encourage wide support, with help from and for pupils, staff, governors, parents and the wider community;

Our approach to bullying is a ‘whole Academy’ approach. We do expect everyone to act with courtesy and consideration to others at all times and to always try to understand the other person’s point of view. Neither staff nor pupils will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated.

“It is important to distinguish between bullying behaviour and an outright condemnation of the whole person. Bullying behaviour is often an expression of inward distress, the passing on of negative behaviour, confusion about one’s own worth or an extreme need to bolster self-esteem”.

(Behaviour and Attendance Strand).

All members of the Academy will be encouraged not to accept bullying of any form and if they ever experience, see or suspect bullying is taking place to ALWAYS speak up and TELL someone.

ALL OF US WILL LISTEN and ALL OF US WILL ACT by involving staff and/or pupil mentors including house staff.



Mayflower Community Academy

Our Academy will:

- support staff to identify and respond to bullying
- make pupils aware that we listen and all bullying issues will be dealt with sensitively and effectively;
- work towards creating an anti-bullying culture;
- ensure that parents/carers expressing concerns about bullying have their concerns taken seriously
- learn from effective anti-bullying work elsewhere ;
- discuss, monitor and review incident of bullying.

Mayflower Community Academy recognises that in any large group of people there will always be some bullying and however undesirable, it needs to be recognised as a reality. Equally, we need to work together to understand that negative behaviour is not always bullying and that in any human society, there will always be negative behaviour. We, together, will support each other to understand how the behaviour of each of us can impact on others.

Our policy of preventative intervention is intended to create a safer climate where we can maintain our friendly, caring, yet hard-working atmosphere and where all pupils can feel confident that, as an individual, they are important.

OUR POLICY RECOGNISES THAT BULLYING CAN BE:

- I. physical
- II. verbal
- III. mental
- IV. 'cyber-bullying' (text, e-mail and internet)
- V. racist, homophobic, sexist
- VI. directed to vulnerable groups (children in care, young carers etc)
- VII. or any combination of these areas

OUR POLICY IS POSITIVE RATHER THAN PUNITIVE AND OUR AIMS ARE TO:

- I. prevent bullying
- II. deal promptly with any incident of bullying if, and when, it occurs
- III. to promote self-esteem among all pupils, including the bullied and those who suffer from the need to bully
- IV. encourage pupils to speak out and TELL if bullying is taking place
- V. encourage all pupils to help and protect others within the Academy

OUR POLICY IS BASED ON TRUST BETWEEN PUPILS & STAFF AND WILL:



Mayflower Community Academy

- I. raise awareness throughout the curriculum
- II. give pupils opportunities to talk about bullying in general (through our registration system/P.H.S.E., and other subject lessons and assembly times)
- III. ensure that key areas of the Academy grounds, buildings and Academy transport are monitored by the pupils themselves as well as by adults.

OUR POLICY WILL REQUIRE A CONSISTENCY OF APPROACH WHICH MEANS THAT:

- I. all incidents will be initially investigated by Subject/Form Tutors or Head of House who will take any necessary action including contacting parents and monitor the success of such action;
- II. any subsequent or particularly violent incidents will be reported to Head of House and/or Senior Managers of the Academy , as appropriate;
- III. there may be a referral to outside agencies for support (e.g. counselling);

OUR POLICY WILL BE MADE CLEAR TO THE FOLLOWING GROUPS :

- I. staff - teaching/non-teaching
- II. pupils
- III. parents - web site
- IV. governors
- V. Others connected with our Academy, e.g. Academy Transport drivers, neighbours etc.

Our policy will be continually monitored by the whole Academy community and will be reviewed and updated. It should be read in conjunction with 'Possible Signs of Bullying' and 'Action Guidance Notes' which follow.

If you suspect your child is being bullied please contact Student Services or the Head of House, your child's Form Tutor or Director of Sixth Form.

E-mail addresses:

Student Services
Ms Avery (AveryJ@marineacademy.org.uk)

Head of House
Mr Clark (ClarkI@marineacademy.org.uk)
Mrs Stewart (StewartG@marineacademy.org.uk)
Mrs Shephard (ShephardS@marineacademy.org.uk)
Mr Rutherford (RutherfordH@marineacademy.org.uk)



Mayflower Community Academy

Head of Sixth Form
Mrs Henderson (HendersonD@marineacademy.org.uk)

POSSIBLE SIGNS OF BULLYING

OBSERVATION :

Parents and Teachers are in ideal positions to be able to observe changes in a pupil's behaviour, which may indicate that they are being subjected to bullying, so look out for:

- Items of clothing, property, Academy work, etc. that are damaged or lost more often than you would consider to be normal;
- Frequent injuries to the child (bruises, cuts, etc);
- Withdrawal, which may lead to low participation in Academy and other activities, isolation or self-harm;
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares. Teachers within Academy may be aware that the pupil always appears tired;
- Educational attainment being slowly or suddenly reduced;
- A reluctance to attend the Academy. Parents may not even be aware of this as the pupil could be playing truant. It may only be noticed by the Academy through absenteeism showing up on the Academy attendance or lesson register. Academy staff should be alert to those pupils who register at the start of a session but then fail to attend the actual sessions later;
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work;
- Anxiety and depression, which can lead to intermittent and long-term absence from the Academy , physical illness or psychosomatic complaints;
- Request to be accompanied going to and from Academy, or to go by a different route. If the route is longer than the previous one, it could well indicate that bullying has been



Mayflower Community Academy

occurring along the previous route;

- The child comes home hungry. This could be due to a Bully demanding 'dinner' money. Academy staff may notice a pupil who always stayed for lunch no longer does so;
- Money in the house or Academy going missing ;
- Depression in the pupil. Reluctance to eat or play normally. Pupil appears generally unhappy, miserable, moody and/or irritable;
- The pupil who threatens or attempts to commit suicide.

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a pupil is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the pupil is not happy and therefore, whatever the cause, it should be investigated.

Action Guidance Notes for Teachers and Parents when dealing with SUSPECTED BULLYING: OBSERVE...LISTEN...ACT...REMEMBER.

The first and often most difficult hurdle to overcome is that of accepting that there is, possibly, the problem of bullying with your child in our Academy. Once it has been brought into the open, the way should be made clear for everybody to work together, without recriminations and without being confrontational. By making it clear that anti-social behaviour will not be condoned by anyone, there will be nowhere for the bully to hide. It is normally only after we have explored every avenue using a "no blame approach" that we would consider other responses. If the event is particularly violent or no perceived improvement is noted and bullying continues, the Principal may well decide that exclusion is the only way to protect the student population of the Academy.

The following suggestions have not been separated into actions to be taken by the pupils, by the parents, by the staff, by the Principal, Governors, etc., etc. It is the combination of action that will bring about the greatest results.

OBSERVE ... Look for changes in behaviour, patterned absenteeism, unaccustomed excuses and anything unusual. Having said that, don't jump to conclusions from what might be just a one-off incident ... continue to observe.

LISTEN ... with empathy and tact. Provide a quiet area where the youngster can talk to someone s/he can trust. There may well be a genuine problem, which desperately needs sorting out quickly. It may be the problem is largely imaginary but that will make it none the



Mayflower Community Academy

less distressing; it may even be in some cases a form of attention-seeking but that too needs investigation to discover the cause of this need. Handle any confidential information with sensitivity. Make every pupil feel valued.

ACT ... do something positive. Provide good role models, safe havens, programmes on conflict resolution, assertiveness training. Keep the pupils involved, get their suggestions. Once identified, restrict the opportunities the bully has for bullying. Break up troublesome groups. 'Police' problem areas. Encourage pupils to accept individual differences; not to put themselves in a position where they might get bullied; try to get them to ignore jibes and not to respond. Instil in the pupils that it is vitally important to TELL someone if they are experiencing problems, tell someone in whom they have confidence, which could be a member of staff, an Academy counsellor or another friend and not just tell but make sure action is taken. Be persistent until it is!

REMEMBER ... there is no 'magic wand' to stop bullying. The physical violence or 'baseball bat' approach to bullying does not work in the long term. Quite often, the individual who is experiencing bullying can, perhaps inadvertently, be the cause of the bully's response, because they call out or say things which results in the unwelcome response from the bully. It is also worth remembering that students who experience bullying can often, later, become bullies themselves.

Remember the following contacts can be useful when seeking help:-

. Childline 0800 1111 www.childline.org.uk

. National Society for the Prevention of Cruelty to Children 0808 800 5000

www.nspcc.org.uk

. Victim Support Devon 0845 6761020 e-mail: devoninfo@victimsupport.org.uk

