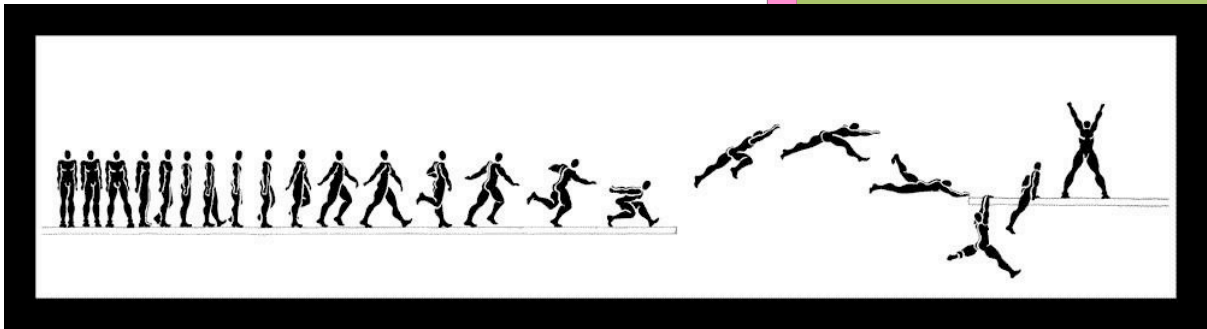




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Preventing and Tackling Bullying Policy



Physis Quantumis is a specialist provider of exciting and innovative services to Children and Young People in a variety of different settings.

**Physis Heathgates
Academy**

(Part of The Physis Group)

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1.

This policy is designed and written to be used in conjunction with other Physis policies, such as, but not only, those listed in the appendices at the end of this document; as such, all staff are responsible for ensuring they are fully conversant with all relevant company policies and procedures; failure to do so may lead to disciplinary proceedings and dismissal. It is the individual responsibility of every staff member to ensure they seek any clarification required in respect of this policy from their line manager, or the person named at the end of this document, should that be deemed necessary.

We are proud at Physis Heathgates Academy of the time and effort we invest in the pastoral care of our pupils. The size of classes, and indeed of the whole school, are factors that enable us to focus on individual needs. Our aim is to enable every pupil to realise his/her full potential, whether in the classroom or in any other aspect of school life. Our systems of rewards and policy of encouragement are all aimed at establishing a sense of worth and self-esteem. Equally, the standards of behaviour set foster a community spirit and a sense of good will towards other pupils.

As part of our attention to pupil behaviour, we feel that it is important that everyone involved in the school is aware of the school's particular policy towards bullying.

The Nature of Bullying

Regrettably, bullying type behaviour exists in all schools and indeed in many other walks of life including the workplace. This behaviour is however totally unacceptable. The manner in which such incidents are addressed and the measures taken to prevent bullying determine the success of a policy and these aspects are outlined in this document.

Bullying occurs when another person or persons subject a person to repeated aggressive acts over a period of time. Bullying can involve, but is not restricted to:

Physical or verbal attacks,
Name-calling,
Malicious gossip,
Malicious text messages/emails/comments on social websites (cyberbullying), photographs, comments on social websites,
Damaging, interfering with or stealing the property of the victim, coercing the victim into acts that they do not wish to do.

Bullying may involve reference to race, religion, gender, disability and sexual orientation. Possible signs of bullying can be, but are not restricted to:

Poor performance (relative)
Recurring illness / injuries
Frequent absence/lateness
Lowered self-esteem
Lack of confidence
Other signs of physical or emotional distress

Isolation

Damage to clothing

Where and when can bullying occurring?

Bullying can occur when supervising adults have a lower presence, or when supervising adults are not suitable vigilant in regards to the conversations and actions of their students. Some key times that are most often associated with bullying are points in the school day when the structure of school life is more reliant on students conduct than adult supervision, for example;

On the journey to and from school
At break times
In the corridors
At the beginning and end of lessons
In the changing rooms

Bullies come from all types of background and from all races and cultures. Many children unwittingly support bullies and unconsciously foster a sense of fear and intimidation by not opposing or reporting their actions. Bullying of any form is serious and can cause psychological damage that could even lead to suicidal tendencies.

Victims are rarely typecast and apparently innocent behaviours or words can often plays a part in how the bullying begins. Both bully and victim may share feelings of not being in control of their environment and bullying may be an attempt to cope with these feelings. The silence and secrecy created by such behaviour hinders any resolution of the situation. Carers and adults can be reluctant to accept that students who often appear present as displaying positive social behaviours can be involved in bullying and carers of victims are often not aware of the suffering being experienced; regrettably some people even view bullying as an inevitable part of growing up.

None of us are prepared to see any child robbed of the opportunity to enjoy a happy and well-balanced childhood. We are determined to eradicate bullying and are keen to outline our policy towards incidents of bullying and of our preventative measures.

All staff members of staff will be trained, and held responsible for identifying and dealing with instances of bullying behaviour using the process below. Records are kept of all such instances.

We seek to engender a community response amongst all carers, pupils and teaching staff through our policy and to create an environment in which bullying has no place and is regarded as anti- social. The philosophy behind the policy is based upon the victim, and that the victim's feelings and well-being are paramount; we consider that none of our pupils are incapable of understanding the distress caused once they are made aware of it, and equally that none of our pupils are incapable of kind and sympathetic behaviour.

We wish to foster good behaviour and we are unlikely to achieve this by increasing the anxiety and sense of alienation of the bully.

1. Our Approach to bullying behaviour

- i. To display and role model positive behaviours and modes of verbal interaction that set the tone for students to observe within our school, and to create an environment that encourages openness in regard to problems and difficulties.
- ii. To actively monitor the well-being and general approach of all of our students in order to identify early signs of bullying either from the perspective of the bully or the victim.
- iii. To provide specific one to one sessions in which students can privately disclose bullying behaviours to staff.
- iv. Work will be done in the Quantum Leap Programme and PSHE on the possible problems of anonymous disclosure in tackling specific issues.

2. Intervention guidelines

A student making a disclosure in respect of bullying is firstly to be praised for being open constructive in speaking out. Should the student disclose that they are a victim of bullying, the following steps need to be taken.

- I. To take an account from the victim, concentrating on the effects to the victim and to identify people involved. The particular circumstances are less significant;
- II. To encourage suggestions of ways in which the victim could be supported, to make him feel happier, and to assign responsibilities where appropriate;
- III. To meet with those identified, with or without the victim, which includes the bullies, onlookers and friends of the victim.
- IV. To explain the problem, the feeling experienced and the distress caused in a simple and clear way; it should be made clear that there is an expectation that bullying behaviour is not acceptable
- V. To pass responsibility for resolving the situation to all concerned – no blame is attached to any individual;
- VI. To meet after about a week with the victim and the group to measure progress;
- VII. To take appropriate further action if necessary – further cycle or interviews with pupils and the carers of those immediately concerned, i.e. victim and bully.

3 Responsibilities

Pupils.

Demonstrate an appreciation of what is meant by bullying; To Display disapproval of such behaviour, never condone it; Support sufferers. Report instances of bullying to your form teacher/Head of School or any teacher with whom you can communicate. Trust in staff & parents to help and support the victim and the bully.

All Staff

Demonstrate an awareness and working knowledge of the policy adopted and procedures to be followed. Ensure that personal conduct is positive and presents good role modelling of appropriate interactions with colleagues and students Develop ongoing effective communication across all areas of our service. Ensure that clearly defined 'ground rules' apply to your area of responsibility. Remain vigilant to the possibility of bullying in all areas of school life. Demonstrate sensitivity to the reasons for apparent emotional or physical distress.

Promote anti-bullying strategies.

Identify examples of bullying, take appropriate and immediate action; Arrest situation; See to the well-being of the victim; Report to relevant person/Head of School with names of witnesses, as soon as possible; in extreme cases remove bully/bullies immediately and bring to attention of Head of Centre.

Promote anti-bullying strategies through/in liaison with QLP Co-ordinator and PSHE teacher;

Teachers

Oversee implementation of policy.

Liaise with other staff & Head of School as appropriate.

Raising awareness through Assemblies and Tutor programme.

Therapy team

Implementation of the No Blame Approach policy;

Liaise with other staff & Head of School as appropriate;

Advise/involve Head of School as deemed appropriate; Produce final 'account' for files & Head of School;

Head Teacher

Oversee implementation of policy;

Training and support staff team including therapists;

Oversee parental/carers awareness/involvement;

Advise Management Committee as deemed appropriate;

Publicity/promotion of the Policy;

Contact with Social Services as appropriate; Maintain records and evaluate procedures

Record Keeping & Monitoring, Evaluation of preventative measures

The Head Teacher maintains records of instances of bullying and racial abuse– in respect of both victims and perpetrators

The Head Teacher organizes regular surveys of pupils and parents/carers in respect of the above behaviours to assess the effectiveness of procedures.

Compiled by: A. Plant – Jan 2017

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