

**MELIOR COMMUNITY ACADEMY**  
**Anti-Bullying Policy**  
**(Peer on Peer Abuse)**

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# **MELIOR COMMUNITY ACADEMY**

## **Anti Bullying Policy**

At Melior Community Academy we focus on developing the whole person, aiming to ensure that each student leaves here ready for the challenges of life at college, work, university and beyond and understanding their responsibilities towards others. We want our students to leave Melior Community Academy well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others.

This document encompasses the Ethos of the academy by empowering students to be Supportive in their community.

The “Group Support and Restorative Justice” approach underpins this document.  
(See Appendix A)

### **The Policy**

All cases of bullying are serious, whether physical or emotional/psychological.

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including Trust directors and representatives, teaching and non-teaching staff, students and parents should have an understanding of what bullying is and be familiar with the academy policy on bullying: therefore the aim of the policy is to help members of the academy community to deal with bullying when it, if and when it may occur and, even more importantly, to prevent it.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously. A safe and secure environment is essential for effective learning and every student has a right to a positive school experience.

### **What is Bullying?**

Bullying also a form of peer on peer abuse may be defined as any deliberately hurtful behaviour, usually **repeated over a period of time**, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Examples of unacceptable bullying behaviour include:

- Physical (including sexual) assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail (please refer to the Cyberbullying Policy)
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

## **The Effects of Bullying**

### **For Victims**

Bullying behaviour can be demeaning, frightening, emotionally and psychologically harming. A student being bullied may be unable to learn effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. It may also cause confusion leading to self blame and guilt. These may manifest themselves in poor concentration, declining academic performance, withdrawal, low self esteem, isolation, truancy, physical illness and even self harm.

Melior Community Academy has a pro-active policy which focuses on early intervention, referral system and support for identified students.

### **For the Bully**

Bullies can also suffer in the long term. If they are not helped they may persist with bullying in their adulthood. Tackling bullies simply with punitive measures can reinforce their behaviour/attitude "Nobody is born a bully". It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims. All students deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault and threatening behaviour. If the academy feels that a criminal offence may have been committed they may seek assistance from the police.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, 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 Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the academy feels that a criminal offence may have been committed they may seek assistance from the police.

Melior Community Academy aims to support students who exhibit bullying behaviour by addressing their behaviour. Sometimes Bullies do not know that they are bullies. A more consistent and effective approach through education and support is required. Above all, it is the constant reinforcement of positive behaviours which will enable students to realise how they can harm an individual but can also change and support one another from the opportunities that they will be given.

Students who over a period of time are not able to change their behaviour will follow the School Discipline system (Consequences). Students who assault individuals will be excluded as part of the School Discipline system (Consequences). It is an immediate fixed term or permanent exclusion.

### **What to look for:**

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 school.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with the policy.

## **How and when does Bullying happen?**

- Any time – but **over a period of time**
- Anywhere

Bullying can take the form of:

- name calling
- Emotional abuse
- making fun of others in a nasty way
- stealing or damaging other's belongings
- Intimidation, frightening or forcing others into doing things that they do not want to do
- hitting, punching etc. or threatening to do so
- ostracism
- racism - homophobia

## **What Melior Community Academy Seeks to do?**

To create a positive climate in which children care for each other and will, themselves, report incidents of bullying. All academy staff have a responsibility to provide a safe environment in which students can learn

### **Strategies to achieve this include:-**

- Early intervention by all staff as they go about their business in school.  
(See Appendix A WHOLE SCHOOL INVOLVEMENT)
- completion of "Help" cards by student self referral
- completion of "Help" cards by member of staff or Buddies who have been approached by a student requesting help
- early intervention by Form Tutors and Anti Bullying Co-ordinator on receiving "Help" card
- Peer Buddies – specially trained students linked to particular year groups
- parent partnership to support students
- awareness raising in Drama and Philosophy & Ethics lessons
- use of friendship groups
- use of mediation
- use of restorative justice
- use of outside agencies including the LEA Anti-Bullying Project
- monitoring of bullying incidents through referrals

Melior Community Academy will address the issue of bullying proactively:-

- in Assemblies
- in Life and tutor programmes
- having posters and leaflets displayed around school
- team of trained Peer Buddies identified by badge
- outside agency "performance" presentations specialising in Bullying
- early intervention on all reported cases
- de-escalation strategies for cases needing immediate action or because students have been put in "threatening" situations
- and the wider curriculum to raise awareness, with discussions of differences between people and the importance of avoiding prejudice

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in 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.

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.

Any incidents of cyber bullying will be dealt with in line with the academy anti-bullying policy and consequences system.

## **Homophobic Bullying**

Homophobic bullying is behaviour or language that makes a young person feel unwelcome or marginalised because of a perceived or actual sexual orientation. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Melior Community Academy is a fully inclusive academy and takes an active approach to tackling all forms of bullying including homophobic bullying.

Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, students may not want to tell anyone about it because of perceived judgements from others.

Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.
- 'Being outed' (the threat of being exposed to your friends and family by them being told that you are gay, lesbian or bisexual even if you are not)
- Indirect bullying / social exclusion (being ignored or left out)
- Sexual harassment (inappropriate sexual gestures)

Any incidents of homophobic bullying will be dealt with in line with the academy anti-bullying policy and consequences system, this will be 'swift, proportionate, discreet, influential and effective'.

Incidents of casual homophobic language will be appropriately challenged by staff, and it is made clear to all members of the school community that this language will not be tolerated.

## **Transphobic Bullying**

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

Transphobic bullying is not the same as homophobic bullying. Homophobic bullying targets someone's sexuality (whether they are, or are perceived to be gay, lesbian, bi-sexual or heterosexual), whereas transphobic bullying targets someone because of their gender identity (whether they identify as male, female or something different, regardless of the gender they were assigned at birth) or because they do not 'conform' to traditional gender stereotypes.

Any incidents of transphobic bullying will be dealt with in line with the academy anti-bullying policy and consequences system, this will be 'swift, proportionate, discreet, influential and effective'.

Incidents of casual derogatory or discriminatory language linked to gender will be appropriately challenged by staff, and it is made clear to all members of the school community that this language will not be tolerated.

### **Xenophobic or racially motivated bullying**

Melior Community Academy is situated in a largely white area and has a predominantly white British intake. It is precisely because many of our young people have had little contact with or experience of other cultures that ignorance, confusion and misinformation may result and opinions about other cultures become stereotyped.

The academy welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and other stakeholders associated with the school.

We will ensure that the academy nurtures an ethos and environment where all are valued and where views are taken into consideration. All associated with the academy are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

The academy is an anti-racist establishment and is committed to:

- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing academy policies address inappropriate behaviour around racism and other discriminatory practices;
- recording and reporting racist incidents

**'A racist incident is any incident which is perceived to be racist by the victim or any other person.'**

Any incidents of Xenophobic or racially motivated bullying will be dealt with in line with the academy anti-bullying policy and consequences system, this will be 'swift, proportionate, discreet, influential and effective'.

Incidents of casual xenophobic or racially derogatory language will be appropriately challenged by staff, and it is made clear to all members of the school community that this language will not be tolerated

### **Hate Crime**

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. There is no legal definition of hostility so we use the everyday understanding of the word which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment and dislike. These aspects of a person's identity are known as 'protected characteristics'. A

hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property, but the list is not exhaustive. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Our country thrives precisely because of the rich co-existence of people of different backgrounds, faiths and ethnicities. And that rich co-existence is something we must treasure and strive to protect.

In England and Wales the monitored strands of hate crime are:

- racially and religiously aggravated;
- homophobic, biphobic and transphobic; and
- disability hate crime

Targeting someone because of their protected characteristics is totally unacceptable. All behaviours will be robustly challenged and dealt with in relation to the academy behaviour policy

The police will be important partners where a crime might have been committed. Where a hate crime may have been committed, the starting principle is that **this must be referred on to the police.**

### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The academy will also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between 2 children of any age and any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children

Sexual violence and sexual harassment will not be tolerated or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; All behaviours will be robustly challenged and dealt with in relation to the academy behaviour policy, such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirt or where a child’s dignity is violated, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. This may include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; and sexual “jokes” or taunting. Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats. This is not an exhaustive list

Sexual violence and sexual harassment:

- Exist on a continuum and may overlap
- Can occur online and offline (both physical and verbal)

**Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;**

It's important that all victims are taken seriously and offered appropriate support. We recognise that Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that **this must be referred on to the police.**

*Please refer to: Sexual violence and sexual harassment between children in schools and colleges - Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018 DFE Guidance*

**Recording and Reporting Incidents:**

When investigating a reported incident staff should use the same protocol for any other academy incident

All information regarding racial incidents, is kept in a confidential centrally maintained file held by the Anti-Bullying Coordinator

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, or a hate crime has been committed the starting principle is that **this must be referred on to the police.**

**Investigating an incident**

- Record the incident on CPOMS in any instance where the victim or perpetrator is a student
- Alert the anti-bullying coordinator/SLT/Phase Leader who will speak to all parties involved. Who will...
  - support the victim and re-affirm to all parties the academy's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the academy community
  - support the alleged perpetrator (if a student or staff member) and re-affirm the academy's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the academy community.
- The anti-bullying coordinator will keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- The academy will evaluate sharing information with Police and will consider any curriculum implications, including the need for a special assembly or changes to the academy's behaviour code or other policies. The academy may also need to consider if there is a child protection or channel referral that needs to be passed on to outside agencies

## **ROLES AND RESPONSIBILITIES**

Appendix A	<u>Whole School</u> Involvement
Appendix B	Role of Teaching and Support Staff when approached by victim of bullying
Appendix C	Role of Form Tutor for victims in your class
Appendix D	Role of Form Tutor for bullies in your class
Appendix E	Role of Anti Bullying Co-ordinator
Appendix F	Role of Senior Anti Bullying Co-ordinator and Mediator
Appendix G	Role of Peer Mentor
Appendix H	Role of Assistant Principal: Deep Support
Appendix I	Role of Strategic Manager
Appendix J	Further Information and Contacts

PATHWAY OF HELP  
Appendix A

**WHOLE SCHOOL INVOLVEMENT STRATEGIES**

**STUDENT IS BULLIED**

**1. Self Referral**

Card picked up from Mrs Donnelly. Completed and handed back to Mrs Donnelly. Collected daily by Anti Bullying Coordinator with detail form attached.

**2.**

Student approaches member of staff/Buddy see Appendix B Staff/Buddy to complete "Red Help Card" with student. Passed to Mrs Donnelly to Anti Bullying Co-ordinator. Anti Bullying Co-ordinator to see Form Tutor **immediately.** See Appendix 'B'

**FORM TUTOR**      **APPENDIX C**

1. Discuss facts on Red Card
2. Fill in Form and keep until review is completed
3. Contact parents to explain student has requested help and what has been done initially
4. Suggest ways forward to student (see Appendix C)
5. Contact with student on daily basis
6. Short review time 2 weeks

**FORM TUTOR OF IDENTIFIED BULLY**  
(In liaison with Anti Bullying Co-ordinator) See Appendix D

Positive conversation with student requesting their ideas to help to change their behaviour

Anti Bullying Co-ordinator to oversee **(APPENDIX E)** Form Tutor involvement and their completion of Form. Anti Bullying Co-ordinator to ensure details are logged and Card/Form are filed

Passed on if further help needed

**ANTI BULLYING CO-ORDINATOR**  
**APPENDIX E**

- One per year group/Phase Leaders
- Liaise with Form Tutors
- Liaise with Assistant Principal : Deep Support
- Liaise with Senior Mediator
- Set up Friendship groups as appropriate
- Use Peer Mentors as appropriate
- Be eyes and ears for year group
- Keep simple records
- Update parents as appropriate
- Ensure information on Bullying incidents is logged with the Anti Bullying Co-ordinator

Assistant Principal Role **APPENDIX H**

Pathway of Help Cont'd



**APPENDIX F**

**Senior Anti Bullying Co-ordinator & Mediator**

- Decide if mediation is required
- Decide if mini restorative conference is required
- Decide if Full Restorative conference is required
- Conduct these sessions if put in place
- Liaise with Assistant Principal : Deep Support as appropriate
- Liaise with other Agencies if appropriate
- Inform parents as appropriate
- Keep records
- Liaise with Strategic Manager
- Liaise with Assistant Principal : Deep Support regarding noncompliance of student, contracts and assaults

Vice Principal Role  
**APPENDIX H**

**APPENDIX G**  
**Peer Buddies**

- Promote Anti Bullying in school and encourage positive relationships
- Apply for post
- Attend Training Sessions
- Wear Badge
- Work with designated student(s) or Form Group
- Attend Support Meetings
- Co-operate with Anti Bullying Co-ordinator and Form Tutor
- Complete 'help' cards as appropriate
- Complete records if appropriate
- Year 6 Transition

**APPENDIX I**

**Anti Bullying Co-ordinator**

- Oversee the School Anti-Bullying Strategy procedures
- Review and update Anti-Bullying Policy
- Liaise with Agencies specialising in Anti Bullying work
- Conduct Surveys & keep records as appropriate
- Liaise with LL's & Form Tutors to ensure Anti-Bullying work is embedded throughout school
- Set up and lead regular Anti Bullying Meetings
- Select and train Peer Buddies – skills for life
- Liaise with SLT
- Promotion of Positive Relationships in school

## Whole School Involvement

Look out for any behaviours identified in policy. Staff to encourage students to respect one another i.e. one another's feelings and their treatment of one another.

### Anti-Bullying Awareness (developing empathy)

Can we try extra hard to adopt a common concern approach when dealing with any unsociable incident which you may come across in your classrooms or on duty. We can change how students behave towards one another if we all approach incidents in the same way.

- It is important that all students realise that aggressive, violent or cruel behaviour is unacceptable. Please tell students this.
- Do not let the students defend their behaviour by using the words "I/We only" or "I/We just". Please ban "only" and "just" from their explanations. These students are trying to diminish the seriousness of what they have said or done.

For example:

"I only pushed her" (but she did push her)

"I only moved her chair" (but he did move the chair)

"I just hit him once" (but he did hit him)

"I was just teasing" (but he/she was teasing)

"We were only joking" (but they were making fun of)

"We were just playing a game" (but it wasn't a game to the victim)

- If you are faced with students saying  
"It was a joke" CHALLENGE THEM – Was everyone laughing?  
Did everyone find it funny? If it really was a joke everyone should be amused, so why is this person unhappy?
- "It was just a game" CHALLENGE THEM – Did everyone join in? Was anyone left out? Did they really want to be left out? Was every one happy to play? If it was really a game as alleged, then everyone should have been happy to play and those not playing would have chosen not to join in. Why is this person unhappy then?
- "It was an accident" CHALLENGE THEM – Has someone gone to fetch help? Has anyone apologised? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it's not happening, then it's not an "accident".
- If students are unkind, unpleasant to one another in your classes it is your responsibility to draw attention to the fact that it is inappropriate behaviour and will not be tolerated. Reprimand please ... if persistent Formal Warning as necessary  
Consequences or green sheet – fill in bullying section. Report to Phase Leader for year group.
- Please show clear verbal approval when you see/hear students:
  1. Showing kindness to others.
  2. Helping others
  3. Trying to resolve conflicts by listening to the other persons view and talking through the situation resulting in a way forward

Teaching Staff/Support Staff approached by Student needing help

- If this is an obvious one off incident deal with it as such, there and then. Do not red card one off incidents or general fall outs. Bullying happens over a period of time, is not just “fall outs.”
- If it is an ongoing problem with students who have suffered over time. Please complete a red card with the student.
- If relationship fall outs or occurrences of students being unkind or unpleasant to one another happens in your classroom – it is your responsibility to draw attention to the fact that it is not appropriate behaviour and it will not be tolerated. Reprimand then give Formal Warning if necessary. Formal Classroom Warning Sheet. Green Reports have Bullying Section on also –  
3 use as appropriate.

**We are trying to develop a ‘Whole School’ Positive Relationship Culture which is built around feelings and which will lead to empathy. If you are on Duty – please do not tolerate “verbal nastiness” between students. Please point out that it is not acceptable behaviour.**

If you are approached for help and, it is a long drawn out situation which is causing ‘grief’ and ‘worry’ please

- Take them somewhere quiet and private
- Complete the ‘help’ card with student
- Listen actively to what they tell you
- Take what they say seriously
- Complete the reverse of the card with as much detail as you can. If bullying, please ask “how long has it been going on?” – remember it must be going on over a period of time.
- Take card straight to Mrs Donnelly
- Look after them if upset or frightened
  - make them feel safe
  - make them smile if you can
  - tell them we will help

**Form Tutor involvement with Anti Bullying Co-ordinator Overseeing**

**Step 1**

On receiving a red 'help' card from an Anti Bullying Co-ordinator please act immediately. We are trying to provide a fast initial response.

**Step 2**

Either yourself or the 'Buddy' assigned to your class must complete the Information/record sheet attached to the card. Do this in a private setting.

NB. Buddy cannot fill in the strategy section Form Tutor must do this – use the Stay Safe, Think Safe, Act Safe Code displayed in classroom.

**Step 3**

- a) When the Information/record sheet has been completed please put into pigeon hole of Anti Bullying Co-ordinator Mrs Donnelly.
- b) Contact parents by phone to let them know of the situation.

**Step 4**

During the next two weeks the Anti Bullying Co-ordinator or one of her team of Peer Buddies will visit your tutorial to monitor and assess the progress of the situation with the student. The Anti Bullying Co-ordinator will liaise with the Form Tutor of any identified bullies.

**Step 5**

After two weeks the situation will be reviewed. If no progress/still concerns the Anti Bullying Co-ordinator will put in other strategies.

**Stay Safe, Think Safe Act Safe Strategies**

**Strategies**

**Stay Safe**

- move away from danger
- avoid areas of school that are out of sight of others
- avoid areas that are not supervised by adults
- stay with your friends
- go into the canteen at break even if not buying anything. It is supervised
- stay in main building at lunch
- say 'No' firmly (practice in a mirror)
- ignore and walk away from those who call you names
- try not to cry in front of those who are causing problems even if you hurt inside – be brave
- stay out of arguments
- stay out of gossiping
- stay out of fighting
- E-Safety on laptops and mobile devices

**Appendix C Cont'd**

**Think Safe**

- tell yourself that you have a right to be safe in school

- plan ahead to handle problems  
     What if happens . . . . .  
     I will do. . . . .
- remind yourself how good you felt when you handled a problem with other children successfully
- remember times when you felt really proud of yourself
- think how good you feel when you are happy and say to yourself I can take care of this problem

**Act Safe**

- if you have a problem talk to someone who can help you  
     . . . a friend  
     . . . a peer mentor  
     . . . a member of staff
- if you cannot deal with a problem talk to  
     . . . a peer mentor  
     . . . a member of staff
- try different ways to help yourself
- keep asking for advice/help

Anti Bullying Strategy

FORM TUTOR REPORT FORM

Red Card

Red Card was completed by member of staff  or by self referral  by a peer mentor

Date Red Card Received by Anti Bullying Co-ordinator

Students feelings (please circle their feeling level) on initial meeting

1	2	3	4	5	6	7	8	9	10
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← Very sad, not coping Very happy, coping well →

Name of Victim FORM

Name of person's causing problem

\_\_\_\_\_  
 \_\_\_\_\_ Form  
 \_\_\_\_\_ Form  
 \_\_\_\_\_ Form  
 \_\_\_\_\_ Form

Concern Please (√) relevant information

Has been called names over a period of time   
 Has been made fun of over a period of time   
 Has been ostracized over a period of time   
 Has had items stolen over a period of time   
 Has been threatened over a period of time   
 Has been punched/hit/kicked over a period of time

Other

Please specify

Where it is happening Please (√) as appropriate

Classroom(s)   
 Corridor   
 Playground   
 Canteen   
 Field   
 To/From School   
 Toilets   
 Within the community/out of school

Classroom Numbers

**When it is happening** Please (✓) as appropriate

Before/After School	<input type="checkbox"/>
AM Registration	<input type="checkbox"/>
Break	<input type="checkbox"/>
Lunch	<input type="checkbox"/>
In Class Time	<input type="checkbox"/>
Change of Lessons	<input type="checkbox"/>
Evenings	<input type="checkbox"/>
Week ends	<input type="checkbox"/>

Suggested Strategies: given by Form Tutor as appropriate taken from list provided  
(The Stay Safe, Think Safe, Act Safe list)

Contact with parents   
Contact with another Form Tutor

Who?

Why?

**Scale of how a student is feeling**

1	2	3	4	5	6	7	8	9	10
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**Anti Bullying Co-ordinator Review**

<b>FRIENDSHIP GROUP</b>	<input type="checkbox"/>	<b>PEER MENTOR</b>	<input type="checkbox"/>
<b>SITUATION RESOLVED</b>	<input type="checkbox"/>	<b>FURTHER ASSISTANCE NEEDED</b>	<input type="checkbox"/>
<b>MEDIATION</b>	<input type="checkbox"/>	<b>MINI CONFERENCE</b>	<input type="checkbox"/>
<b>FULL CONFERENCE</b>	<input type="checkbox"/>	<b>INTERNAL EXCLUSION (C5)</b>	<input type="checkbox"/>
<b>NO FURTHER ACTION</b>	<input type="checkbox"/>	<b>FIXED TERM EXCLUSION (C6)</b>	<input type="checkbox"/>

**Form Tutor of identified bullies**

If Anti Bullying Co-ordinator approaches Form Tutor who has a victim in their form please do the following.

- \* Speak to the student a.s.a.p. **do not** give victim's name.
- \* Explain that you have become aware that they have displayed some **inappropriate** behaviour towards another student making them feel very unhappy, sad, frightened.

Ban the words "I only" ..... "I just did this" .....

Ask if they 'know' what you are talking about.  
(...give them clues but not names if needed)

Explain how everyone in school has a right to be safe and to be happy, and that everyone is different with different feelings and personalities. You might think it 'fun' and do not mean any harm but the other person may not realise you are having a bit of fun and your behaviour causes upset. Unit referrals for inappropriate behaviour towards other students can be given out if this type of behaviour happens in class.

Ask if they have any suggestions on how they could alter a similar situation in the future i.e. what ideas they have to change.

If they come up with something appropriate say "thank you for that I think that is a very good idea" and "do you think you can do that in the future".

If they do not come up with an idea perhaps you could suggest one.

**Finally** if they come up with strategies

Praise them for being thoughtful towards others and reinforce that in future they should try to do as they have suggested so the school becomes a happier and nicer place to be in for everyone.

Remember we are trying to build positive relationships in school.

Anti Bullying Co-ordinator will monitor the situation and report back to Form Tutor.

You may receive green report sheets identifying problems - Alert Anti Bullying Co-ordinator (Mrs Donnelly) if this is the case.

**Anti Bullying Co-ordinator**

- \* The Anti Bullying Co-ordinator Mrs Donnelly is supported by a team of Phase Leaders
- \* The Anti Bullying Co-ordinator Mrs Donnelly will have identified students to work with whom they will see regularly (place and time for them to arrange).
- \* The Anti Bullying Co-ordinator Mrs Donnelly to meet regularly with Friendship Groups as appropriate.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will have input into mediations, mini restorative and full restorative conferences
- \* The Anti Bullying Co-ordinator Mrs Donnelly will be 'alerted' to be the ears, eyes etc., when a red card is received from student in their Yr Group.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will be pro-active with their Form Tutors
- \* The Anti Bullying Co-ordinator Mrs Donnelly to liaise with the SLT as appropriate
- \* The Anti Bullying Co-ordinator Mrs Donnelly will liaise with the Senior Mediator as appropriate.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will go into identified Assemblies and have a high profile with their designated Year Group.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will have a team of Peer Mentors to assist with forms, Form Tutors or individual students as appropriate.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will keep simple records to monitor progress.
- \* The Anti Bullying Co-ordinator Mrs Donnelly will update parents regularly or as need arises.
- \* Parents will be notified by telephone and/or letter
  - If a mediation is to be held or has taken place
  - When pledges are made (copy sent home)
  - When a mini restorative conference takes place
  - When a full restorative conference is to be implemented

Anti Bullying Co-ordinator Action Plan

<b><u>Name of Student:</u></b>	<b><u>Meeting No:</u></b>
<b><u>Year:</u></b>	<b><u>Date:</u></b>

<b><u>Names of Peer Mentors:</u></b>

**Student's feelings at begging of meeting**

1	2	3	4	5	6	7	8	9	10
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<b><u>Concerns of the student</u></b>
<b><u>Student's choices – ideas explored</u></b>
<b><u>Action plan – decided by the student</u></b>
<b><u>Step 1</u></b>
<b><u>Step 2</u></b>
<b><u>Step 3</u></b>
<b><u>Additional Comments</u></b>

**Student's feelings at end of meeting**

1	2	3	4	5	6	7	8	9	10
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More help required?	YES	NO
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Date of next meeting:	Where:
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Signed: \_\_\_\_\_ (Peer Mentors)



## **The Support Group Approach – Basic Technique for Anti Bullying Co-ordinator Friendship Groups**

### **Step One – Interview with the victim**

When you find out that bullying has happened start by talking to the victim about his/her feelings. Do not question the victim about the incidents but we do need to know who was involved.

### **Step Two – Convene a meeting with the people involved**

Arrange to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

### **Step Three – Explain the problem**

Tell them about the way the victim is feeling (and might use a poem, piece of writing or a drawing to emphasise the distress). At no time discuss the details of the incidents or allocate blame to the group.

### **Step Four – Share responsibility**

Do not attribute blame but state that the group are responsible and can do something about it.

### **Step Five – Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Give some positive responses but do not go on to extract a promise of improved behaviour.

### **Step Six – Leave it up to them**

End the meeting by passing over the responsibility to the group to solve the problem, and arranges to meet with them again to see how things are going.

### **Step Seven – Meet them again**

About a week later meet to discuss with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

### **Step Eight – Meet them again**

About a week later to discuss how things are going.

Further meetings as appropriate.

**Anti-Bullying Mediator**

\* Is connected to all year groups

Y7	Y8	Y9	Y10	Y11
Mrs C Donnelly*	Mrs J Haynes	Mrs R Parker	Mrs S Chadwick	Mrs J Hurley

\* The Anti Bullying Co-ordinator

\* Work with identified students on a regular basis

\* To liaise with all year groups as appropriate

\* To liaise with SLT/Anti bullying Coordinator as appropriate

\* To contact parents as appropriate

\* To implement and manage mediations as appropriate

\* To implement and manage mini restorative conferences as appropriate

\* To implement and manage full restorative justice conferences as appropriate

\* Liaise with other agencies as appropriate

\* Keep simple records

\* Liaise with SLT/ Anti bullying Coordinator regarding non-compliance of student regarding pledges, contracts and assaults

## **Appendix G**

### **Peer Mentors** (Role of)

Peer Mentors will:

- \* Submit an application form
- \* Attend an interview
- \* Attend training
- \* Wear a badge
- \* Work with an identified student who has been bullied and who has been allocated to them by the Anti Bullying Strategy Manager
- \* Meet with allocated student as discussed with Anti Bullying Co-ordinator
- \* Complete a simple record of the meeting and take to Anti Bullying Co-ordinator Mrs Donnelly
- \* Attend regular Buddy support meetings
- \* Work with and support students in their allocated Yr7 Forms
- \* Be on 'alert' for bullying problems and report to Anti Bullying Co-ordinator for that Yr Group
- \* Complete red "help" card if approached by student
- \* Go out into Primary Feeder Schools as appropriate in the summer term to meet Yr6
- \* Assist at school functions as necessary ("eyes and ears") – alert to problems
- \* Assist in Inter Form Activities ("eyes and ears") – alert to problems
- \* Assist in locations at break/lunch as requested

Peer Mentor Action Plan

<b><u>Name of Student:</u></b>	<b><u>Meeting No:</u></b>
<b><u>Year:</u></b>	<b><u>Date:</u></b>

<b><u>Names of Peer Mentors:</u></b>

**Student's feelings at begging of meeting**

1	2	3	4	5	6	7	8	9	10
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<b><u>Concerns of the student</u></b>
<b><u>Student's choices – ideas explored</u></b>
<b><u>Action plan – decided by the student</u></b>
<b><u>Step 1</u></b>
<b><u>Step 2</u></b>
<b><u>Step 3</u></b>
<b><u>Additional Comments</u></b>

**Student's feelings at end of meeting**

1	2	3	4	5	6	7	8	9	10
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More help required?	YES	NO
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Date of next meeting:	Where:
-----------------------	--------

Signed: \_\_\_\_\_ (Peer Mentors)

## Appendix H

### Role of SLT

- Liaise with Anti Bullying Coordinator re students of concern and to ensure policy is running
- Attend Mediation, Mini Restorative Justice Conferences or full Restorative Justice Conferences as appropriate
- Support strategy for Form Tutor if green reports indicate Bullying/Victims incidents.
- Support strategy with regards to placing identified students in consequences for persistent offence of “threatening or intimidating other students”
- Place students in consequences or exclude students for breaking pledges made in mediations
- Exclude students for “assaulting” another student
- Any Racist/Diversity/Xenophobic based bullying will be logged with Mrs Donnelly ASAP and appropriate consequences put in place

**Anti-Bullying Coordinator**

- Oversee the school Anti-Bullying Strategy procedures
- Review and update the Anti-Bullying Policy
- Liaise with Agencies specialising in Anti Bullying work
- Conduct surveys and keep records
- Liaise with Form Tutors and LL's to ensure Anti Bullying work is embedded throughout the school
- Set up and lead regular Anti Bullying Co-ordinator Meetings
- Select and train Peer Mentors – skills for life
- Set up regular support meetings for Peer Mentors
- To liaise with SLT as appropriate
- Promotion of Positive Relationships in School
- Work with identified students on a regular basis
- To liaise with all year groups as appropriate
- To contact parents as appropriate
- To implement and manage mediations as appropriate
- To implement and manage mini restorative conferences as appropriate
- To implement and manage full restorative justice conferences as appropriate
- Liaise with other agencies as appropriate
- Keep simple records
- Liaise with SLT regarding non-compliance of student regarding pledges, contracts and assaults

**Further Information**

1. Academy Website.
2. Help leaflets from “Kidscape” can be handed out to parents/victims/bullies. (copies with A-B Coordinator).
3. Use following telephone numbers:-

**The Education Welfare Service**

Telephone: (01724) 297139

**The Youth Service**

Telephone: (01724) 297214

**Childline**

Telephone: 0800 1111 (for children only)

**Parent Line Plus**

Telephone: 0808 8000 2222

<http://www.childrenscommissioner.gov.uk/> - We work with and on behalf of all children in England to dramatically improve their lives. Telephone: 020 7783 8330