KING JAMES I ACADEMY

Anti-Bullying Policy

Date adopted by Governors: September 2016

Date of Next Review: September 2017

Anti-Bullying Policy

1. Statement of Purpose

1.1 King James I Academy is a strong, positive and friendly Academy. We are fully committed to equal opportunities and believe that every member of the Academy community has the right to realise their potential in a safe, happy and productive working environment. No member of our community should be made to feel unhappy or unsafe. Everyone has the right to expect support and action when their happiness and safety are threatened. Bullying is a behaviour that causes distress.

2. Definition of Bullying Behaviour

2.1 Bullying is an issue for all members of the Academy community and may be:
- Physical: pushing, hitting, kicking, stealing, threatening gestures;
- Verbal: name-calling, teasing, taunting, intimidating, humiliating, spreading malicious gossip, sexual harassment, racial abuse, homophobic abuse;
- Written: cyber-bullying, text and e-mail messages, notes;
- Silent: exclusion from group activities, rude gestures.

Bullying behaviours are usually defined as those which occur consistently over a period of time. We work closely with all of our stakeholders to ensure that all issues are effectively and accurately diagnosed.

3. Recognising Bullying

- All members of the Academy community are expected to be vigilant and alert to cases of bullying. Students may confide in teachers, support staff, parents or fellow students;
- Bullying issues are to be reported directly to the relevant Key Stage Support worker (by staff and students). Once reported, bullying issues are investigated thoroughly and accurate records of bullying issues are made using SIMS and the PAP system;
- Bullying issues recorded on SIMS by staff are reviewed weekly to ensure that accurate records are kept.

4. Our Strategy

- Bullying behaviour or threats are taken seriously at King James I Academy and incidents are investigated promptly;
- Bullying is seen as a behavioural issue and should be dealt with primarily through the normal Behaviour Policy within the Academy;
- Incidents are recorded and monitored;
- In all cases parents / carers are informed and may be asked to discuss the problem;
- Counselling is a very important part of the procedure, both for the victim and for the bully. This may take the form of informal sessions with our Student Welfare Workers, Form Tutors, Academy Counsellor, Behaviour Support Worker and / or other members of staff;
- Students in Year 7 & 8 may also choose to speak with a Peer Mentor. The Peer Mentors are students who receive extensive training and on-going supervision. We believe that peer counselling enhances the understanding of the destructive

effects of bullying within the Academy community and enables more students to openly discuss issues of concern;

- We have an anti-bullying display which promotes the work of anti-bullying staff and students and raises awareness of the strategies which are in place;
- We have an established Self-Referral system for students which allows them to access confidential support.
- Members of the Academy community, including Peer Mentors, Governors and teachers are members of an Anti-Bullying Steering Group which meet on a termly basis to consider the issues associated with, and strategies to deal with bullying;
- Members of Steering Group share best practice with colleagues and employ strategies within King James which support its development and improvement;

- Surveys are undertaken to establish students' perception of bullying within the Academy. These surveys are conducted with parents / carers (Ofsted-style questionnaire) and students on a regular basis. Their findings inform the work of the Steering Group;
- Peer Mentors are given Lunchtime Passes which enable them to offer support during all lunchtimes. Peer Mentors are provided with restorative approaches accredited training;
- The Academy has Anti Bullying Service Accreditation – BIG Award (Bullying Intervention Group)

5. How do we raise awareness of Bullying and our Policy?

- "Anti-bullying" strategies contribute to the ethos of the Academy and are a key focus for all staff;
- Teachers support a whole-Academy policy through their care, vigilance and professional skills. CPD is used to enhance still further staff skills in dealing with a range of pastoral issues;
- Parents are assured that, with their help and support, all issues will be dealt with as conscientiously and effectively as possible;
- The Academy encourages discussion about relationships, respect for others, and bullying as an anti-social behaviour; both through its PSHCE Programme and also its strong focus upon student support;
- Students are made aware of their rights and responsibilities through PSHCE sessions, assemblies, other areas of the curriculum and various Anti Bullying activities, including the promotion of awareness through Anti-Bullying week;
- Peer Mentors are identified by lapel badges and circulate around Academy at times of social interaction.
- Cross-curricular - subject teachers are encouraged to include bullying issues in their scheme of work.