




Trafford Alternative Education Provision

Engage Motivate Inspire

Pupil Anti-Bullying Policy

2020

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Person Responsible:	Lynda Thompson Executive Headteacher
Approved By:	Lynda Thompson Executive Headteacher
For Action By	Senior Leadership Team and all staff
For Information to:	All staff
General Data Protection Regulations (GDPR)	This policy document has been reviewed in compliance with GDPR (May 2018) Lynda H Thompson, Executive Headteacher 

Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

1. Statement of Intent

We are committed to providing a nurturing, welcoming and safe environment for all of our pupils so they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable at Trafford Alternative Education Provision. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff

2. Introduction

It is a government requirement that all schools have an anti-bullying policy.

We define bullying as actions that are meant to be hurtful and which happen on a regular basis and persist over time. They might include the following forms:

- physical
- direct verbal (including cyber bullying)
- relational
- social exclusion

Types of bullying may include:

- racial
- religious
- cultural
- SEND
- appearance or health conditions
- related to home circumstances
- sexual orientation
- sexist

Bullying could be perpetrated by an adult or a child and, equally, a victim of bullying could be an adult or a child.

Our anti-bullying policy along with our other policies e.g. Safeguarding, Behaviour for Learning, is framed by our values and ethos; a core element of which is to keep children safe.

3. Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a service ethos in which bullying is regarded as unacceptable.

We aim, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

At THS the children have been excluded or at risk of exclusion from the mainstream of society due to their behaviour. It is our role to champion their right to inclusion.

This policy aims to produce a consistent service response to any bullying incidents that may occur.

We aim to make all those connected with the Trafford Alternative Education Provision aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our classrooms.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves

Children with SEN or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all

4. The Role of the Management Committee

The Management Committee is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Management Committee will:

- support the Executive Headteacher and the staff in the implementation of this policy
- be fully informed on matters concerning anti-bullying
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- appoint a member of the Management Committee to have a specific responsibility for bullying

5. The Role of the Executive Headteacher

The Executive Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Action 2006 for:

- “determining measures on the behaviour and discipline that form the school’s behaviour policy---“
- “encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”

It is a statutory responsibility for schools to record all bullying incidents.

The Executive Headteacher will ensure that:

- bullying behaviour is addressed in the Behaviour For Learning Policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour

- the Management Committee is regularly provided with information regarding issues concerning behaviour management including bullying
- The Deputy Executive Headteacher TMES and Deputy Executive Headteacher TMES are responsible for the monitoring of the policy and anti-bullying strategies.

6. The Role of the teacher and support staff

All staff at Trafford Alternative Education Provision take all forms of bullying seriously, and seek to prevent it from taking place.

If a child complains of being bullied or if a member of staff is concerned that bullying is taking place, and then the parents/carers of the victim and the perpetrator will be informed.

If staff witnesses an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied.

Any incidents of bullying are recorded on an incident sheet . A copy is placed in the file of the victim and also of the perpetrator. This allows monitoring of patterns or trends.

In the first instance our school behaviour policy and graded sanctions might be employed. It is essential that responses to bullying are differentiated according to the form and severity of the bullying.

When any bullying has taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is involved in bullying repeatedly, we then invite the child's Parents/carers in to discuss the situation. In more extreme cases, where assaults have been committed, a police officer will be involved. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

A variety of strategies are available to help both the victim and the perpetrator including:

- Restorative Justice
- Positive debrief
- Involvement of external agencies, e.g. Social Care

Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Assembly is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The national Anti-Bullying week is always followed in the unit to ensure the children receive the same opportunities as children in mainstream schools.

Information regarding bullying is discussed at daily staff debrief during which appropriate strategies and approaches will be formulated. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures with regard to behaviour management.

7. The Role of parent/carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- keep informed about and fully involved in any aspect of their child's behaviour
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent/carer has concerns relating to bullying they should contact the school and speak to the Head Teacher or a senior member of staff.

8. The Role of pupils

Without the support of our pupils we will not be able to prevent bullying.

That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils

- will support the Executive Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

9. Monitoring and review

- This policy is monitored on a day-to-day basis by the Senior Leadership Team (SLT), who report on the effectiveness of the policy.
- The overall effectiveness of this policy will be subject to consideration in daily staff debrief, staff meetings, SLT meetings, management committee meetings, assemblies and class discussions.
- Records of bullying incidents are kept by the Deputy Heads THS and TMES who will record and evaluate incidents and monitor patterns and trends. Statistics about racist bullying are reported to the Management Committee.

This policy will be reviewed every two years or earlier if necessary.

10. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk



Trafford Alternative Education Provision

Bullying Incident Report Form

Location/event:	
Date of incident:	
Time of incident:	

1. Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions /kit taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

2. Names of individuals involved:			
Name	Gender	Age	Role*

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

3. Where did bullying behaviour occur?	
Hall	
Class room	
Toilet	
Other (specify)	

4. Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

5. Brief summary of the behaviour:

6. Action taken:

- Please describe overall action taken including any sanctions, exclusions, parental involvement, or involvement with external agencies and details if the incident was referred on.
- You also need to include actions for all individuals identified in Section 2:

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7. Form completed by:

Date: