	ANTI BULLYING POLICY		
	Status:		
	Version No: 2	Date adopted by full Governors:	
	Named staff Document Manager: S Garrad	Governors Sub Committee responsible: PDW	
	Review period: ANNUAL	Next review due by: October 2018	
	Publish on:	Staff Intranet	Yes
		Public facing Webpage	Yes
Issue at Induction		Yes	
Arnold Hill Academy			
<i>NB Uncontrolled when printed</i>			

Introduction

At Arnold Hill Academy we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including understanding the issues relating to bullying and having the confidence to seek support from school should they feel unsafe.

We would also want parents and carers to feel confident that their children are safe and cared for in school and incidents, when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with on-going input from all stakeholders including,

- Members of staff- though regular agenda items at staff meetings, consultation documents, etc.
- Governors - discussions at governors meetings, training,
- Children and young people - pupils contribute to the development of the policy through the school council,

This policy is available

- Online on the Arnold Hill Academy web-site www.arnoldhillacademy.co.uk
- From the school office
- A pupil friendly version will be on display around the school site.

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: - **S Garrad** supported by Pupil Support Unit staff and Heads of Year.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents through the Pupil Support Unit
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: Dee Wilson.

Definition of Bullying

'The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent and repetitive.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

All forms of bullying should be taken seriously and dealt with appropriately.

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its affects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying).

Head teachers have the legal power to make sure pupils behave outside of school...and have the power to discipline their students for any bullying incidents outside of school, **to such an extent that is reasonable.**"

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders) through the Senior Leadership Team and Pupil Support Unit staff.

Concerns can be reported to any member of staff, the Pupil Support Unit, Miss Garrad (Assistant Head Teacher) or Heads of Year verbally, in writing, or by use of the confidential 'All Together Box' outside PSU foyer. Pupils, staff and visitors are encouraged to report all suspected or alleged bullying.

Students reporting Bullying

Students can share that they are being bullied with any member of school staff from their classroom teacher to the admin staff.

Staff will on any report of bullying

- Reassure the child
- Listen to them share what has happened
- Listen to how they feel/are feeling
- Explain what will happen next
 - A Serious Incident will be logged on SIMS to ensure that the pastoral team can pick this up as soon as possible
 - The pastoral team will speak with the pupil and their parents
 - The pastoral team will begin an investigation

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The school will take the following steps, as appropriate:

Following up bullying incidents

- When a report is made
 - **On the day** – contact to the victim, their parents and the offender and their parents
 - **The day after** - contact to the victim, their parents and the offender and their parents
 - **A week after** - contact to the victim, their parents and the offender and their parents

- **Two weeks after** - contact to the victim, their parents and the offender and their parents
- **Three weeks after** - contact to the victim, their parents and the offender and their parents

This is to ensure that, where possible, there is no further repeat of the bullying. However if during this time frame/between calls – there are any incidents and concerns – please notify your child’s Head of Year.

Other follow ups may include

- **Informing parents**
- Interviewing all parties, maintaining the anonymity of victim or ‘whistle-blower’ when appropriate.
- Implement appropriate disciplinary sanctions in accordance with the school’s Managing Pupils Positively Policy. These are considered according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the schools actions.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, individual work with victim, perpetrator, and referral to outside agencies if appropriate.
- Liaising with the police and other agencies if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Using the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the Pupil Support Unit and staff who dealt with the incident. This information will be stored in the Pupil Support Unit. The information stored will be used to ensure individuals/ incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular School Watch Meetings and Head of Year meetings. This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

STRATEGIES FOR PREVENTING BULLYING

As part of our on going commitment to the safety and welfare of our pupils we at Arnold Hill Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involving parents at all stages of investigation and response.
- Celebrating good behaviour and achievements.
- Cross curriculum Bright Days – SEAL.
- Specific input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council.
- Peer mentoring scheme.
- Outside agencies when appropriate – Police Liaison Officer, Targeted Support Service.
- Support for parents/carers –signposting to other agencies.
- Parent information events/information e.g. Internet safety and Cyber-bullying.
- Support for all school staff.
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
- Acknowledging that bullying includes:
 - name calling.
 - taunting.
 - mocking.
 - making offensive comments.
 - physical assault.
 - taking or damaging belongings.
 - cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet.
 - producing offensive graffiti.
 - gossiping and spreading hurtful and untruthful rumours.
 - excluding people from groups.
 - Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture.
 - bullying related to appearance or health.
 - bullying of young carers or looked after children or otherwise related to home circumstances.
 - sexist or sexual bullying.

Links with other policies and why

Policy	Why
Managing Pupils Positively (Behaviour) Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Equalities policies	Hate crime(homophobia, race and disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies (2012)

Behaviour and Discipline in School- Guide for Head Teachers and School Staff (Feb 14)

Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies (Oct 2014)

Local

Nottinghamshire County Council Anti-bullying Policy (2011-15)

Anti-bullying Policy Development: Guidance for schools (Oct 2013).

Useful organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.



Our Anti-Bullying Policy

At Arnold Hill Academy we aim to provide a safe, caring and friendly climate for learning for everyone. We expect everyone at the school to act safely and feel safe in school. It is important to us that everyone understands issues relating to bullying and have the confidence to seek support from the school should they feel unsafe.

What is Bullying?

*‘The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

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Bullying can include:

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- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

What should you do if you are being bullied?

Our school has a clear system to report bullying this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Incidents should be reported to one of the below verbally or in writing:

- Any member of staff,
- Pupil Support Unit,
- Your Head of Year,
- Your Tutor,
- Miss Garrad (Assistant Head Teacher: Behaviour),
- or by use of the confidential ‘All Together Box’ located outside the PSU foyer.

All reported incidents will be taken seriously and investigated. The school will support you.

What should you do if you see bullying or you are being bullied?

Pupils should.....

Speak up – tell an adult (tutor/ teacher/ parent/ use the All Together box in the pastoral office)

Discuss it with your parents.

Keep a log or diary of comments and behaviours.

School will

Reassure you and inform your parents.

Investigate further and log the bullying.

Keep you updated on the investigation.



Everyone at Arnold Hill Academy will be given the chance to shine brightly



What should I do if my child is being bullied?

Parents should.....

Contact the school immediately through their child's tutor.

Discuss the bullying with their child.

Keep a log or diary of comments and behaviours with their child.

If you are unhappy with the action taken please see the academy complaints procedure

School will

Contact parents to find further details and explain the next course of action.

Investigate further through the tutor or the pastoral team.

Keep parents updated and log the bullying.



Everyone at Arnold Hill Academy will be given the chance to shine brightly



What should I do if bullying is reported to me?

You should.....

Listen, reassure and explain what you are going to do.

Take details of the bullying.

Pass the details on to the tutor and the pastoral team.

The pastoral team will....

Investigate the bullying.


Keep you updated.

Log the incident(s) on the bullying log




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 Arnold Hill Academy	Annual Anti Bullying Plan 2017-18	
	Year: 7	Responsible: HOY (Mr Kelly)
	'Be Inspired and Achieve Together'	
	Version Number:	1
	Review period:	Annually
	Next review due by:	July 2018
	Appendix to Managing Pupils Positively Policy:	Yes
	On School Website:	Yes

Half Term	Plans
1	<p>Wk1. Introduction week during guidance, students to understand the school policy on bullying.</p> <p>Wk2. 2 guidance sessions on Anti bullying.</p> <p>Wk3. 1hr External performance / assembly online bullying.</p> <p>Wk5. Guidance sessions Peer pressure / anti bullying</p> <p>Wk6. Guidance Sessions, Being Safe online.</p> <p>Wk7. Guidance session, Why is it important to raise awareness of bullying?</p>
2	<p>All Together Guidance – The world around us</p> <ul style="list-style-type: none"> • Extremism • Cyber bullying • Emotional • Prejudice • Verbal • Physical • Racist <p>Students to create anti-bullying display and to write an anti-bullying poem on hand for tutor displays.</p> <p>Anti-Bullying Week – November Assemblies on the theme all together all different Guidance to focus on inclusion of all</p>
3	<p>Living in the Wider World</p> <p>Holocaust Memorial Day: <i>Linked into prejudice, physical bullying etc.</i></p> <p>Tutor group discussion, (Year 13 students to attend guidance sessions to work on this with them).</p> <p>Tutor group to research and make exhibit for an exhibition on Holocaust Memorial Day.</p>
4	<p>All Together Guidance – Relationships – the different types and how they make us feel</p> <ul style="list-style-type: none"> • Emotional • Prejudice • Verbal • Physical • Racist
5	<p>All Together Guidance – Health and Well Being – Life Styles and Risk Taking</p> <ul style="list-style-type: none"> • Extremism • Prejudice • Physical • Racist
6	<p>All Together Guidance – Living in the Wider World</p> <ul style="list-style-type: none"> • Extremism • Cyber bullying • Emotional • Prejudice • Verbal • Physical • Racist

 Arnold Hill Academy	Annual Anti Bullying Plan 2017-18	
	Year: 8	Responsible: HOY Mr Massey
	'Be Inspired and Achieve Together'	
	Version Number:	1
	Review period:	Annually
	Next review due by:	July 2018
	Appendix to Managing Pupils Positively Policy:	Yes
	On School Website:	Yes


Half Term	Plans
1	<p>Power Point and activities to work through (All different/ all equal) – completed during week beginning 11th September</p> <p>Assembly by Lexie linked to cyber bullying – Friday 22nd September</p> <p>Assembly delivered by HoY linked to talking to each other – Tuesday 10th October</p> <p>A-block “Be Inspired Assemblies” – Linked to Black History Month.</p> <p>'All Together' Guidance Sessions linked to the topic of Relationships and having respect for each other. These are completed on a Wednesday and a Friday.</p>
2	<p>Assembly on Staying safe online – To be delivered 31st October 2017</p> <p>Anti-Bullying Week activities completed during week beginning 13th November. These will include: creating a comic strip and agony aunt activity)</p> <p>Topic to be addressed during year council meeting.</p> <p>Anti-bullying student voice</p> <p>'All Together' Guidance Sessions linked to the topic of Health and well-being – focusing on emotional health - feelings</p>
3	<p>Holocaust Memorial Day – Week beginning 15th January 2017, students to spend guidance researching and producing information posters on the Holocaust. Looking at persecution and how this damages the lives of people.</p> <p>'All Together' Guidance Sessions linked to the topic of living in the wider world – focusing on identities including those with disabilities, personal, how these are portrayed and influences and discriminated against</p>
4	<p>Revisit – All different, all equal power point (week beginning 26th February 2018) – Debate activity.</p> <p>'All Together' Guidance Sessions linked to the topic of Relationships and having respect for each other. These are completed on a Wednesday and a Friday.</p>
5	<p>Anti-bullying student voice</p> <p>'All Together' Guidance Sessions linked to the topic of Health and well-being – focusing on staying safe – online, in the community, words.</p>
6	<p>All Together' Guidance Sessions linked to the topic of living in the wider world – focusing on</p>

 Arnold Hill Academy	Annual Anti Bullying Plan 2017/18	
	Year:9	Responsible: HOY – Mr Burton
	'Be Inspired and Achieve Together'	
	Version Number:	1
	Review period:	Annually
	Next review due by:	July 2018
	Appendix to Managing Pupils Positively Policy:	Yes
	On School Website:	Yes

Half Term	Plans
1	<p>Introduction: Theme =Types of bullying. NEW ANTI BULLYING STUFF: Week 1: https://www.youtube.com/watch?v=locLkk3aYIk</p> <ol style="list-style-type: none"> 1) Show pupils the link. Get them to describe words that relate to the video when they watch it (write on post it notes if you want or ask for answers) 2) Get them then to describe what adversities they may have had to climb in their lives – try to link it then to bullying/being treated differently/looked at differently - those kind of issues. 3) Ranking Task: If someone had said something nasty about someone which one of the 4 people below are most important in changing what happens? Rank them in order and explain each one and why? 1=Friends of person 2=Friends of bully 3= Bully 4=Bystanders 5=Victim <div data-bbox="240 1039 1481 1469" data-label="Diagram"> </div> <p>Week 2: Create a Poem or Rap about bullying and in particular discrimination. Watch the videos and choose to write about either 'THIS GIRL CAN' or 'FIRST IMPRESSIONS'. https://www.youtube.com/watch?v=kCdrJS1ojD8 'THIS GIRL CAN' https://www.youtube.com/watch?v=ep-ieEG06qq 'FIRST IMPRESSIONS' Then perform to partner if you have a shy group OR to the class.</p> <p>Week 3: Wrinkled Wanda – Split the class in two - on chart paper, have the participants trace an outline of a full body person. Once the outline has been traced, one half will write unkind and disrespectful statements all over the outline. Identify the drawing as a girl named Wanda. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it. The other half will do the same but this time, write as many positive comments on the drawing as possible. Cut both drawings out (one wrinkles one not).</p> <p>Put up the wrinkled drawings. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied (even try to get the creases out!!!). Bullying comments can destroy a person's self image and often leads to a defeated body language in the victim and take years or may never become unwrinkled.</p> <p>Week 4: 'One Million Lovely letters' Jodie's story – watch the video below. http://www.bbc.co.uk/news/av/uk-england-birmingham-26361650/woman-s-million-letter-project-to-help-strangers Write a letter or a post it note to either: a) A person in another school suffering from bullying (keep best for notice board on bullying) OR</p>


	<p>b) A post it note to hide in a pupils pocket today (please check notes before they leave).</p> <p>Week 5: Mushy finds his voice! Watch the clip and discuss the following. https://www.youtube.com/watch?v=BdhhChNzAX4 Discuss the following:</p> <ol style="list-style-type: none"> What is the audience view at the start? What are their views and emotions at the end? Discuss the teacher's role in this? Has this changed your opinions on someone who has an adversity? How will you react next time you see someone struggling? <p>Week 6: Bruised apple experiment (optional). Take a look (you may need some apples!) Cut up and eat the rest as a class! Not the bruised ones! http://www.telegraph.co.uk/education/2016/06/23/teachers-powerful-lesson-on-the-effects-of-bullying--using-two-a/</p> <p>Week 6: If you are interested in watching the 10th anniversary dramatization called "murdered for being different" I watched it from iplayer it is 60mins long so will take 2-3 guidance sessions. Use the link below. I have checked the language and yes it is strong in places but the year group last year got a lot out of it apparently. Please let them know this first. Also you will need to SIGN IN to BBC iplayer. http://www.bbc.co.uk/iplayer/episode/p0559fd8/murdered-for-being-different# Sophie Lancaster Foundation website: http://www.sophielancasterfoundation.com/index.php</p>
2	<p>Theme: Relationships (Varieties of relationships) – NB: This will work on a circuit rotation so that each group can have a go a ball room dancing!!!! BB to cover Lauren Hays for the days that we do it.</p> <p>Wk1. What is a relationship? 9A&R Wk2. What makes a good relationship? 9N&O Wk3. Relationships – pressure, persuasion and coercion. 9L&D Wk4. Relationships – Being a gentleman / lady (Ball room dancing) 9H&L Wk5. Why it's important to treat people as they wish to be treated. 9C&M Wk6. Relationships Quiz</p> <p>Anti Bullying – How to treat each other in different settings, work on feelings, conflict resolution,</p>
3	<p>Theme: Health and wellbeing (My identity)</p> <p>Anti Bullying – How to treat each other in different settings, work on feelings, conflict resolution,</p> <p>Wk1. Notebook film - relate to the Notebook Wk2. Mental health – Chester Bennington video Wk3. Staying physically and mentally healthy – Dodgeball for the British Heart Foundation (pupils to have an inter-tutor competition in guidance and raise money for the British Heart Foundation) – (Organise a group to run jump rope for heart event!) Wk4. Dodgeball for the British Heart Foundation Wk5. Dodgeball for the British Heart Foundation Wk6. Dodgeball for the British Heart Foundation Wk7. Quiz or Dodgeball for the British Heart Foundation</p>
4	<p>Theme: Living in the wider World (The law, me and the community)</p> <p>Wk1. Rape – the law. https://youtu.be/dlNxGmZLDCM Russell Howard funny video. Wk2. Legal disputes - Video Judge Rinder – pupils to talk about issues raised Wk3. Racism in the 21st century Wk4. Prejudice - Gender stereotypes (decision task – do you think –A or B) Wk5. Cyber bullying Wk6. Summary Quiz</p>
5	<p>Theme: Health and Well-being – Drug education.</p> <p>Anti Bullying – Pressure from friends – emotional/physical/verbal bullying</p> <p>Wk1. What are drugs Wk2. Types of drugs Wk3. What are the repercussions of drugs Wk4. Drugs video Wk5. Drugs quiz Wk6: Drugs video</p>
6	<p>Living in the wider world (Employment and me)Get pupils to choose videos from the below list to watch and talk about in guidance. Each time they must talk about: Positives about the job? Negatives about the job? Qualities needed for the job?</p> <p>Anti Bullying – How to treat each other in different settings, work on feelings, conflict resolution,</p> <p>Careers in the Police – Rhod Gilberts work experience Careers in a Hospital – video on hospital (BBC 1 programme) Careers in Education – video educating Manchester Careers in the Army – video of bad lads army / Chef in the army video Careers in Business – The Apprentice Careers in the Fire Service – Rhod Gilbert work experience</p>

<p>Career as a builder – Rhod Gilbert work experience Career as a chef – masterchef Career as an Estate agent – Rhod Gilberts work experience Career as a Rugby Coach - Rhod Gilberts work experience Career as a Florist - Rhod Gilberts work experience Career as an RAF Pilot - Rhod Gilberts work experience</p>


 Arnold Hill Academy	Annual Anti Bullying Plan 2017/18	
	Year:10	Responsible: HOY Mr Watson
	'Be Inspired and Achieve Together'	
	Version Number:	1
	Review period:	Annually
	Next review due by:	July 2018
	Appendix to Managing Pupils Positively Policy:	Yes
	On School Website:	Yes

Half Term	Plans
1	<p>Why? - Safety of relationships is the theme for HT1 in guidance. Where? – Guidance. Who? – Tutors and mentors (if a student is part of the mentoring programme). What? – Recognise when a relationship is unhealthy or abusive and develop an awareness of exploitation, bullying and harassment within a relationship, including the challenges faced by online bullying and group settings.</p>
2	<p>Why? - Emotional and mental health is the theme for HT2 in guidance. Where? - Guidance. Who? - Tutors and mentors (if a student is part of the mentoring programme). What? – Recognise the causes and symptoms of mental health issues such as anxiety, stress and depression. This will include the idea that lots of small things can</p>

	cumulatively add up to cause these issues.
3	<p>Why? - The world of work is the theme for HT3 in guidance.</p> <p>Where? - Guidance.</p> <p>Who? - Tutors and mentors (if a student is part of the mentoring programme).</p> <p>What? – Develop an understanding that discrimination in the work place does exist and the importance of challenging it. Learn the rights of workers in society and the roles and responsibilities of individuals, employers and unions in protecting those rights.</p>
4	<p>Why? - Trauma and crises is the theme for HT4 in guidance.</p> <p>Where? - Guidance.</p> <p>Who? - Tutors and mentors (if a student is part of the mentoring programme).</p> <p>What? – Cover issues such as domestic abuse and bereavements and the impacts that these can have on people. Focus on the importance of spotting signs that somebody is suffering from these and how we can support.</p>
5	<p>Why? - Healthy lifestyles is the theme for HT5 in guidance.</p> <p>Where? - Guidance.</p> <p>Who? - Tutors and mentors (if a student is part of the mentoring programme).</p> <p>What? – Know where and how to obtain further information and support regarding STI's and focussing on how students can take more responsibility for monitoring their own health including testicular and breast examinations.</p>
6	<p>Why? - The world of work is the theme for HT6 in guidance.</p> <p>Where? - Guidance.</p> <p>Who? - Tutors and mentors (if a student is part of the mentoring programme).</p> <p>What? – Focuses on confidentiality in the work place and when this needs to be broken. Looks at the impact of disclosing incorrect information to colleagues about staff.</p>

 <p>Arnold Hill Academy</p>	Annual Anti Bullying Plan 2017/18	
	Year:11	Responsible: HOY Mr Smith
	'Be Inspired and Achieve Together'	
	Version Number:	1
	Review period:	Annually
	Next review due by:	July 2018
	Appendix to Managing Pupils Positively Policy:	Yes
	On School Website:	Yes

Half Term	Plans
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1	<p>Introduction: Theme =Types of bullying. Wk1.Verbal Wk2.Cyber Wk3.Racist Wk4.Prejudice Wk5.Physical Wk6.Emotional Wk7.Summary How to report & resolve. </p>
2	<p>Theme: What can these forms of bullying take? Wk1.Verbal Wk2.Cyber Wk3.Racist Wk4.Prejudice Wk5.Physical Wk6.Emotional Wk7.Summary How to report & resolve.</p>
3	<p>Theme: What can the effects of these types of bullying? Wk1.Verbal Wk2.Cyber Wk3.Racist Wk4.Prejudice Wk5.Physical Wk6.Emotional Wk7.Summary How to report & resolve.</p>
4	<p>Theme: What can the effects of these types of bullying? Wk1.Verbal Wk2.Cyber Wk3.Racist Wk4.Prejudice Wk5.Physical Wk6.Emotional Wk7.Summary How to report & resolve.</p>
5	<p>Year 11 will be studying for exams/in exams</p>
6	<p>Year 11 will be finishing exams/school</p>