



# Anti-bullying Policy

*Believe, Achieve, Celebrate*

Revised September 2021 by Michelle Woodhouse

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## 1 Introduction

1.1 Preventing and Tackling Bullying –DfE 2011 guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

1.2 Bullying can take many different forms:

- Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical Pushing, kicking, hitting, punching or any use of violence
- Racist Racial taunts, graffiti, gestures
- Sexual Unwanted physical contact or sexually abusive comments
- Sexist Sexual and transphobic bullying, including the use of transphobic language
- Homophobic Because of, or focussing on the issue of sexuality
- Verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities
- Disability/SEN Teasing, name calling relating to their disability or special educational need
- Faith or religion Name calling due to misinformation or negative perceptions of any religion or faith
- LGBTQ Name calling, Lack of knowledge and understanding of the LGBTQ community, derogative comments.

Bullying can occur between children or adults and can also occur between adults and children.

## 2 Aims and objectives

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

2.2 We aim, as an Academy, to produce a safe and secure environment where all can learn without anxiety.

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

2.4 We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Academy.

## 3 The role of Academy Councillors

- 3.1 The Academy Council supports the Principal in all attempts to eliminate bullying from our Academy. This policy statement makes it very clear that the Academy Council does not allow bullying to take place in our Academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The Trust monitors the incidents of bullying that occur and reviews the effectiveness of the Academy policy regularly. The Academy Councillors and the Trust require the Principal to keep accurate records of all incidents of bullying and to report to them and the Trust on request about the effectiveness of Academy anti-bullying strategies. Incidents of bullying are recorded on CPOMS from September 2021 to enable a 'whole picture' of the child to be established.
- 3.3 The Academy Council responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Academy Council notifies the Principal and asks him/her to investigate the case and to report back to a representative of the Academy Council.

#### **4 The role of the Principal**

- 4.1 It is the responsibility of the Principal to implement the Academy anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the Academy policy and know how to deal with incidents of bullying. The Principal reports to the Academy Council about the effectiveness of the anti-bullying policy on request.
- 4.2 The Principal and all the school staff ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy. The Principal and staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal and staff may decide to use an assembly as a forum in which to discuss with other children why this behaviour is wrong, and the impact and consequences that can occur as a result of the behaviour. The curriculum supports our ethos and actively teaches the children about healthy relationships and diversity, equality, respect and tolerance. We see the fostering of these characteristics and associated behaviours as being pivotal in creating a safe, open and responsive environment.
- 4.3 The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4 The Principal and staff and the children set the Academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming Academy, bullying is far less likely to be part of their behaviour. The children are taught to 'Speak Out to Stay Safe' and STOP – several times on purpose, start telling other people.

#### **5 The role of the teacher and support staff**

- 5.1 All the staff in our Academy take all forms of bullying seriously and seek to prevent it from taking place.
- 5.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the RB2L Officer/Principal. Teachers and support staff do all they can

to support the child who is being bullied. If a child is being bullied, then, after consultation with the Principal, the teacher informs the child's parents or carers.

- 5.3** All staff follow the behaviour policy when reporting an incident of bullying. All incidents are recoded on CPOMS.
- 5.4** When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. Time is spent talking to the perpetrator, explaining to them why their action was wrong and how they should change their behaviour in future. The victim is also given time to process their thoughts and emotions. Children are given the opportunity to take part in a restorative session to enable both victim and perpetrator to communicate and set boundaries. ELSA sessions may be offered to support children.
- If a child is repeatedly involved in bullying, we then invite the child's parents or carers into the Academy to discuss the situation. At this stage, a risk assessment will be made and the Academy will consider how we may be able to support the child/ren further. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Principal may contact external support agencies, such as Social Services and Health and Behaviour Support.
- 5.5** Victims of bullying will be further supported through check ins and 1:1 support with a staff member of their choice. Where appropriate, time will be spent during assembly and PSHE sessions addressing any relevant issues.
- 5.5** All members of staff routinely attend training, which equips them to identify bullying and to follow Academy policy and procedures with regard to behaviour management.
- 5.6** Teachers 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. Circle time through our PHSE curriculum is used to help create a positive atmosphere within the classroom. Route to Resilience reinforces the characteristics the Academy values and fosters. RSE focuses on Healthy Relationships and understanding and respecting our own and others' boundaries. External agencies support the curriculum offer through providing specific Healthy Relationships and Respect workshops. Children are taught who to approach if they feel unsafe, worried or concerned about someone's behaviour towards them.
- 5.7** The whole Academy community will use the acronym STOP (Several Times On Purpose) to ensure an understanding of the difference between a one-off incident and repeated incidents. To also encourage the acronym STOP (Start Telling Other People).

## **6 The role of parents**

- 6.1** Parents' first link for support is their child's class teacher. If they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying; they should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Phase leader/RB2L Officer, then the Principal. If they remain dissatisfied, they should follow the Academy's complaints procedure, as detailed in the Academy Prospectus.
- 6.2** Parents have a responsibility to support the Academy's anti-bullying policy and to actively encourage their child to be a positive member of the Academy.

## **7 The role of pupils**

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils may let people know they are being bullied in a variety of ways. They may tell a friend, their class teacher or another adult in Academy, or they may wish to report bullying by writing to the Principal or another member of staff.
- 7.3 Pupils are also encouraged to report any bullying they witness.
- 7.4 Pupils are encouraged to tell us their views about a range of Academy issues, including bullying.

## **8 Monitoring and review**

- 8.1 Behaviour is monitored on a day-to-day basis by our SLT and RB2L Officer. The Principal will report back to Academy Councillors on request about the effectiveness of the policy.
- 8.2 The Principal regularly looks at the number and nature of incident logs and amends policy and procedures as appropriate.
- 8.3 The anti-bullying policy is reviewed by the Academy Council, and they review its effectiveness at termly meetings. They do this by examining, with the Principal, the Academy's incident logs on CPOMS. Where incidents of bullying are recorded, and by discussion with the Principal Academy Councillors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 8.4 This policy will be reviewed every two years, or earlier if necessary.