




# Anti-bullying Policy



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<b>SIGNED:</b> 	<b>ROLE: CHAIR OF GOVERNORS</b>
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## **1. Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. Pupils and parents should be assured that known incidents of bullying will be responded to appropriately. 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* academy. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## **2. Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the academy policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises.
- All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our academy is a safe place for children and adults to be; whether the academy community is directly or indirectly affected by bullying or not.
- As an academy, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **3. What Is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time and on purpose. Bullying is the use of aggression with the intention of hurting another person either physically or emotionally. Bullying results in pain and distress to the victim.

- **Physical bullying:** physical bullying is intentionally causing pain or distress using physical actions. This can include hitting, kicking, punching or tripping up.
- **Emotional bullying:** emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things such as excluding, humiliating, or intimidation.
- **Cyber-bullying:** cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
- **Verbal:** verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things such as name-calling and teasing.

- Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

Bullying may be related to:

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- **Disabilist discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

Bullying can take place in the classroom, playground, toilets, on the journey to and from academy, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Bullying is not:

- Not liking someone – verbal and non-verbal messages of “I don’t like you” are not acts of bullying.
- Accidentally bumping into someone – When people bump into others, the reaction depends mostly on the bumped person’s mood. Accidents happen without any bad intention and it is important not to create a big conflict, because it was NOT an act of bullying.
- Arguments – ‘Falling out with your friend’ arguments are heated disagreements between two (or more) people (or groups). It is very important to distinguish between natural disagreements and bullying during an argument.

#### **4. Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As practitioners we have a responsibility to respond promptly and effectively to issues of bullying.

#### **5. Roles and Responsibilities**

##### **The Role of Governors**

The governing body supports the Principal and Leadership Team in all attempts to eliminate bullying from our academy. This policy statement makes it very clear that the governing body 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.

- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the academy policy regularly. The governors require the Head of Academy to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of academy anti-bullying strategies.
- The governing body responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### *The Role of the Principal*

It is the responsibility of the Principal to implement the academy anti-bullying strategy and to ensure that all staff are aware of the academy policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request, and recommends any changes that may be required.

- The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy.
- The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly time as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Principal ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- The Principal sets the academy climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.

### *The Role of all Staff*

Staff in our academy take all forms of bullying seriously, and intervene to prevent incidents from taking place. Staff will report all incidents of bullying to their line manager and written records of all incidents will be kept on file in academy.

- If staff witness an act of bullying, they do all that they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the Teacher informs the child's parents.
- Staff must be aware of changes to children's attitudes or demeanour in and around academy, this includes break and lunchtimes, these could be linked to bullying. Staff must respond correctly to these vulnerable children.
- Records of any incidents regarding bullying or racism are logged. If any adult witnesses an act of bullying, they should record on CPOMS (the online recording system).
- If, as a member of staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying.
- Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Staff attempt to support all children to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Staff dealing directly with parents in the 'first instance' must react appropriately and sensitively.

### The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the academy immediately to discuss the concern.

- Parents must remain calm and listen to their child.
- Parents must let their child know it is right to tell someone.
- They must believe their child but be open-minded in case there has been a misunderstanding.
- 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.

### The Role of Pupils

Pupils should always try their best to inform someone in the academy if they feel that they are being bullied. This can be done through:

- Informing an Anti-bullying Ambassador so they can pass on the worry on the pupil's behalf.
  - Informing an adult in the academy so that the issue can be resolved.
- Pupils should ensure that the adult is aware of all of the facts and be open to dialogue between both parties facilitated by an adult.

## 6. Signs and Symptoms

A child may indicate through signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from the academy
- changes their usual routine
- is unwilling to go to the academy (academy phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academy work
- comes home with clothes torn or damaged books
- has possessions which are damaged or 'go missing'
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong



- gives improbable excuses for any of the above
- is afraid to use the internet or their mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **7. Procedures**

1. All bullying incidents must be reported to staff.
2. The incidents must be recorded by staff on CPOMS so that all relevant staff can be alerted and actions documented.
3. Principal, Phase Leader and/or the Inclusion Manager will take appropriate action to stop the bullying.
4. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully/bullies change their behaviour through restorative work.

## **8. Outcomes**

1. The bully/bullies will be asked to genuinely apologise.
2. It will be the Principal's discretion what consequences may take place, this follows the academy's behaviour policy (see behaviour policy).
3. In serious cases, suspension or even exclusion will be considered.
4. If possible, the pupils will be reconciled.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **9. Prevention**

At Edlington Victoria Academy we are committed to preventing bullying and use our PSHE curriculum through a scheme called 'Jigsaw' to help our children understand what bullying is and how it can be prevented. The sessions run on a regular basis and are addressed in a variety of ways, these include:

- following the academy rules
- signing a class code for learning at the start of the year
- teaching pupils that everyone is different
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- Discussing scenarios and REAL photographs/images
- making up role-plays
- having discussions about bullying and why it matters



## **10 Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying through assemblies and the academy council.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in the academy.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the difficulties they have.

## **11 Liaising with parents and carers**

We will:

- Ensure that parents / carers know who to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the academy gates that give rise to bullying.

## **12 Links with other academy policies and practices**

This Policy links with a number of other academy policies, practices and action plans including:

- Complaints policy
- Behaviour Policy
- Internet Safety & acceptable Use Policy
- The teaching of Citizenship and PSHE Education
- Actions plans to prevent bullying
- The recording of racial incidents

### **13 Links with other Agencies**

The Academy Inclusion Team has established many links with other agencies to provide support for the needs of pupils.

These Include:

- Community Police
- Academy Nursing Service
- CAMHS

This allows the academy to identify needs of the pupils and attempt to respond to these. If in relation to the anti-bullying policy, the bullying may be a behaviour that is displayed but underlying issues is the main root cause of this behaviour so it is important for all staff working with pupils to understand these issues.

### **14 Sharing of Information**

The academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that they will in accordance with guidance on information sharing follow the correct procedures.

### **15 Equal Opportunities & Disability Discrimination**

All pupils will be treated equally and fairly within the academy. There will be no discrimination regardless of age, sex, race and gender. The academy will endeavour to make reasonable adjustments in relation to a pupil's disability however it will ensure that all pupils are treated fairly in line with this policy.

### **16 Monitoring & review, policy into practice**

We will review this policy every two years as well as if incidents occur that suggest the need for review. The academy uses the guidance by the DCSF and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

### **17 Responsibilities**

This policy only works if it ensures that the whole academy community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- Academy Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Principal, Senior Managers, Teaching and Support staff to be aware of this policy and implement it accordingly.
- The Principal to communicate the policy to the academy community.
- Pupils to abide by the policy.

The named contact for this policy is: Mrs E Clark