

# Academy Preventing Bullying policy

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This policy was adopted on 7 October 2022  
This policy is due for review in October 2023

## 1. Introduction

- 1.1 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.
- 1.2 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. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.
- 1.3 We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents, when they do arise, are dealt with promptly and well.
- 1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer 'significant harm' a bullying incident will be addressed as a child protection concern.

## 2. Aims and objectives

- 2.1 The aim of this policy is to provide a framework for:
  - Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
  - Identifying clear procedures for the reporting and investigation of incidents;
  - Ensuring consistent and appropriate sanctions are in place for those who bully;
  - Ensuring support mechanisms are in place for children who are bullied and for those who bully;
  - Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
  - Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.
- 2.2 By creating this framework our objective is to tackle and prevent bullying.

### 3. Definitions

- 3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.
- 3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.
- 3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.
- 3.4 Bullying involves dominance of one student by another, or a group of others; is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.
- 3.5 Bullying is therefore:
- Deliberately hurtful;
  - Repeated, often over a period of time;
  - Difficult for victims to defend themselves against.
- 3.6 It can take many forms but the main types are:
- Physical - hitting, kicking, and taking another's belongings;
  - Verbal - name calling, insulting, making offensive remarks;
  - Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
  - Cyber – name calling, insulting others, spreading rumours or images.
  - Psychological bullying - defined as any kind of intentional and purposeful mental abuse.
- 3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:
- Racial harassment and racist bullying;
  - Sexual and gender-based bullying;
  - The use of homophobic language including bi-phobic and transphobic references, including deadnaming;
  - Bullying of students who have special educational needs or disabilities.
- 3.8 Students may become involved in bullying because they:
- want to dominate others and improve their social status
  - have low self-esteem
  - have a lack of remorse or fail to recognise their behaviour as a problem
  - feel angry or frustrated
  - struggle socially
  - have been the victim of bullying themselves

## **4. Preventing bullying**

### **4.1 Strategies employed with our pupils**

1. The academy's root values underpins the behavior, attitudes and actions of all children at the academy
2. Our aim is to teach our children to know what bullying is, what to do about it and to know that it is wrong and unacceptable.
3. Through our PSHE lessons, the children are taught about good relationships and this includes being good friends.
4. Children are made aware of what bullying is, the impact and what to do if you are being bullied through whole school assemblies as well awareness days, e.g. Anti-Bullying Week, Friendship Days.
5. Circle time in class
6. Understanding our academy's rules and own class rules

#### **The key skills that we aim to teach to prevent bullying are:**

1. Empathy - what does it feel to be bullied or unhappy
2. Managing decisions and choices - I can make a good choice
3. Understanding the impact of your actions on others - how my negative actions impact on others
4. Taking responsibility for one's own behavior and decisions
5. Talking to an adult if a child feels bullied or has witnessed bullying
6. What makes good relationships and friends

#### **The outcome is for our children to be able to:**

1. Explain what it means to be unkind, to tease and what it means to bully.
2. Recognise the difference between teasing/unkindness and bullying.
3. Talk about feelings that people may have when they are being teased/bullied.
4. Understand that it is never acceptable to bully or behave hurtfully
5. Explain whom to go to, what to say/how to tell if they are being teased or bullied or witness bullying behaviour.
6. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents
7. Worry boxes are placed in classrooms so that children can raise any concerns they have with their class. These can be anonymous or named.

### **4.2 Cyberbullying**

When responding to cyberbullying concerns, the academy will:

1. Act as soon as an incident has been reported or identified.
2. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
3. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
4. Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the academy systems;
  - identifying and interviewing possible witnesses;
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
5. Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
6. Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
7. Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.

8. Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
9. Inform the police if a criminal offence has been committed.
10. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

#### **Cyberbullying can include:**

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

4.2.1 We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

#### **4.3 Strategies employed with our staff**

All staff are made aware of what bullying is - this includes all types of bullying. They are made aware of the school policies and what to do should they experience or encounter any incidents of children being subject to bullying in any form

#### **4.4 Strategies employed with our parents**

4.4.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the Academy/public bus
- change their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings

- truanting
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (money/lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying through information sent home via our newsletter and our website.

## **5. Reporting bullying incidents**

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

1. Speaking to their teacher/TA or any member of support staff.
2. Speaking to a parent/other adult who then may contact the school in any of the ways listed.
3. Talk to any of the Senior Leadership Team
4. Talk to Ms Smith, the Pupil Welfare Officer

## **6. Investigating bullying incidents**

**The Senior Leader will also:**

1. Talk to the relevant children and decide if it is bullying or unacceptable/poor behaviour choices
2. Reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
3. Ensure that when bullying occurs, we contact the parents of both pupils involved at an early stage. Parents will be informed of any action taken.
4. Keep records of incidents that we become aware of and how we responded to them (on CPOMS- under the category of 'Bullying')
5. Sanction for the child who bullied. Could be internal, or in a serious case it may be that fixed term exclusions would be used to allow time for the academy to put additional measures into place to prevent further occurrences.
6. SLT member observes children at break times
7. SLT member checks in with child at least weekly who scores (out of 10) how they are feeling
8. Follow up after incidents to check that the bullying has not started again.
9. Consider further preventative measures under our Academy's Behaviour Policy, which may include:
  - Coaching sessions to mediate further between pupils or with the individual – these may take place during playtimes, lunchtimes or after school
  - Affirm that it is right for pupils to let us know when they are being bullied
  - Advise pupils responsible for bullying that we will be checking to ensure that bullying stops; and
  - ensure that those involved know that we have done
  - Use of an alternative space for playtimes and lunchtimes to prevent any problems re-occurring
  - Records will be kept on pupil files on CPOMS

## **7. Responding to a bullying incident**

1. Where bullying does occur this will be followed, by an immediate and appropriate response, in line with our Behaviour Policy.
2. Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. Coaching will be completed with the perpetrator to enable them to understand the unmet need that leads to bullying behaviour and what they can do to address this need and prevent further incidents.

3. Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:
  - Speaking to their teacher/TA or any member of support staff.
  - Speaking to a parent/other adult who then may contact the school in any of the ways listed.
4. Pupils will be coached to reassure them that they do not deserve to be bullied and this is not their fault.
5. The Principal will be informed or in their absence the next Senior Leader in the Academy. This will be logged on CPOMS as a 'Bullying' Incident to enable the Principal and Safeguarding Team to track any ongoing incidents and will be discussed during safeguarding meetings.
6. Once the senior leader has investigated and all the procedures have been followed, and if bullying is a problem in the academy, the following will happen:
  - Is the same child doing it again? Meet with parents. Support for the child
  - Circle time in class by class teachers
  - Whole school assembly by Senior leaders

### **7.1 Supporting the pupil who has been bullied**

1. Reassure the child that the incident has been investigated and should not happen again
2. Inform the child that if it does occur again, he/she must report it again through the various channels known to the child
3. Inform the child that it is not their fault that this is happening
4. A senior leader checks in with the child regularly to allow him/her to rate their day or week
5. The Pupil Welfare Officer to offer opportunity for 'time to talk', or join a group depending on the incident
6. Think about friendship groups for the following year
7. SLT be in contact with parent to feedback on what is happening in school

### **7.2 Supporting the pupil using the bullying behavior**

1. The senior leader investigating the bullying to talk to the child about his/her behavior
2. The Pupil Welfare Officer to offer support through 1:1 coaching, story time, good friendship choices and/or include in a social group
3. Work with the family to reinforce good behavior choices

### **7.3 Sanctions**

1. Internal exclusion which involves missing play and lunch times
2. Fixed term exclusion for serious and ongoing incidents

## **8. Bullying outside of academy premises**

1. Academies and schools are not responsible for bullying that occurs off the premises, but we know that bullying can occur outside the Academy gates and on journeys to and from the Academy, or online through Cyber Bullying. The bullying may be done by pupils from our own Academy, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the Academy premises we will, as appropriate:
  - Talk to pupils about how to avoid or handle bullying outside of the Academy;
  - Talk to the Principal of the other school whose pupils are bullying;
  - Use community links to set up restorative meetings;
  - Talk to the Police and community team to gain external help and advice
2. Where cyber-bullying is evident, we would ask parents to monitor this and liaise effectively with the academy to tackle this via the above methods. We will remind parents that our pupils should not be using social media platforms under the age of 13 years old.
3. Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.



## 9. Monitoring and Review

- 9.1 The Local Board have defined responsibilities for the monitoring of pupil welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report.
- 9.2 All bullying incidents are logged on CPOMS
- 9.3 Children are discussed weekly at Safeguarding supervision meetings. All actions are allocated to one SLT member to follow up and report on at the next meeting

## 10. Legislation and associated policies

### 10.1 Legislation

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

### 10.2 This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

## 11. Further sources of information

- 11.1 The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[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.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[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.

[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.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

## **Cyber-bullying and online safety**

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE toolkit](#) for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

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

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## **LGBT**

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.



## **Mental health**

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## **Race, religion and nationality**

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## **Sexual harassment and sexual bullying**

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.