

Anti-Bullying Policy

1.0 Introduction

1.1 What is bullying?

The Trust/Academy has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

“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 online” (Anti-Bullying Alliance, 2024)

This definition has four key points:



1.2 Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. threatening gestures), ridicule, humiliation, taking or hiding someone's things
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical: pushing, kicking, hitting, pinching, throwing objects, biting, spitting, punching or any other forms of violence
- Racist: Racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or sexually abusive or sexist comments, exposure to inappropriate films
- Online/cyber: posting on social media, sending offensive messages, emails and abusing the victims via their mobile phones, sharing photos

1.3 Groups of children who are more likely to experience bullying

- Consortium Trust and our Schools are inclusive. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We acknowledge that some groups of young people are more likely to experience bullying.
- Prejudice-based bullying is when someone is bullied because of their race, faith, sex, disability, sexual orientation or trans status. This can be when those differences are real or perceived.
- Pupils with Special Educational Needs and Disabilities are significantly more likely to become targets of bullying than their peers.
- High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

1.4 Signs and Symptoms

- A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child is frightened of walking to or from school
- doesn't want to go on the school bus or taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

1.5 Online bullying

Online bullying (or Cyber Bullying) is when bullying is through electronic media devices. This can include laptops, smartphones, tablets, or gaming consoles.

The NSPCC states that Online Bullying can include:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.

NSPCC, Bullying and Cyberbullying

1.6 Child on Child abuse

All school staff are aware that children can abuse other children. KCSIE (Sep 2023) states that “[Child on Child abuse can] include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Trust’s Safeguarding and Child Protection Policy contains further information on the Trust’s approach and response to Child on Child abuse.

2.0 Aims and objectives:

Evidence shows that bullying has a significant impact on a pupil’s wellbeing (Anti-Bullying Alliance). As a school we, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities regarding the eradication of bullying in our school.

3.0 Roles and Responsibilities

3.1. The role of the Academy Head

It is the responsibility of the Academy Head to implement this policy. This includes ensuring that all staff (both teaching and non-teaching) are aware of this policy and know how to deal with incidents of bullying. The Academy Head reports to the Head of Service Inclusion about the effectiveness of the anti-bullying policy on request.

The Academy Head ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Academy Head sets the school 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 school, bullying is far less likely to be part of their behaviour.

4.0 Preventing Bullying

As a school, we are clear that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Using assemblies to ensure that children understand what bullying is and how to report it
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment
- Provide support through lunchtime clubs, friendship group and peer support.
- Explore issues through the curriculum and events such as Anti-bullying week
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Ensuring staff on duty at playtimes are trained and we have a range of activities at lunchtime to promote positive play.
- Raising awareness of online bullying through regular e-safety lessons.

5.0 Reporting Bullying

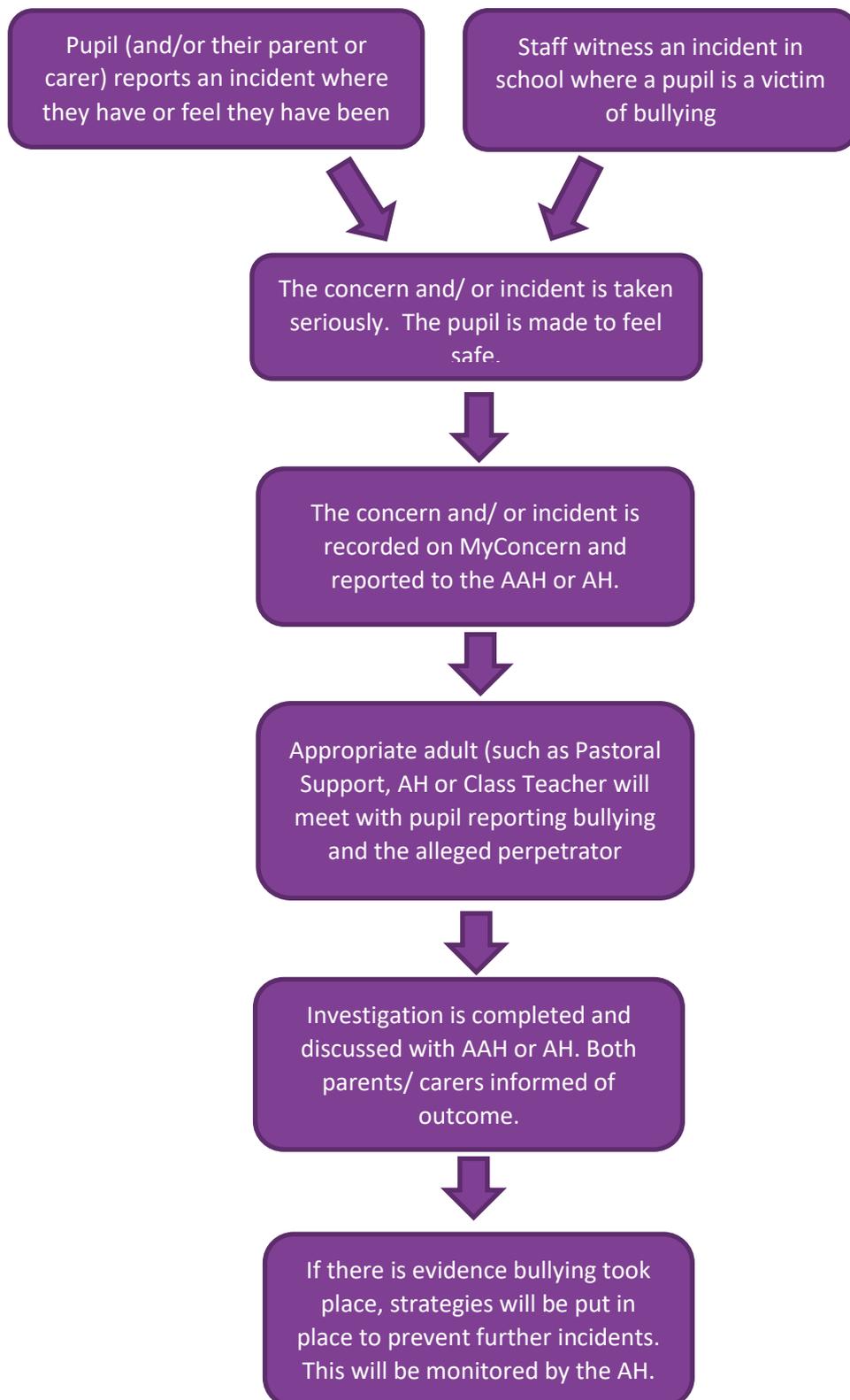
5.1 How will school respond to a report of bullying?

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA

Parents are also encouraged to report concerns and bullying. In the first instance, this should be the class teacher.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE.



5.2 What will school do to prevent further incidents of bullying happening?

- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to the pupil that has been a victim of bullying that concerns have been listened to and action has been taken.
- Support for the victim of bullying. This may include sessions to talk with a trusted adult in school.
- Consider who else is involved and what roles they have taken such as bystanders. Send clear message that the bullying must stop.
- Work together with both parties to find solutions.
- Identify the most effective way of preventing reoccurrence and any consequences for the perpetrator (in line with the Behaviour and Inclusion Policy).
- Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Lego Therapy
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- If a pupil is repeatedly involved in bullying other children, and in line with our behaviour and inclusion policy, the school will inform the Special Educational Needs Co-ordinator. We will work together with the pupil's parents and use a graduated response to put support in place. This may include contacting external support agencies.

6.0 **The role of parents**

6.1 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 their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7.0 **Monitoring and review**

7.1 This policy is monitored on a day-to-day basis by the Academy Head, who reports to Head of Service Inclusion and the Trust Board about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the Head of Service Inclusion's responsibility and they review its effectiveness annually. They do this by reviewing and monitoring entries on MyConcern, and by discussion with the Academy Head. The Head of Service Inclusion on a termly basis reviews incidents of bullying recorded with regard to gender, age and ethnic background of all children involved.

Document Control

History

Version	Date	Amended By	Details of Change
V2	03/10/19	HoS WISA	Scheduled review, updating local governance terminology reflecting on best practice
V3	18/3/2024	HoS B&I	Updated definition of bullying and included the flow chart of parental expectations and actions school should take.

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	16/10/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	31/10/2016
Andrew Aalders-Dunthorne	CEO	Electronic signature	22/03/2024
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