

Anti-bullying Policy



Context

Being bullied can have a devastating effect on children, ranging from reluctance to attend school with subsequent under-achievement, to a negative impact on their self-esteem, personal development and mental health. Every child has the right to learn in an atmosphere that is free from bullying and victimisation. The prevention of bullying and anti-social behaviour is the responsibility of all staff, governors, parents and pupils. A whole school policy and approach, with the emphasis on supporting all pupils to develop socially and emotionally will prevent most cases of bullying. Incidents that do arise will be dealt with swiftly and sensitively.

Aims / Objectives

- To provide a safe and happy place for children to learn.
- To promote positive behaviour and relationships.
- To prevent incidents of bullying from taking place.
- To empower children to report bullying – whether it is happening to them or to someone else, face to face or online.
- To swiftly identify and support victims of bullying.
- To support pupils who engage in acts of bullying, helping them to gain an insight and control over their actions, and any underlying issues.
- To support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensuring that pupils are aware of bullying behaviours and the importance of reporting any concerns they have about themselves or others.
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- To work effectively with parents/carers regarding any concerns relating to potential bullying.
- To gain the support of parents/carers in working with the school to uphold the anti-bullying policy.

Definition

Bullying is the repetitive, intentional hurting, frightening or threaten of one person or group by another person or group, where the relationship involves an imbalance or power. It can be physical or psychological and can happen face to face or online.

Bullying can come in many different forms:

- Verbal - Name calling, persistent teasing, mocking, taunting and threats.
- Physical - Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
- Emotional - Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.
- Cyberbullying - The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. (eg. abusive comments, unauthorised sharing of pictures / information, impersonating an individual online, coercion to share inappropriate material such as sexually explicit images).

Pupils can be targeted for any reason, but those who bully others often target real or perceived differences and bullying can be a form of wider discrimination. For example bullying behaviour may be:

- Racist - Targeted at ethnicity, skin colour, language, religious or cultural practices.
- Homophobic, biphobic and/or transphobic - Targeted at actual or perceived sexuality and/or gender.
- Sexual and/or sexist - behaviour that is intended to cause offence, humiliation or intimidation.
- Disablist - Targeted at a real or perceived impairment or special educational need.
- Based on Appearance - Targeted at weight, height, colour of hair, wearing glasses or braces, acne, skin conditions, scars, marks or conditions of the face or body, clothing or body odour for example.
- Based on Situation – Targeted at poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

Potential signs of Bullying that school may see:

- need for more attention
- becoming isolated
- seeking to remain near adults
- loss of self esteem
- general changes in behaviour

Potential patterns that parents may see that may indicate bullying:

- Not wanting to go to school
- Taking long and different routes to and from school
- Very late for school or returning home late
- Avoiding friends and other children
- Personality changes- irritable, withdrawn, tired, poor sleeping, crying outbursts, loss of appetite, forgetfulness.
- Temper outbursts, abusive language, impulsive hitting out.
- Lack of confidence, making excuses for not going out to play or meeting with other children.
- Nightmares
- Having “mystery illnesses”- non-specific pains, tummy upsets, headaches.
- Asking for extra pocket money or sweets without giving clear reasons.
- Having unexplained cuts and bruises.
- “Mislaid” books, equipment and possessions.

Procedures

Prevention

All members of the academy community are responsible for supporting a culture that promotes and recognises positive behaviour and mutual respect for each other.

- Clear expectations of behaviour in classrooms and around the school,
- Promoting an understanding and tolerance of differences,
- Promoting a school-wide intolerance of bullying behaviours,
- Using the PSHE and Relationship curriculum to teach social behaviour and skills, diversity, difference, respect, positive relationships and self-esteem,
- Teaching the children how to keep themselves and each other safe including on the internet,
- Giving pupils the confidence to speak out for themselves and others and that it is everyone’s responsibility to stop it happening and it is not telling tales,
- Providing opportunities for pupils to raise and discuss any concerns in a safe and sensitive way,
- Encouraging pupils to take pride in themselves and the school, promoting positive behaviours beyond the school day,
- Staff being alert to signs of potential intolerance and any signs of bullying,
- Through the use of the Academy’s values and behaviour and relationships policy.

Identification

- Community time is held every morning in every class where children can talk about their feelings,
- Every classroom has a Peace Corner where a ‘Worry Monster’ is located. This can be used by children to communicate any worries. It is checked regularly by staff and followed up appropriately,
- Peace areas and a Worry Monster is also located in the Learning Mentor’s room,
- All children are encouraged to identify a trusted adult whom they can communicate their concerns with,
- The Learning Mentor has an open door approach for parents and pupils to discuss any issues which may be of concern to them,
- The Learning Mentor works with groups of children who are identified as vulnerable through school research, questionnaire results and referrals.

Dealing with suspected incidents of bullying

- All concerns raised regarding potential bullying will be dealt with swiftly and sensitively. This includes incidences of possible bullying outside of school. Where incidents involving possible criminal or anti-social behaviour are reported, the headteacher will ensure that the police and/or other external agencies are notified.
- When investigating any incident the victim will be offered an opportunity to talk about the experience with a trusted adult as soon as is possible. The staff involved in investigating the incident will ensure that time is taken to enable all voices to be heard in order to gain as clear an insight as possible into the circumstances of the incident(s).
- If any degree of bullying is identified, help and support will be given to both the victim and the bully as appropriate and parents / guardians will be informed.
- Following resolution of the incident, additional support may be required for the victim(s). This may include;
 - Regular 'check ins' with classroom staff,
 - Creation of a peer support group,
 - One-to-one / small group work with the Learning Mentor,
 - Regular 'check ins' with parents,
 - Referral to outside agencies.
- Consideration will be given to the motivations behind bullying behaviour and whether it reveals any concerns. Where this is the case the child engaging in bullying will likely need support themselves. The Learning Mentors and CARE team will lead the design of any required support package, engaging with parents and any relevant outside agencies.
- All incidents, investigations and outcomes will be recorded on CPOMS.

Responsibilities

School

To promote a positive and supportive ethos throughout the academy including the values.

To engage pupils regularly in learning opportunities around positive relationships, tolerance, respect, behaviour and bullying.

To be vigilant to signs of bullying.

To listen to all parties involved in incidents.

To be proactive in investigating potential bullying incidents, however they come to your attention.

To deal effectively with bullying and take appropriate action.

To record all potential and actual incidents on CPOMS.

To identify and support vulnerable pupils.

To share with parents of the victim and bully, incidents of serious and /or persistent bullying.

To help children enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about themselves.

Parents

To support the school's anti-bullying policy, particularly if their child is identified as a victim or perpetrator of bullying.

To be vigilant for signs of bullying behaviour, looking for unusual behaviour in their children. For example, they may suddenly decide they do not wish to attend school, they may feel ill regularly or not be doing as well with their work.

To report to the school any concerns they have.

To talk to their children about keeping safe and being happy, including online.

To talk to their children about how we should enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about ourselves.

To make sure that their children can identify a trusted adult in school who they would talk to if they had a worry.

Pupils

To support the school's anti-bullying policy,

To follow the Academy's values to make Yarborough a happy and safe place to learn for everyone,

To report any concerns they have regarding themselves or other pupils,

To identify at least one trusted adult who they can talk to,

To try to help their friends by being supportive, talking to them and help keep them safe following the school's policies,

To learn about the ways in which we can help ourselves and keep ourselves safe from bullying, including on the internet.

Monitoring

Consistency of implementation and impact will be monitored through:

- Monitoring of bullying incidents by the Safeguarding Lead,
- Analysis of pupil questionnaires,
- Analysis of parental questionnaires,
- Safeguarding staff and governor meetings.

Reference Documents and Policies

Preventing and Tackling Bullying 2017

Working together to Safeguard Children 2018

Keeping Children Safe in Education 2021

Equality Act 2010

Equality Duty 2011

Human Rights Act 1998

Malicious Communications Act 1988

Protection from Harassment Act 1997

Communications Act 2003

The Education and inspections Act 2006

SAFER NEL Anti-Bullying and E-Safety Strategy 2019-2021

Inspecting Safeguarding in Early Years, Educations and Skills Settings 2021

Related Policies

Safeguarding Policy

Online Safety Policy


Behaviour and Relationships Policy

Equality Policy

CPOMS Policy

Relationships and Sex Education Policy (RSE)

Review

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| Policy written: Autumn 2021 | |
| Policy review: Autumn 2023 | |
| Policy written by: Safeguarding Lead | |
| Signed:  | Date: 17/09/2021 |