

**BLACKTHORNS**



**COMMUNITY  
PRIMARY ACADEMY**

## **POSITIVE RELATIONSHIPS AND ANTI- BULLYING POLICY**

**AGREED:** Autumn 2016

**REVIEW:** Autumn 2019

## **AIMS**

- To promote a culture that rejects bullying and cruelty
- To provide pupils with a broad and balanced curriculum which promotes their emotional, spiritual, moral, cultural, mental and physical development and well-being.

## **OBJECTIVES**

- Pupils respect each other
- Pupils accept responsibility for their actions and the effect it has on others
- Pupils know that bullying is unacceptable and issues are dealt with efficiently and effectively
- Staff are responsive to bullying behaviour
- There is little or no bullying in the academy
- Empowered pupils

## **THE EQUALITY ACT 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty.

## **WHAT IS BULLYING?**

In the Department for Education's "Preventing and tackling bullying: Advice for headteachers, staff and governing bodies," (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be

more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.”

We agree that bullying behaviour should be challenged in our academy to ensure that:

- Children are safe and happy whilst they are at school and their academic achievement and well-being is not affected
- All children understand and learn how to play a positive role in the wider community

We have agreed that bullying is:

- Physical – hitting, kicking, taking belongings, unwanted physical contact etc
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, excluding someone from a social group, being made the subject of malicious rumours, sending malicious emails or text messages or social networking
- Intimidating behaviour towards others

And that bullying has three things in common:

- It is deliberately hurtful behaviour
- It is repeated, often over a period of time
- It is difficult for those being bullied to defend themselves

Children may be bullied for a range of different reasons and this type of behaviour is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical.

### **However, an occasional fight or quarrel is not bullying**

At Blackthorns, we aim to create a caring, respectful and supportive community of learners. Through our broad curriculum and acts of collective worship, we create opportunities to educate children regarding individual differences and respect for one another. Within this positive culture bullying is regarded as unacceptable by all members of our academy community.

### **Identifying the problem:**

Pupils who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made it should always be treated seriously. Whilst others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to investigate the issue.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established within the school. Signs of being bullied might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distracted
- Damaged or incomplete work

### **Learning Mentor**

The school has the benefit of a Learning Mentor whose role is to work with children who, for whatever reason, have emotional barriers to their learning. They work across the academy. Children have access to the Learning Mentor or Peer Mediators, who are visible on the playgrounds. They may be informally involved at Stage 1, but formally involved at Stage 2.

### **STAGE 1**

- Establish that bullying has occurred.
- Involve peer mediators (selected trained Yr 6 pupils) if appropriate.
- Establish who is involved; ensure that the children reporting the issues understands that they have done the right thing by telling an adult.
- If it is appropriate all parties will be involved in discussing the issue and this will be with the support of Key Stage Leaders/other adult. Strategies will be used with the children involved to ensure that the situation does not continue or re-occur.
- Explain to all parties what will happen next.
- Parents may be involved at this stage.

### **STAGE 2**

If child reports that bullying has reoccurred:

- Adult should involve the Principal.
- The Principal will meet with children concerned to establish what will happen next.
- Other adults in the school who are involved with the children will be informed.
- The Learning Mentor will be involved to support both children.
- The Principal and children to agree to strategies/sanctions for ensuring there is no repetition of this behaviour. Sanctions might include: missing playtime for a set period of time, missing privileges, trips, etc
- Principal will record and date details.
- Parents will be informed.
- Governors will be informed.

### **STAGE 3**

If the above has no effect and the situation continues then:

- The Principal will arrange a meeting with the children and their parents to discuss the problems explaining strategies implemented so far.
- Sanctions will be appropriate for the individual children involved and may include, for example, extended periods without playtime. This will be decided by the school and parents will be informed.
- Possible involvement of 'Inclusion Support Team' (W. Sussex).
- Possibility of temporary or lunch time exclusion from school.

#### **NOTES**

- Depending on circumstances the Principal may accelerate the procedure.
- The Principal will report termly to the Governing Body.
- The policy will be reviewed and discussed annually.

#### **Links to other UoBAT and academy-specific policies:**

- Safeguarding
- Behaviour
- Exclusions
- SMSC/PSHE
- E-safety