

Friendship and Anti-Bullying Policy

Approved: September 2020

Review date: September 2021

This policy should be viewed in conjunction with the Behaviour for Learning Policy as well as the Child Protection and Safeguarding Policy.

As an academy, we pride ourselves on the high quality, professional relationships that all staff form with the children. This concept of nurturing and trusting relationships is at the centre of our practice and integral to ensuring that this policy is successful in its implementation. We believe that all children need to develop a sense of self-worth and value and need to feel emotionally safe within their learning environment to enable them to behave appropriately and therefore learn. For this reason, we expect all staff to offer children a safe and secure learning environment which is based on consistency and trust as well as mutual respect. All staff need to display a sense of warmth for their children to enable the children to feel a sense of belonging. Every child should be made to feel that they matter and are therefore confident in their place.

To support teachers in establishing this safe and secure learning community, we expect them to operate an open-door policy, both for parents and pupils, so that children are always encouraged to talk about their anxieties and share their concerns. The children should always be greeted with a sense of warmth and a smile at the start of each session to again encourage that sense of warmth between teacher and pupil.

As detailed in our Behaviour for Learning Policy, we follow The Empowerment Approach, which aims to develop self-efficacy and self-advocacy, through explicit teaching to enable pupils to understand their needs and how to ensure their needs are met. This approach is underpinned by the importance of relationships and staff spend considerable time building these highly effective trusting relationships.

Aims

The Baird Primary Academy is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable in the Academy. If bullying does occur, all students should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively.

Our aims are:

- To create an environment where children feel safe and happy.
- To create partnerships where parents and staff work together for the welfare of the children.
- To encourage an environment where everyone is valued and respected regardless of their culture, gender, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of conduct and values in order to develop a sense of self-discipline and to take responsibility for their own actions.
- For pupils and parents to understand what bullying is and to feel empowered to deal with this appropriately

Definition of Bullying

Bullying is the **repetitive, intentional hurting** of one person or a group, by another person or group, where the relationship involves an **imbalance of power** (Anti-bullying Alliance, 2011).

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, 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 malicious rumours;
- Cyber – (sending nasty phone calls, text messages or e-mails / chat rooms). Linked to the Academy's Acceptable Use Agreements and Online Safety Policies.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. This has been labelled 'prejudice-based bullying.' Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual bullying;
- Gender bullying;
- Bullying due to faith
- The use of homophobic language;
- Bullying of students who have special educational needs or disabilities (Linked to the Equalities Policy).

Our Responsibilities

Everyone within the Academy is expected to:

- Build effective relationships and facilitate a culture where open discussion is valued and everyone feels listened to;
- Facilitate a culture where equality and diversity are valued and celebrated;
- Act in a respectful and supportive way towards one another;
- Adhere to and promote the objectives of this policy.

Pupils are expected and encouraged to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report;
- Support each other and to seek help to ensure that everyone feels safe and that nobody feels excluded or afraid in school.

Parents and carers can help by:

- Supporting our anti-bullying policy and procedures;
- Discussing the definition of bullying with their child and supporting them to understand when incidents move from being one-off incidents to bullying incidents;
- Discussing with their child's class teacher any concerns that their child may be experiencing, related to bullying;
- Helping to establish an anti-bullying culture outside of the Academy.
- Reporting bullying to class teachers even if unrelated to their child

Whole Academy Strategies for Preventing Bullying Behaviour

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.

We believe that constant modelling, along with discrete teaching about respecting and valuing differences and empathising with others is key to creating a culture of positivity and zero tolerance to bullying.

Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health and Economic Education Curriculum. Pupils are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.

In addition, pupils are taught, through our Empowerment Approach about their physical, emotional and cognitive needs. Pupils are taught how to recognise when their needs are not being met and the impact that this has on their behaviour. In addition, they are taught about the natural consequences their behaviour has and their impact on others. Through direct coaching, pupils are taught to rebuild relationships and understand the impact that their actions have on other pupils. See Behaviour for Learning Policy for more details.

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

- Self-efficacy
- Self-advocacy
- Empathy.
- Affirmation of the self and others.
- Managing risk and personal safety.
- Managing decisions and choices.
- Understanding the impact of your actions on others

The outcome is for our children to be able to:

- Explain what it means to be unkind, to tease and what it means to bully.
- Recognise the difference between teasing / unkindness and bullying.
- Talk about feelings that people may have when they are being teased/bullied.
- Understand that it is never acceptable to bully or behave hurtfully
- Explain whom to go to, what to say/how to tell if they are being teased or bullied or witness bullying behaviour.
- Talk about the rules in school if they experience or see teasing, bullying or any hurtful behaviour.

Teaching techniques may include any of the following methods:

- Whole academy assemblies are used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Circle Time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Class and Pupil Voice will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Positive play leaders to reduce potential conflict during playtime and lunchtime
- The Academy Values will be upheld at all times. 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 and coaching will be provided to resolve incidents and rebuild relationships.
- Worry boxes are placed in classrooms so that children can raise any concerns they have with their class teachers. These can be anonymous or named.
- National Anti-Bullying Week is a whole school focus which links to our PSHE curriculum.

Responding to Bullying Behaviour

Where bullying does occur this will be followed, by an immediate and appropriate response, in line with our Behaviour for Learning Policy.

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.

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.
- Speaking to their Academy Council representative or a Phoenix Pupil Champion (children trained to explicitly support with this and report back to an adult).
- Speaking to Mrs Jarvis, the Safeguarding Officer

Pupils will be coached to reassure them that they do not deserve to be bullied and this is not their fault. 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 Officer to track any ongoing incidents. We will:

- Assure them that it was right to report the incident and encourage them to talk about how they

- feel;
- Try to ascertain the extent of the problem and engage them in making choices about how the matter may be resolved;
- Try to ensure that they feel safe and discuss strategies for being safe and staying safe;
- Record any incidents on CPOMS and ensure that both parties are listened to and their voices heard
- Seek to provide the opportunity for restoration through coaching, peer mediation and conflict resolution;
- Ask them to report immediately any further incidents to us;
- Affirm that bullying can be stopped and that our Academy will persist with intervention until it does;

A member of the Senior Leadership Team will then interview the pupil(s) involved in bullying separately and listen to each version of events. They will also talk to anyone else who may have witnessed the bullying;

The Senior Leader will also:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop;
- Affirm that it is right for pupils to let us know when they are being bullied;
- Adopt a joint problem-solving approach where this is appropriate; pupils will be involved to help us find solutions to the problem in line with The Empowerment Approach. This will encourage pupils involved to take responsibility for the emotional and social needs of others;
- 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 so;
- Ensure that when bullying occurs, we contact the parents of the pupils involved at an early stage;
- Keep records of incidents that we become aware of and how we responded to them (on CPOMS);
- Follow up after incidents to check that the bullying has not started again.
- 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
 - Involvement of the Police Youth Prevention Officer
 - Parents of those involved will be informed of any action taken.
 - Referrals to the Inclusion Team for social skills work or further intervention
 - Use of an alternative space for playtimes and lunchtimes to prevent any problems reoccurring
 - Referrals to ESBAS for individuals or small group work
 - Records will be kept on pupil files on CPOMS
 - As an absolute last resort, 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.

Where incidents of cyber bullying are reported and inappropriate use of our school ICT systems is noted, it may be that the child's use of these systems is restricted. This would be agreed by the Computing Leader and Principal, in conjunction with the parents.

Bullying Outside of the Academy Premises

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 students from our own Academy, by students 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 another school whose students are bullying;
- Use community links to set up restorative meetings;
- Talk to the Police.

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.

Other sources of support

- Childline 0800 1111
- Anti-bullying Alliance <http://www.anti-bullyingalliance.org.uk/>

Monitoring and Evaluation

This policy will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Complaints

The University of Brighton Academies Trust and the Local Board has a formal complaints procedure and this may be used by a parent / carer if required where they are unsatisfied by the actions of the academy.