



Academy Preventing Bullying policy



This policy was adopted on 12th September 2022
This policy is due for review on 12th September 2023

1. Introduction

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 biphobic 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/students

We are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient. When bullying does occur, children should feel able to talk about it and know that incidents will be dealt with promptly and effectively. This also includes anyone who knows that bullying is happening and should feel able to tell a member of staff.

Whole school initiatives will be used throughout the school to reduce the opportunities for bullying to occur. These can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying
- in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules / class charter
- Making national anti-bullying week / friendship week high profile events each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) sessions to support this policy
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children
- volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Prominently displaying anti-bullying and 'how to be a good friend' posters around school
- Prominently displaying posters to remind children where they can go for help
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti –bullying training for all staff

At Holmbush, we also raise awareness of bullying through our values – Respect, Reflection, Resilience and Empathy. We give children frequent opportunities to express themselves and make sure they know there is always an adult they can talk to.

4.2 Cyberbullying

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

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified.

- Contact the parents of the child who has been bullied/is the bully.
- 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.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- 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;
 - Contacting the service provider and the police, if necessary.
- 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:
- 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.
- Inform the police if a criminal offence has been committed.
- 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;
 - ensuring children know who they can tell and how they can report anything that makes them uncomfortable;
 - supporting parents to know how they can monitor the use of the Internet/apps at home.

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**

Training for our staff is included as part of our annual Safeguarding Training. Staff also complete additional online training modules. The academy provides coaching/support to individual members of staff as necessary. Training is refreshed during the academic year at the time of Anti-Bullying Week and as part of online safety training.

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 via parent information events/workshops/information sent home/our website.

5. Reporting bullying incidents

5.1 All staff will respond calmly and consistently to all allegations and incidents of bullying at Holmbush Primary Academy. They will be taken seriously by all staff and dealt with impartially and promptly.

The following procedure will be used for reporting bullying allegations or incidents:

1. Staff will report all bullying allegations and incidents on CPOMS
2. If parents are concerned that their child is being bullied, they should report this to the class teacher initially. This will then be escalated to the Senior Leadership Team as necessary.
3. In cases of serious bullying, the incidents will be reported to University of Brighton Academies Trust through our Safeguarding systems.
4. In all cases parents will be informed and will be invited to come into school for a meeting to discuss the problem. This is parents of both the victim and the bully.
5. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. Bullying incidents will be discussed regularly at Child Spot meetings.
7. The Principal will present termly reports on serious bullying incidents to the Local Board through the Principal's report.
8. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted.

6. Investigating bullying incidents

6.1 All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following procedure will be used for responding to bullying allegations or incidents:

- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested through a Restorative Circle.
- Staff will attempt to adopt a problem solving approach, which will move children on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see below).
- If possible, the children will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- All actions and outcomes will be communicated to parents of both the victim and the bully.

Holmbush Primary Academy is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Everyone involved in the school is very aware that children who have learning disabilities and/or communication difficulties can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. The academy will always take into account

our responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours. Our response to these incidents will be discussed with the Inclusion Manager and parents/carers.

7. Responding to a bullying incident

7.1 Supporting the pupil/student who has been bullied

Wherever children are in school, they have the right to feel safe. If someone is being bullied, it is important they know there are people who can help them.

Some of the strategies that can be used are:

- Try not to let the bully know that he/she is making them feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as they can.
- Tell someone they can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If they are scared, ask a friend to go with them when they tell someone.
- If they don't feel they can talk to someone about it, write it down and pass it to the school office.
- When they tell an adult about the bullying give them as many facts as they can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when they tell someone.
- Keep on speaking out until someone listens and helps them.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame themselves for what is happening.
- Call a helpline.

Even if the incidents seem to have been resolved, staff at Holmbush Primary Academy will continue to monitor the impact of these incidences through our weekly 'Child Spot' meeting. This will be recorded on CPOMs.

What can children do if they see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways children can help without putting themselves in danger.

Again, some strategies that can be used are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on themselves.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If they can, let the bully know they do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that they are going to get help.
- Tell a member of staff as soon as they can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone they trust about what to do.
- If they don't feel they can talk to someone about it, write it down and pass it to the school office.
- Call a helpline for some advice.

7.2 Supporting the pupil/student using the bullying behaviours

At Holmbush, we believe that pupils who have displayed bullying behavior need to understand the impact this has on their victim. To support this understand they might be involved in the following types of learning:

- Additional PSHE lessons
- Restorative Justice conversations
- Working in a small group/1:1 with a Learning Mentor
- Making sure the child understands how to use the Zones of Regulation to cope with their emotions

We also understand that there may be underlying reasons why the pupil has been bullying another child. We will explore this through:

- Giving the child time to discuss anything they may be worried about
- Monitoring their own behavior/relationships
- Being in regular contact with parents/carers

7.3 Sanctions

Pupils who are displaying bullying behavior may be given the following sanctions:

- Apologise to the victim(s) verbally or in writing
- Lose privileges / golden play
- Lose playtimes
- Spend time with the Principal
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Reward chart / Report card
- Be removed from class and work in isolation
- Report to the Principal or Assistant Principal
- Fixed term exclusion
- Permanent exclusion

8. Bullying outside of academy premises

8.1 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.

8.2 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 student or parent tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to students about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

9. Monitoring and Review

9.1 The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report.

9.2 All bullying incidents are recorded on CPOMs. There are clear categories for this behavior including verbal bullying, physical bullying, cyberbullying, racist incidents, homophobic incidents and bullying by exclusion. These incidents are then filtered each term to identify any patterns. This includes:

- Recurring complaints of bullying against a particular pupil or group of children
- Evidence that a particular child is, for some reason, becoming a target for bullies
- Particular times of the school day/week when bullying is tending to occur
- Particular situations where bullying may be occurring
- Recurring types of bullying

- The frequency of incidents

This information is shared with the Local Board at each meeting with actions explained.

In the event that a pattern appears to be forming, Class teachers will work to address the problem, both with the individuals concerned and more widely through PSHE teaching and other measures as appropriate, including involving parents.

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 cyberhomophobia.

[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.