

Academy Preventing Bullying Policy



1. Introduction

- 1.1 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 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.
- 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

- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social & Health Education Curriculum and class time. Children 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.
- Whole School Assemblies and Friendship Weeks are also 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.
- The School Council 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.
- Peer Mediators aim to enable children to resolve friendship problems and low level bullying behaviour without adult intervention.
- Positive play leaders to reduce potential conflict during break time and lunchtime.
- The Churchwood Rules 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.

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

- 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

At Churchwood Primary Academy, all staff receive annual safeguarding training that focuses on the signs and symptoms of bullying as well as the various forms. All staff then receive regular updates throughout the year through either face-to-face training or safeguarding updates. When the academy receives updated guidance around any form of bullying, this is disseminated to all staff to ensure practice is current. The Senior Leadership team use incidents in the academy to inform training and develop practice. Further to this, if a member of staff requires additional support or guidance around any area of anti-bullying, the Senior Leadership Team will ensure that coaching and support is provided.

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
- change their usual routine
- asking 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
- 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
- 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, via ClassDojo and on our website.

5. Reporting bullying incidents

- 5.1 Where bullying does occur this will be followed by an immediate and appropriate response including the use of disciplinary sanctions where necessary. 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 their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Putting up their hand and saying confidently, 'Stop, I do not like this.'
- Speaking to their teacher / TA or any member of support staff;
- Use 'Worry Box / Worry Monster' in class (teachers check regularly)
- Speaking to the Principal, Vice Principal, Phase Leader or SENDCo;
- Speaking to a parent / other adult who then may contact the school in any of the ways listed;
- Speaking to their School Council rep or a playground buddy.
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Parents / carers are encouraged to report any suspected bullying to their child's class teacher in the first instance.

6. Investigating bullying incidents

6.1 The class teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed. The incident will then be discussed with the child engaging in bullying. Information will be gathered from witnesses to explain what they saw and recorded on CPOMS.

All incidences will be discussed with a member of the Senior Leadership Team. In the first instance this will be the Phase Lead. If incident(s) are not resolved, it will then be referred to the Principal, Vice Principal and/or SENDCo.

Where a child or group of children deny involvement in bullying behaviour the child concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern. This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling. Churchwood Primary Academy will take into account our responsibilities under the Equalities Act 2010 when considering any Special Educational Needs of the child/ren using the bullying behaviours.

7. Responding to a bullying incident

7.1 Supporting the pupil/student who has been bullied

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 DSLs 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.

All actions will be recorded on CPOMS and reviewed regularly by the safeguarding team as part of the weekly DSL meetings.

7.2 Supporting the pupil/student using the bullying behaviours

Churchwood Primary Academy will support individual pupils who display bullying behaviours through:

- Parent and child meeting – including ‘check in’ meetings;
- 1- to-1 sessions with SENDCo / PSA or key adult
- ‘Learning to Learn’ Provision – group work focus on friendship & social skills;
- Individualised Behaviour Plan – providing appropriate support in order to change attitude and behaviour of the pupil;
- Restorative activities with other child(ren) where appropriate;
- If appropriate, referrals to local/national organisations to provide further or specialist advice and guidance; this may include involvement from the police or referrals to Early Help, Specialist Children’s Services (i.e. ESBAS), or the Children and Adolescents Mental Health Service (CAMHS).

7.3 Sanctions

Sanctions in line with the school’s Good Behaviour Policy will be used where appropriate. These might include:

- Involvement with PSA / SENDCo
- Withdrawal from the playground for a period of time
- Withdrawal of academy privileges
- Involvement with Pastoral groups such as Alternative Curriculum
- Involvement of ESBAS and the Anti-Bullying Team
- Involvement of the Neighbourhood School officer (the police)
- Exclusion from certain areas of school site
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Records will be kept on pupil’s files / CPOMS.
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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 At Churchwood Primary Academy, all incidents of bullying are recorded on CPOMS. They are recorded under the following categories – verbal abuse, physical abuse, racist, homophobic and cyber bullying.

Entries are analysed on a termly basis and notes patterns for particular individuals and groups – including year groups, pupils with SEND needs, pupil premium children and Looked After Children. Next step actions (i.e. PSHEe lessons, assemblies, etc.) are noted. This data is collated and returned to the University of Brighton Safeguarding Team to inform Trust wide policies.

Where patterns of behaviour emerge, a number of strategies maybe deployed. These may include referrals to ESBAS (for 1-to-1 or group work), additional PSHEe work (whole class) or individualised behaviour plans.

Churchwood Primary Academy hold Pupil and Parent Surveys annually to gather views. Case studies will be drawn up and monitored if appropriate.

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 (PSHEe), 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

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 specially 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 peoples 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 harrassment 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.

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