

Anti-Bullying Policy

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	Jamie Stevenson (Inclusion Manager) Rebecca Jackson (Deputy Headteacher)	LAC (Pending Approval)	Autumn 2021
Next Review			Autumn 2022

Related policies: Safeguarding, Behaviour for Learning Policy

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Rationale

At Paxton Academy, we believe that bullying is an anti-social behaviour that affects everyone. We are committed to providing a caring, friendly and safe environment for all members of our school community so they can learn and work in a relaxed and secure environment without fear of being bullied. We actively promote a climate of co-operation and positive behaviour to reduce the number of incidents and likelihood of bullying occurring. This will enable our pupils and staff to reach their full potential. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils and staff should be confident to tell someone about it and know that all incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell someone they trust.

Someone a child trusts may be:

- A parent/ carer or another member of the family
- A teacher or learning mentor
- A Teaching Assistant
- A friend

Someone trustworthy may be:

- Good at listening
- Caring
- Responsible
- Helpful and supportive
- Understanding
- Calm

What informs our Policy

As a school community, alongside the pupils, staff and parents/ carers. We have agreed to the following commitments:

Our school community:

Listens - all pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

Includes us all – all pupils, including those with special needs or disabilities, are included, valued and participate fully in all aspects of school life.

Respects – all school staff and pupils are role models to others within the school in how they treat others.

Challenges – all school staff and pupils challenge unkind language towards others. This includes bullying behaviours towards members of staff.

Celebrates difference – difference is actively and visibly celebrated across the whole school.

Understands – all school staff, pupils, parents and carers understand what bullying is.

Believes – all pupils, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

Reports bullying – all pupils within the school, their parents and carers understand how to report incidents of bullying.

Takes action – we respond quickly to all incidents of bullying. Pupils participate fully in decisions about them and help to make decisions about how we respond to bullying.

Has clear policies – our schools anti-bullying policy reflects these principles.

This policy also takes due regard of the following documents:

- Preventing and Tackling Bullying, DfE (September 2017)
- Equality Act 2010
- Section 89 of the Education and Inspections Act 2006

Responsibilities

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- Local Academy Committee (LAC) to take the lead role in monitoring and reviewing this policy
- Local Academy Committee, the Headteacher, Senior Leaders, teachers and non-teaching staff to be aware of this policy and implement it accordingly
- The Headteacher and Senior leadership Team to communicate the policy to the school community
- Pupils to abide by the policy
- The named contact for this policy is: Inclusion Manager (Inclusion)
- The Anti-Bullying lead in our school is: Inclusion Manager (Inclusion)

Definition

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is intended to hurt, intimidate, frighten, harm or exclude another pupil or pupils.

Bullying can have a devastating impact on victims and families.

The five main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Non Verbal (e.g. intimidation through gesture, sending written threats)
- Indirect (e.g. spreading rumours, excluding someone from social groups)
- Cyber-Bullying (online, mobile phone bullying and gaming)

It is important that pupils have a clear knowledge of what bullying is. All incidents reported will be dealt with in a serious manner.

There are a range of reasons why some children may be more vulnerable to bullying which include:

- Religious or cultural reasons
- Gender – sexual, sexist, transphobic bullying
- Sexual orientation – homophobic language
- Disabilities and/ or special educational needs – see SEN/D policy
- Appearance or health conditions
- Home circumstances

Staff can also be the target of bullying by pupils, parents and other staff members. We recognise that preventing and tackling bullying is a whole school issue.

Cyber Bullying

Cyber bullying is when a person or a group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. The school will help

prepare pupils for the hazards of using technology while promoting learning and social opportunities. Cyber bullying is a form of bullying because it happens online or on mobile devices. This can happen 24 hours a day, seven days a week. Any issues of Cyber Bullying will be dealt with in line with the procedures outlined in the e safety policy.

Curriculum

Our curriculum promotes co-operation and positive behaviour through:

- Personal, Social, Health, Citizenship Education lessons and circle time
- Religious Education – particularly to address faith based bullying and Islamophobia
- Sex and Relationship Education to reduce sexual bullying and homophobic bullying
- Computing – to raise awareness and reduce incidents of cyberbullying and e safety (see e safety policy)
- Assemblies

We also hold regular anti-bullying events and workshops.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Where this is the case, all school staff will follow Paxton's Safeguarding procedures. (See Safeguarding Policy)

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour- or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. The Headteacher will seek assistance from the police if an offence may have been committed.

Why is it important to respond to bullying?

- Bullying hurts
- No one deserves to be a target of bullying
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving

We have a responsibility to respond promptly and effectively to issues of bullying. This includes any bullying behaviours towards members of staff by parents/ carers or by pupils themselves.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go on the bus to/from school
- Changes in their usual routine
- Is unwilling to go to school (school phobic)

- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens to run away/ suicide
- Cries themselves to sleep or has nightmares
- Feels ill in the morning, or claims to feel ill
- Begins to do poorly in school work/ change in attitude
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is nervous or jumpy when a cyber-message or text message is received.

Guidance for Pupils

If you believe you or someone else is a target of bullying, you must speak to a trusted adult as soon as possible. This person could be a parent/ carer, your teacher, teaching assistant or the Headteacher.

Guidance for Parents/ Carers

It is vital that parents/ carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be bullying. If parents believe their child is the victim of bullying, they can take the following steps:

- Find a quiet place where you will not be interrupted to speak to your child
- Tell them that you are worried about them
- Ask them if they are being bullied, and if they are, to tell you about it
- If they tell you that they are being bullied, remember that it is not an easy thing to talk about or admit to
- Let them know that if they are being bullied they have a right to get help to stop it, and that you will help them yourself and support them in getting help from other organisations
- Be prepared to listen without judging, and be sensitive to your child's needs and fears
- Encourage and help your child to record and report any incident of bullying that they experience to you and a member of staff at school depending on where it is happening and who is doing the bullying
- Tell your child not to use physical force to deal with an altercation with another pupil, instead find another adult.

Parents should contact the class teacher as soon as possible, which may involve other relevant members of staff. If the incident falls in the holidays, Paxton Academy reserves the right to take action against bullying perpetrated outside the school which spills over into the school. For specific information on how to respond to cyber bullying, see e-safety policy.

Statutory Duty of Schools and Shared Responsibility

Headteachers have a legal duty under the School standards and framework act 1988 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Ultimately, it is the responsibility of us all to identify and respond to incidences of bullying and take steps to ensure the situation does not continue.

Procedure-No Blame Approach

When bullying has been observed or reported the following steps can be taken:

- **Step one:** interview with the victim. When the staff member finds out that bullying has happened he or she starts by talking to the victim about his or her feelings. The member of staff may ask the student to write a statement about what has been happening and who is involved.
- **Step two:** convene a meeting with the people involved. The staff member arranges to meet with the group of students who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of 6 – 8 young people works well. This will only be done with does he or she discuss the details of the incidents or allocate blame to the group. the consent of the student who has been bullied.
- **Step three:** explain the problem with reference to human rights. The staff member tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise the victim's distress. At no one time does he or she discuss the details of the incidents or allocate blame to the group.
- **Step four:** share responsibility. The staff member does not attribute the blame but states that she or he knows that the group is responsible and can do something about it. 'Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier'.
- **Step five:** ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses to facilitate ideas.
- **Step six:** leave it up to them. The staff member ends the meeting by passing over the responsibility to the group to solve the problem. A Paxton Academy Sports and Science contract will be signed to confirm agreement of what has been discussed (**Appendix 1**).
- **Step seven:** meet them again. About a week later the staff member discusses with each student, including the victim, how things have been going. This allows the staff member to monitor the bullying and keeps the young people involved in the process. See flowchart below:

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Show our commitment to providing a caring, friendly and safe environment through anti-bullying commitments.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff at Paxton Academy to identify bullying and follow school policy and procedures on bullying.
- Train all staff to ensure they follow their safeguarding responsibilities.
- Actively create "safe spaces" for vulnerable children and young people.
- Provide vulnerable pupils with trusted adults.
- Provide spaces for pupils to enjoy safe, structured play during playtimes and lunchtimes.

- Monitor and supervise playgrounds before school, during break-times and lunchtimes with Teaching Assistants, Teachers and members of the Senior Leadership Team
- Promote other ways pupils can anonymously tell if bullying is happening to them or someone else, for example through Childline or CEOP: <https://www.childline.org.uk/>

Involvement of pupils / students:

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Discuss issues with school council representatives to ensure pupils' voices can be heard across the school.
- Involve students in anti-bullying campaigns in schools, such as anti-bullying week.
- Work with school council representatives to ensure the voice of pupils can be heard on the issues on a regular basis.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.
- Consult with parents through questionnaires and newsletters

Bullying outside school premises

'School staff members have the power to discipline pupils for misbehaving outside the school premises 'if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.' DFE 2017

All staff will respond to bullying incidents occurring anywhere off the school premises in line with procedures in this policy. For example; on school or public transport, outside local shops, cyber-bullying (social network sites or mobile phones). Where bullying outside school is reported it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or local authority.

Sexual Violence and Harassment

Guidelines for dealing with these incidents are set out in the school safeguarding policy.

Monitoring, Evaluation and Review

The school will actively consult parents on this policy through anti-bullying workshops, questionnaires and assemblies. Pupil's and staff views will be sought through lessons, assemblies, school council and young leaders work. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1

STUDENT/ACADEMY/PARENT CONTRACT

Name:.....

Class:.....

Date:.....

Subject:.....

Reason for Contract:

Targets:

1.

2.

3.

Support from the Academy:

-
-
-
-

Resolution required:

Resolution date agreed:

Review date with student:

Signed by student:.....

Signed by parent:.....

Member of staff:.....