



Status – Statutory

Akroydon Primary Academy

Anti-Bullying Policy October 2018

1. Introduction

- 1.1. The educational aims of Akroydon Primary Academy are to enable all students to fulfil their potential through a broad and balanced range of experiences and to nurture their full personal, moral and spiritual growth.
- 1.2. We try to ensure that all young people in our care:
 - Achieve their full potential.
 - Become responsible members of society.
 - Develop a wide range of interests.
 - Enjoy their education.
 - Respect diversity and difference.
 - Stay safe and feel safe in school.
 - Are confident in staying safe from abuse and exploitation.
 - Understand how to keep themselves and others safe in different situations and settings.
 - Work hard with the school to prevent all forms of bullying, including on-line bullying and prejudiced based bullying.
- 1.3. We achieve this by:
 - Establishing high standards in all aspects of academy life for our students through the expertise of teachers, a variety of teaching methods sensitive to the needs of the individual.
 - Providing effective pastoral support and education based on the skills and experience of all our teachers with our core values of Empathy, Respect, Responsibility and Honesty at the centre.
 - Encouraging everyone to accept responsibility for their own behaviour, be empathetic to others, respect one another and be honest at all times.
 - The signing of the 'Akroydon Promises', an anti-bullying pledge developed by our anti-bullying ambassadors; for our students.
 - Training student anti-bullying ambassadors as mentors and anti-bullying advocates who are available to act as peer mentors when/if the need arises.
 - Producing a student-friendly anti-bullying policy so children know how to spot the signs of bullying and how they can report it.
 - Implementing regular and relevant anti-bullying training for all staff so that they are vigilant and responsive to bullying behaviour.
 - Sustaining awareness about bullying behaviour and the school's anti bullying policy so that school will be alerted about any incident at the earliest opportunity.
 - Provide opportunities across the curriculum for pupils to openly challenge bullying behaviour.
 - Frequently discussing anti-bullying through assemblies, anti-bullying week and pupil surveys.
 - Building pupils' skills and self-esteem to deal effectively with 'bullying' situations.
 - Monitoring and regularly reviewing the number and types of any incidents of bullying and report frequently to governors utilising CPOMS to evaluate the impact of the school's work.

Empathy, Honesty, Respect, Responsibility

2. Aims

2.1. The aims of this policy and our anti-bullying strategies are:

- To prevent occurrences of bullying at Akroydon Primary Academy.
- To ensure that all stakeholders understand what bullying is and how it is dealt with.
- To create a positive and safe learning environment for all.
- To develop individual's self-esteem and respect for others.
- To have a zero tolerance of incidents of bullying.
- To deal with bullying by tailoring a personalised package of student support for mediation and intervention; to include, what/how appropriate sanctions are applied.
- To ensure incidents of bullying are reported and logged in specific categories and appropriate education is put in place in response to these.

3. Objectives

3.1. Our objectives, through implementing this policy throughout academy life are:

- To identify bullying and accept that it is a problem which can occur in any setting where people are brought together.
- To be clear to all what is meant by the term 'bullying'.
- To establish clear procedures for the course of action to be taken in respect to bullying incidents.
- To create safe conditions for children which are built upon mutual respect, co-operation and equal opportunities.
- To establish that an important part of being valued for children is being listened to, believed and appropriate considered action taking place.
- To have clear procedures, known and understood by all, including a system by which discrepancies can be dealt with and reviewed.

4. Definition of bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be **physical, verbal or psychological**. It can happen face-to-face or through cyberspace."

Definition taken from the Anti-Bullying Alliance

4.1. **Emotional** - Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.

4.2. **Physical** - Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

4.3. **Verbal** - Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.

4.4. **Cyber** - All areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology. Appendix 2 provides further information on cyber bullying.

4.5. There are many forms bullying takes, as described in 4.1 - 4.3. Examples of bullying against targeted groups include:

- Racist – racial taunts, graffiti or gestures.
- Sexual orientation – offensive behaviour because of, or focusing on, the issue of sexuality.
- Sexist – offensive name-calling, misogynistic behaviour.
- Disablist – offensive name-calling, laughing, not supporting or excluding.
- Religion – derogatory remarks about a person's religious belief.

Empathy, Honesty, Respect, Responsibility

4.6. Bullying can take place inside or outside of academy life. For clarity, this policy extends to any bullying that happens off academy premises, as well as within the academy day.

4.7. In addition to our procedures for dealing with bullying, the academy will seek police advice where they believe a hate crime has been, or could be committed.

5. The frequency of bullying

5.1. Bullying can take place several times a week or day. It can go on for months and even years. There is recognition that bullying occurs often beyond the realm of the academy, but has manifestations in the academy. We have an expectation of parents that they should be supportive in the process of eliminating any form of bullying.

6. The severity of bullying

6.1. Bullying ranges from boisterous play to vicious assault. It is recognised that bullying can be extremely subtle and therefore difficult to deal with.

7. The motivation

7.1. The bully gets pleasure from other people's pain, fear and humiliation. The bully learns that aggressive behaviour allows him/her to dominate and get his/her own way. Sadly, the bully may also learn that creating fear in the target is a rewarding experience.

7.2. The bully often focuses on younger, smaller or timid children. The bully increasingly relies on threat and force.

8. Direct and indirect bullying

8.1. It is important to distinguish the difference, i.e. between those who are bullies and targets, and the larger group of students who are onlookers. Sometimes the bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then part of the bullying.

9. Peer on peer abuse

9.1. Bullying will not be dismissed as 'joking' or 'part of growing up' and staff are aware that there is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying or sexual experimentation. This is a matter for professional judgement.

9.2. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator.

9.3. If the evidence suggests that there was an intention to cause severe harm to the target, this should be regarded as abusive whether or not severe harm was actually caused.

10. Recording bullying

- 10.1. It is widely recognised that there is a vast range of types of bullying and varying degrees of severity. It is often difficult to detect more subtle types of bullying which may not be obvious or overt. However, as in all matters relating to standards and expectations, what follows rests on the professional judgement of all colleagues to exercise that judgement as and where it is felt appropriate and necessary.
- 10.2. It is essential that all children are taken seriously when they tell of incidents which may be bullying. It is only by careful monitoring of such incidents that bullying can be identified and stopped:
- When a pupil tells a member of staff of an incident that may be bullying then they must complete the academy's 'blue anti-bullying form' (issue raised section). Staff should liaise with key individuals starting with the student's class teacher (both the perpetrator and the target). These members of staff will work together to investigate the incident.
 - When a pupil tells a Midday Supervisor of an incident that may be bullying then they must complete the academy's 'blue anti-bullying form' and hand it to the class teacher or the Behaviour for Learning Manager or the Deputy Behaviour for Learning Manager.
 - Upon completion, the 'blue anti-bullying form' the incident must be logged on CPOMs and SLG should be tagged.
 - Appropriate sanctions will be applied and this will be recorded on SIMS. These sanctions will be discussed with either the Behaviour for Learning Manager or the Deputy Behaviour for Learning Manager.
 - Where appropriate, the child's parents will be informed as will the parents of the aggressor. Pupil(s) involved will be given strategies to keep themselves safe. These will be carefully discussed with them and will be appropriate to the situation.
 - When a parent reports an incident to school, it will be logged and actioned as above.
 - If a parent feels the need to report an incident to a governor, then the complaints procedure will be adhered to.
 - Numbers and types of incidents will be carefully monitored and regularly reviewed by the senior leadership team by utilising the CPOMS system.
- 10.3 Staff should liaise with key individuals starting with the student's class teacher. These members of staff will work together to investigate the incident. The Behaviour Manager will be the key liaison with students, parents and staff; ensuring all parties are aware of the progress/outcome of the investigation and when appropriate the sanction and intervention applied to the student(s) involved.
- 10.4 The Behaviour Manager will have oversight of bullying issues through the fortnightly briefing session with the SLG team.
- 10.5 Anti-bullying surveys in the autumn, spring and summer term are undertaken throughout the school to aid self-evaluation and subsequent development planning.
- 10.6 Incidents of bullying will be reported to SLG on a termly basis and broken down into the following categories:
- Emotional
 - Physical
 - Verbal
 - Cyber
 - Sexual orientation – including homophobic, biphobic and transphobic (HBT) bullying
 - Racial
 - Sexist
 - Disablist
 - Religious

11 Curriculum, education and support

11.1 Our Anti-Bullying policy is communicated to staff and students in a range of different methods through day-to-day school life. These methods include:

- Education and support in issues regarding bullying, methods of dealing with bullying, prejudice and discrimination.
- Stereo-typing will be discussed in the PSHE Programme.
- Themed assemblies, with follow up work in class groups. These may be led by students, as well as staff.
- Focussed weeks and programmes of work within the PSHE and class assemblies to focus on national campaigns e.g. black History month, E-Safety week, anti-bullying week. In addition, to follow up high profile or relevant news stories about bullying or harassment issues, these will be discussed in PSHE sessions.
- Residential opportunities and other school trips will be bonding exercises to enable students to learn to work co-operatively in teams
- PSHE inputs will cover relationships and friendships; teaching students how to manage their relationships with others constructively as well as drama lessons.
- Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work in teaching methodology.
- Potential targets of bullying should be drawn into working groups with children who do not abuse or take advantage of them. This should be done in a discreet and sensitive manner.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events such as class productions, charity and social events and also by involvement in extra-curricular activities.

12 Pastoral support

12.1 Students have access to a range of support to help them recognise, deal with and report bullying issues:

- The class teacher, Behaviour manager, Child Protection Officer and 'Nuture Team' will provide one-to-one opportunities for students to talk through any difficulties.
- The Student Council and Anti-Bullying Ambassadors will provide an opportunity for students to suggest improvements to aspects of academy life.
- PSHE sessions will explore issues of concern.

13 Expectations and guidance

Staff

- Watch out for early signs of distress in students, e.g.
- Deterioration of work
- Spurious illness
- Isolates themselves from social groups
- Erratic attendance and punctuality
- Extreme reactions
- Sadness and/or depression
- Irrational behaviour
- Stops doing activities they enjoy
- Fall in progress and/or attainment
- Change in personality
- Avoids eye contact
- Self-harm
- Defensive body language

The bullet points above have been taken from The Diana Award accredited CPD training.

Empathy, Honesty, Respect, Responsibility

- This behaviour may be a warning of other problems but it may be indicative of bullying.
- Listen carefully and record all incidents as per the agreed academy policy.
- Offer the target and the bully support and help by putting our academy procedures into operation. If the target discloses anything you deem to be a welfare or safeguarding issue, then disclose this information immediately to a member of the Child Protection team (see Child Protection Policy and procedures for more detail).

13.1 Students

In general:

- As a member of the academy, we expect you not to put up with any forms of bullying behaviour.
- Adults and students will work together to stop bullying.
- When someone is being bullied, or in distress, inform an adult immediately of any form of bullying behaviour.
- Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bullying.
- Do not put up with bullies in your group of friends.
- Only accept people who do not bully others. Bullies will soon stop if they are left out, or are by themselves.
- Informing is not 'telling tales'.

13.2 Parents

- Watch for the early signs highlighted above in your child, if you have concerns contact the academy.
- Parents should know:
- The academy's expectation of the parent's responsibility.
- Parents may have to come into the academy to discuss issues.
- That the academy takes the issue seriously and will always deal with any parent or student's concerns.

Date adopted by Governing Body	November 2018
Date for full implementation	November 2018
Date for review	November 2020

Appendix 1- Take appropriate action to deal with the bully

- If you are satisfied that bullying did take place, help the student to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used if the bullying is repeated. Log this as outlined in the policy.
- If possible, try for reconciliation and genuine apology from the student.
- Realise that some students do not appreciate the distress they are causing and are willing to change their behaviour. Do not however, force a face-to-face meeting. This **must** be the decision of the students.
- Try to reach agreement on reasonable long-term behaviour.
- Prepare the student to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and record this on CPOMS.
- Record the sanction on SIMS and comment 'refer to CPOMS'
- If initial attempts to stop the bullying fail, apply an appropriate level of sanction commensurate with the seriousness of the bullying. (Sanctions can be found in an Appendix of the Behaviour for Learning Policy).
- Class teachers will informally monitor students over the next half term.
- If bullying is racist, inform the Behaviour Manager and/or Principal immediately.
- Support the bully.

1. Support the target - follow up checks

- The class teacher should informally check in a considered and sensitive manner whether the bullying has stopped.
- The teacher should check informally on a weekly basis for a month after the complaint of bullying.
- The Behaviour Manager should check formally the week after the bullying and again during the same half term.
- If necessary, break up the group dynamics by asking staff to assign places in classes.
- Encourage the target to be assertive.
Ignore the comments; pretend not to hear.
Walk away quickly; use body language to look determined, strong and positive.
Shout "No, go away" as loudly as possible.
Encourage the target to tell a trusted adult in the academy if bullying is repeated.
Encourage the target to broaden their friendship groups by joining an after school club or activity.
- Ask another student to befriend and support the target (Behaviour Manager/ Designated Child Protection Officer will advise on potential students to approach). This may involve the formal setting up of a 'circle of friends'.
- Discuss bullying in assemblies, in drama, in the form or PSHE, and ask the class to suggest possible solutions.
- If bullying is by students from another school, the Behaviour Manager/Designated Child Protection Officer should telephone the relevant Head Teacher of the other school and ask for a return call on the result of their investigation.
- Give constructive advice if the target seems to have been bullied because they are being a nuisance or intruding.
- Use peer mediation to resolve conflict if appropriate, using trained students only.
- Provide a peer mentor.
- Use events such as Anti-Bullying Week to highlight the issues of bullying.

Appendix 2- Sanctions

Sanctions to deal with bullying behaviour will be dependent on the level, seriousness and persistence of the bullying.

For minor/single incidents

An apology and assurance that the bullying will stop **or** a detention **or** a piece of extra written work **or** meeting with parent **or** a temporary exclusion from certain areas of the academy premises.

In more serious cases, internal exclusion, fixed term exclusion or permanent exclusion may be sanctioned.

Appendix 3 – Cyber bullying

The Education and Inspections Act 2006 gives the Principal (and their staff) the power, 'to such an extent that is reasonable', to regulate the conduct of students when they are offsite.

This power is very relevant to cyber-bullying because much cyber-bullying takes place out of the usual academy day, partly because the technology used in cyber-bullying, such as social networking services and smart phones are not permitted in the academy. The impact of cyber-bullying can affect the lives and school lives of young people, so what takes place offsite has a direct impact onsite.

The Education Act 2011 gives additional powers to schools – screening, searching and confiscation, including of electronic devices. (Please refer to the academy's Behaviour for Learning policy regarding confiscation).

Some cyber-bullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK. The Malicious Communications Act of 1988 makes it an offence for:

1. Any person who sends to another person:
 - (a) A letter, electronic communication or article of any description which conveys:
 - (i) A message which is indecent or grossly offensive.
 - (ii) A threat.
 - (iii) Information which is false and known or believed to be false by the sender.
 - (b) Any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.