



# ANTI-BULLYING POLICY

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<b>Approved by</b>	TLT

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## Change Log

Date	Changes to Policy
Autumn 2022	P.3 More explicit that bullying behaviour can take place online. P.3 Replace Head of Pastoral Care with Senior Leader (and throughout) P.3 Update to make specific reference to RHE curriculum. P.3 Updated to include 'prejudice based discrimination'. P.4 Add 'Online abuse' as form of bullying and definition (NSPCC)

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# 1. Anti-Bullying Statement

This document should be read in conjunction with the Trust's Positive Behaviour Policy.

At the Learning Academy Partnership (South West) academies we believe pupil voice is very important and that pupils should be represented in our academy policies. Appendix 1 is a pupil friendly version.

## Definition

The most obvious forms of bullying are violent and physical. However, bullying can involve threats, teasing, interfering with belongings, sexually and racially offensive conduct, ridicule, the invasion of privacy, vandalism and intimidation and can include behaviour online. All of these experienced by a young person may be equally damaging. The bullying may also show itself in more subtle ways such as name-calling and children excluding others from games or activities. Each of these bullying activities has in common the intention by one child or a group of children to inflict a damaging effect upon the other. Within a definition of bullying it is important to remember that all forms of bullying have a deliberate intent to harm, mentally, physically or emotionally. Bullying is a frequently persistent and planned activity.

Bullying is not the same as fighting between two children or groups of children.

Bullying itself must be viewed from the perception of the victim and not that of the bystander. What appears a happy teasing to a bystander may be extremely painful to the victim.

## Rationale

Every pupil has a right to feel safe and secure whilst at school.

It is the intention of the Trust that each child should be respected with individual needs and character.

Every opportunity should be taken to promote an ethos in the Trust academies, of respect and of caring for each other.

## Objectives

A child will be encouraged to approach a member of staff if there are any problems which arise between members of the academy. Whoever is approached, should be prepared to provide support and advice, to monitor a possible situation and to make others aware when appropriate.

Involvement and support from other children will be encouraged, where appropriate.

The Head Teacher/Senior Leader will be made aware of any more serious concerns and action.

Appropriate sanctions, in line with the Positive Behaviour Policy, will be applied as deemed relevant to a situation. These may include alternative arrangements for playtimes, discussions, target setting, withdrawal from situations etc.

There may be a revisit to learning on healthy relationships, respect and responsibility etc from Relationships and Health Education curriculum. There may be the need for more bespoke support and learning, to empower pupils to make wise and healthy choices as well as understand both their rights and responsibilities in relationships (such as friendships).

More serious concerns about bullying of any nature will be reported to the parents of children involved and their support enlisted in order to monitor the situation. Parents will be kept fully informed as to progress and appropriate action.

If appropriate the Head Teacher/Senior Leader/Class Teacher or any combination may request an interview with parents to discuss and agree appropriate actions. The advice or support of outside agencies may be sought.

## Homophobic Bullying

Homophobia is prejudice-based discrimination, such as of someone who identifies as lesbian, gay, bisexual or transgender (LGBT+). Challenging and responding to homophobia will help address concerns regarding gender based bullying and stereotypical images of masculinity and femininity. Contrasting views on homosexuality between (and within) different religious faiths could be seen as an obstacle to addressing homophobia. However, most religions and faiths are based on fairness and justice. The Trust is aware that the key issue to address is not so much the range of religious beliefs about sexuality, but rather the need to challenge discrimination and promote the respect and equality of all young people, regardless of their sexuality.

The Trust will recognise homophobia and have consistent strategies to challenge it. Any incidents will be recorded in the academy's Homophobic Incident log (see Appendix 2).

## 2. Child Friendly version of Anti-Bullying Policy

### What is Bullying?

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can occur through several types of anti-social behaviour. It can be:

- a) **Physical:** A child can be physically punched, kicked, hit, spat at, etc.
- b) **Verbal:** This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- c) **Exclusion:** A child can be bullied simply by being excluded from discussions/activities.
- d) **Damage to Property or Theft:** Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them
- e) **Online abuse:** Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including: social media. text messages and messaging apps.

### What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) It is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

### What do you do if You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with someone showing bullying behaviour.

### Role Of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the academy immediately. Your complaint will be taken seriously, and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform the academy immediately.
- e) It is important that you advise your child not to fight back. It can make matters worse!
- f) Tell your child that it is not their fault that they are being bullied.
- g) Reinforce the Trust's policy concerning bullying and make sure your child is not afraid to ask for help.
- h) If you know your child is involved in bullying, please discuss the issues with them and inform the academy. The matter will be dealt with appropriately.

## Strategies For Dealing With Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected, we will:

- a) Talk to the suspected victim, and any witnesses.
- b) Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- c) If the bully owns up, then sanctions procedures outlined in the Behaviour Policy will be followed.
- d) An additional sanction may be to arrange for the child to be escorted from the academy premises.
- e) Incidents of bullying are recorded as such in the Academy Praise documents, in the parental log and in the Behaviour log (see Appendices below).
- f) If the suspected bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure.
- g) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the monitoring section of the Academy Praise document and parental log.

## Appendix 1: Parental Concern Log

Date concern raised	Person to whom concern was raised	Summary of conversation (key information only and considering 3 <sup>rd</sup> party audience)	Actions taken	Follow up	Feedback to parents	Resolved	Member of SLT with overview

## Appendix 2: Homophobic Incident Log

Date	Person recording incident	Details of incident (level and key information)	Actions taken	Follow up impact (2-weekly review)

***Please use initials for recording names and identify if teacher, support staff or child. Please ensure children involved are recorded with their class.***

Use the ABC approach to recording an incident:

- A. Antecedent = what was the event or activity occurring immediately before the incident
- B. Behaviour = what was the behaviour observed
- C. Consequence = what was the immediate consequence following the response