

Anti-Bullying Policy





- Article 19- Children have the right to be protected from being hurt or badly treated.
- Every child has the right to feel safe at home, at school and in the community (UN Convention on the Rights of the Child, 1990).
- Bullying is not a normal part of growing up.
- As outlined in The Equality Act 2010, legally everyone is protected from discrimination in the workplace and the wider society.

Objectives of this Policy

- All Trustees, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All Trustees and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated
- All pupils, parents and staff will have access to the 'Pupil Voice Anti-Bullying Leaflet' which is available on the school website

Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

As a Rights Respecting TRUST, all pupils have a right to feel safe. Bullying will not be tolerated as part of our TRUST. All allegations of bullying will be investigated and addressed appropriately.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. All pupils should be educated without the hindrance /fear of bullying. Our schools recognise the impact that bullying can have on an individual and this policy provides guidelines for staff and parents as to:

- What bullying is
- How it will be prevented
- How it will be managed
- How it will be addressed

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that 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 the staff.

It is right to tell. Children should always feel able to inform an adult when they feel that they or someone else has been bullied with the confident knowledge that their complaint will be acknowledged and acted upon appropriately. Avenues of communication between support staff, lunchtime supervisors and teachers exist to facilitate this. We must always remember to listen to children's concerns and to think about the way we speak to and treat them ourselves.

The anti-bullying ethos of TEACH Trust Schools is transmitted through our leading by example, where everyone within our school and community is valued. It is communicated in assemblies, PSHCE lessons, Friendship Week, during circle time, in stories, plays, drama and co-operative games. Good, effective, caring discipline is upheld in partnership with parents/carers, teachers and all adults who work in the school. We encourage children to see themselves as part of a large caring family where older children are expected to act as a model to younger children. Evidence of this can be seen in the work that Friendship Ambassadors do within the schools. This is reinforced in school assemblies, PSHCE lessons and via the school council.

Definition

For behaviour to be bullying, it includes all of the following:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience

- It involves an imbalance of power (the target feels s/he cannot defend her/himself or perpetrator/s exploiting their power)

The children will be taught the definition of STOP. This stands for 'several times on purpose'. It also stands for 'start telling other people'.

Bullying can be:

Emotional

- Being unfriendly, excluding, tormenting e.g. hiding books, threats

Physical

- Pushing, kicking, hitting punching or any use of violence

Verbal

- Name-calling, sarcasm, spreading rumours, teasing

Cyber

All areas of the internet, such as:

- Email & internet chat room misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology , i.e. camera and video facilities
- Any on-line platforms

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and follow the Rights' Respecting Charters which allow them to express themselves in a safe way.

All staff have a responsibility to respond promptly and effectively to issues of bullying.

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
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering

- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff on My Concern and where required a witness statement completed (see Appendix 1) and/or use of the Focus of Bullying/Harrasment indicator (Appendix 2)
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
5. Restorative work will commence with all parties involved
6. An attempt will be made to help the bully (bullies) change their behaviour
7. Request for support from Outreach services, Educational Psychologist, Safer Schools Community Team, Educational Welfare and Special needs service will be sought when necessary
8. If necessary and appropriate, police will be consulted

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Verbal, emotional, physical and cyber bullying will not be tolerated in our school and it is everyone's responsibility to prevent it happening. A key factor in prevention is the ethos that the school creates and the building of an atmosphere of care and trust.

The Personal, Social, Health, Citizenship and Emotional learning programme and pastoral care team seek to support pupils in developing good relationships and to have the ability to deal with problems and issues. In addition, the schools e-safety and ICT policy supports the promotion of on line safety from bullying. Children are regularly educated in this area.

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Being responsible for own Class Charter and signing a behaviour contract
- Activities throughout the year based on prevention including Friendship Week
- The use of Friendship Ambassadors and Friendship Stop
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters to address these issues during our PHSCE lessons
- Using the STOP sign
- Using pupil voice through worry boxes, regular assemblies and questionnaires

Updated June 2021

Equality Impact Assessment

√Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	√
	Trustees	√
	Staff	√
	Parents/Carers	
	Local Authority	√ (LADO audit)
	Trade Unions	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	√
	When applied	
	If legislation changes	√
	If a formal complaint	√

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	√	All groups are at risk of bullying but it is recognised that the protected groups are more vulnerable to this risk and need greater protection against this happening.	Increased awareness through; <ul style="list-style-type: none"> • PSHE curriculum • Assemblies • Protected characteristics curriculum tracking
Gender reassignment	√		
Marriage or civil partnership	√		
Pregnancy and maternity	√		
Race	√		
Religion or belief	√		
Sexual orientation	√		

Sex (gender)	√		<ul style="list-style-type: none"> • SMSC curriculum tracking • Protected characteristics CPD for staff • Behaviour management CPD for staff • Leadership oversight (including Trustee reporting)
Age	√		
SEN	√		
Vulnerable	√		
Traveller, migrant, refugees and people seeking asylum	√		
EAL	√		

Policy is in place to protect everyone from bullying behaviour.

Appendix 1

Appendix 2

Focus of Bullying/Harassment

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence: