



Anti Bullying Policy 2018

Vision

At Half Acres Primary Academy we believe that every child is unique and special. Values are at the heart of our curriculum and we intend that our children will be responsible citizens of the future who invest in their local and global community. We intend, through an inclusive, creative and balanced curriculum, to nurture the potential of each child morally, spiritually, socially and culturally and ensure they have sufficient information and skills to equip them to make good choices.

Introduction

It is a government requirement that all schools have an anti-bullying policy.

This policy, for Half Acres Primary Academy, reflects DfE advice contained in Preventing and Tackling Bullying 2017, OFSTED documentation named 'School Strategies for Preventing and Tackling Bullying', Keeping Children Safe In Education 2018 and the principles enshrined in 'Every Child Matters'.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). The Wakefield Guidance which this policy adopts defines bullying thus:

'Bullying is deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt. Bullying can be physical, verbal or non-verbal. It always involves an abuse of power or responsibility.'

Bullying is wrong and damages individual children. A bullied child is very unhappy and their social development and/or academic progress can be considerably hindered by this. We therefore do all we can to prevent it, by developing an academy ethos in which **bullying is regarded as unacceptable**. We encourage children to inform staff if they witness bullying or fall victim to it themselves. Any incident of bullying is treated seriously and swift action taken.

The Anti-Bullying Policy should be considered alongside the E-Safety Policy and the Positive Behaviour Policy.

Aims and Objectives

We aim to:

- Promote good relationships
- Create and maintain a safe and secure environment where all children can learn without anxiety and where measures are in place to prevent the likelihood of bullying

- Provide an environment which encourages positive and supportive relationships, where children and adults work for the common good
- Provide a curriculum which promotes self-esteem, emotional well-being and respect for others
- Ensure children feel confident to notify staff of any incidents of bullying
- Produce a consistent and swift academy response to any bullying incidents that may occur.
- Make the whole academy community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying
- Ensure everyone knows the importance of treating everyone with respect and that disrespecting anyone for any reason will not be tolerated
- Ensure that concerns are taken seriously and dealt with appropriately

All governors, staff, pupils and parents should have an understanding of what bullying is, what Half Acres Primary Academy policy is on bullying, and how to follow it when bullying is reported.

Pupils and parents should be assured that they will be supported when bullying is reported.

The Role of Governors

It is the responsibility of the Local Governing Body to

- Promote the Values ethos of the academy, which is supportive of a positive, accepting, nurturing and emotionally secure environment where individuals are valued
- Ensure the academy's Anti-bullying Policy is in place and review its effectiveness regularly
- Support the Head of School in the implementation of the policy and all attempts to eliminate bullying from our academy.
- Ensure the Head of School keeps accurate records of all incidents of bullying, reports to the governors on request about the effectiveness of anti-bullying strategies.

A parent who is dissatisfied with the way the academy has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Local Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Chair will notify the Head of School, and asks her to conduct an investigation into the case, and to report back to a representative of the Local Governing Body.

The Role of the Head

It is the responsibility of the Head of School to

- Implement the academy anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy's policy, and know how to identify and deal with incidents of bullying. The Head of School reports to the Local Governing Body about the effectiveness of the anti-bullying policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy **that will not be tolerated.**
- Ensure that all staff receive sufficient training to be equipped to identify and deal with any incidents of bullying.

- Set a climate of mutual support, respect for one another and positive relationships to ensure the well-being of all and to make bullying less likely within the academy. When children feel they are important and belong to a friendly and welcoming environment, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

- All the staff in our academy take all forms of bullying seriously, and seek to prevent it from taking place
- All staff contribute to maintaining the Values ethos in the academy where everyone feels valued, listened to, respected, successful and safe
- Class teachers, with the support of HLTAs and Teaching Assistants, are responsible for delivering the curriculum and strategies designed to prevent bullying
- All class based staff and lunchtime supervisors are responsible for carrying out their role in keeping children safe through effective supervision
- If staff witness an act of bullying, they refer it to the Head of School and/ or Learning Mentor. This will then be investigated by the relevant staff and the parents/carers informed. Teachers and support staff do all they can to support the child who is being bullied.
- The Head of School and/ or Learning Mentor keep records of all reported incidents of bullying. We also record incidents brought to our attention that occur near the Academy, on the children's way between Half Acres Academy and home, or incidents of cyber-bullying which have happened out of school. Any adult who witnesses an act of bullying should report it.
- Teachers, Learning Mentor and support staff work with the Head of School to monitor children who encounter bullying and do all they can to support the child and prevent further problems
- The perpetrator's behaviour will be monitored by all staff and strategies put in place to improve the situation
- CPD will be provided for all staff, with the aim of enabling them to identify bullying and to follow academy policy and procedures, with regard to behaviour management

The Role of Parents and Carers

- Parents and carers have a responsibility to support Half Acres Primary Academy's anti-bullying policy, actively encouraging their child to be a positive member of their school community.
- Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher/ Family Mentor immediately. If they are not satisfied with the response, they should contact the Head of School. If they remain dissatisfied, they should follow the complaints procedure, as detailed on the website.
- Parents are invited to tell us their views about a range of academy issues, including bullying

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep letting people know.
- Pupils are invited to tell us their views about a range of Academy issues, including bullying, by approaching the class teacher, Family Mentor, Head of School, other staff, School Councillors or Peer Supporters; or through the use of Academy and/ or class pupil questionnaires, or worry monster/ bins.

Curriculum

In all year groups Half Acres Primary Academy holds an anti-bullying week annually in support of the National Anti-bullying week. (Usually mid November). However individual year groups will also revisit the anti-bullying curriculum at other times during the year.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use the Values curriculum, PSHCE, circle time and RE lessons and teaching approaches such as drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assemblies and class/individual rewards are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

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 (school-phobic)
- Begins truanting;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to produce work below their usual standard;
- Comes home with clothes torn;
- Has possessions 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.

Forms of Bullying

Bullying can take many forms such as:

- **Physical** - physical violence, such as hitting, kicking, pushing or spitting at another pupil;
- interfering with another pupil's property, by stealing, hiding or damaging it;
- **Verbal** - using offensive names when addressing another pupil; These can include racist, sexist or homophobic;

- **Emotional** - eg belittling another pupil's abilities and achievements; teasing or spreading rumours about another pupil or his/her family; writing offensive notes or graffiti about another pupil;
- **Cyberbullying** - on-line abuse where communication devices and social media are used to be deliberately hurtful eg explicit texts or posts on social media
- Excluding another pupil from a group activity;
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.

Pupils may become victims of bullying due to a number of factors where perpetrators may single them out due to

- their race/skin colour/accent (racist bullying)
- their gender (gender or trans bullying)
- their sexuality (homophobic bullying)
- their appearance, mannerisms or special educational need

Bullying can happen in any situation but we are particularly alert to the following settings:-

- playground, playing field, dinner hall;
- classroom and corridors;
- toilets;
- swimming pool;
- just outside the school;

Responding to Bullying

- All incidents of bullying have potential for negative impact and need to be treated seriously and sensitively:
- Any incidents of bullying should be referred immediately to the Head of School
- A record of bullying incidents is kept electronically
- Parents are asked to bring any concerns or suspicions of bullying to the class teacher or Head of School, so the problem can be dealt with immediately
- A discussion between the Head and the parents of the perpetrator will be arranged to discuss strategies to be put in place
- If parents of the child who is bullied are unaware that this is happening, then the Head of School will make arrangements to talk to them, to inform them and to explain the strategies of the academy to ensure the safety of the child while in the academy.
- All relevant staff will be informed of bullying incidents so that the situation can be monitored, both to protect the 'victim' and to prevent any further behaviour from the perpetrator
- The child who is bullied and the perpetrator will need support. In some situations, other children may be involved too. This will be provided by the Learning Mentor.

Strategies For Intervention Against Bullying

In many cases a situation can be resolved swiftly by an appropriate member of staff following the procedures below

- Talk with the victim to understand their feelings and provide support/counselling
- Talk to the bully to ensure they are clear about the distress/hurt caused and to reinforce the view that the behaviour is not acceptable. Issue consequences in accordance with the Behaviour Policy
- In talks with both parties seek to understand whether there are underlying 'reasons'
- Ensure the situation is closely monitored by all relevant staff

Where this is not felt to an adequate response, with bullying deemed to be of a more serious or sustained nature, other strategies will need to be implemented as directed by the Head of School.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head of School, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the Head of School, other staff members and when necessary by examining records of incidents. Governors analyse information for patterns of people, places or groups. They look out in particular for

- Racist bullying,
- Bullying directed at children with disabilities or special educational needs
- Cyber bullying
- Gender bullying
- Homophobic bullying
- Trans bullying
- Peer on peer bullying

This policy will be reviewed every two years, or earlier if necessary.

Signed Chair:  30/01/2019.
Head:  30/01/2019.