

This Policy was adopted by the governing body of

**Half Acres Primary Academy**



*'Aspiring To Achieve - Enriching Lives'*

## **Anti-Bullying Policy**

Dated: September 2021

Date for Review: September 2023

## **Introduction**

At Half Acres Primary Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Half Acres Primary Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our Code of Conduct and the Academy's Vision, Aims and Values.

## **Aims and objectives**

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an Academy ethos in which bullying is regarded as unacceptable.
- We aim, as an Academy, to produce a safe and secure environment where children feel confident to notify staff of any incidents of bullying and all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent Academy response to any bullying incidents that may occur.
- We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Academy.
- All of those within the Local Governing Board, staff, pupils and parents should have an understanding of what bullying is, what the 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.

We are determined to promote and develop a school ethos where bullying behaviour is, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## **Bullying Definition**

At Half Acres Primary Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

Bullying is defined as when: it happens several times, on purpose over a period of time.

### **We agree that:**

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games and this is targeted, not a falling out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going – it happens ‘several times, on purpose’ (STOP).

### **Types of Bullying:**

#### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

#### **Racial Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

#### **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

#### **Peer on Peer Abuse**

Including but not limited to sexting/bullying/racism/sexual assaults/physical assault/hazing or initiating 18 Child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessed as required. It will not dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school’s pastoral systems.

### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Young carers
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

It is important to recognize that bullying can happen in any situation but we are particularly alert to the following settings:

- playground, playing field, dinner hall;
- classroom and corridors;
- toilets;

- Academy trips (residential/day trips);
- swimming pool;
- when pupils are coming and going to Academy;
- when pupils are lining up.

### **The role of the Local Governing Board**

- The Local Governing Board supports the Headteacher in all attempts to eliminate bullying from our Academy. The Local Governing Board are completely opposed to bullying and will not condone any bullying at all in our Academy. Half Acres Primary Academy have adopted a zero-tolerance approach to bullying, whilst ensuring that all incidents are fully investigated. Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Local Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of Academy 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 by following the complaints procedure. The Local Governing Board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Local Governing Board notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Local Governing Board.

### **The role of the Headteacher**

- It is the responsibility of the Headteacher to implement the Academy bullying prevention strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the arrangements within the policy. The Headteacher reports to the Local Governing Board about the effectiveness of the bullying prevention policy on request.
- The Headteacher and Deputy Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy that will not be tolerated. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Senior Leadership Team ensures that all staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying sensitively and thoroughly.
- The Headteacher sets the Academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming Academy, bullying is far less likely to be part of their behaviour.
- Should an allegation of bullying be made, the member of staff this is reported to will report this to the Headteacher who will instruct the pastoral team to conduct an investigation.

### **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.

- Teachers and classroom staff log any incident of poor behaviour on CPOMS. If teachers / classroom staff witness acts of bullying or are concerned that a behaviour is leading to the onset of bullying, they will initially investigate it themselves and then refer it to the Headteacher to make them aware of the situation. The Pastoral team will support with the investigation. Teachers and support staff do all they can to support the child who is or worries that they are being bullied. If an investigation confirms that a child is being bullied, a package of support will be put in place by the pastoral team and parents and carers of both the victim and perpetrator made aware.
- The DSL team keep a record of any allegation or confirmed case of bullying. They also record incidents brought to our attention that occur near the Academy, on the children's way between Academy and home, or incidents of cyber-bullying which have happened out of Academy. Any adult who witnesses an act of bullying should report it as above and these will be treated in the same way through a school-led investigation.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. (See positive behaviour policy) Sanctions may include the use of missed recreational play, time spent with the pastoral staff to reflect on their actions, internal reflections or external exclusions in extreme cases.
- Time is also spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. When a child repeats bullying behaviours we invite the child's parents or carers into the Academy to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.
- The Headteacher and Deputy Headteacher will consider all information and select the most appropriate sanction to work towards preventing another incident from occurring. The local governing board will be made aware of any case of bullying through termly Headteacher reporting and regular communication with the Chair of Governors.
- All members of staff routinely attend training, which equips them to identify bullying and to follow Academy policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use 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. PSHE is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents and carers**

- Parents and carers who are concerned that their child might be being bullied following repeated incidents occurring several times on purpose, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, who will work alongside pastoral staff to investigate any allegation of bullying. Class teachers will discuss their findings with senior members of staff to identify actions moving forward.
- Parents and carers have a responsibility to support the Academy's bullying prevention policy, actively encouraging their child to be a positive member of the Academy.
- Parents and carers have a responsibility to work in partnership with staff in the

academy to distinguish the difference between isolated incidents and targeted bullying.

- If a parent/carer is contacted to be made aware of an incident where their child has been the perpetrator of bullying, they have the responsibility to work with school to ensure appropriate sanctions are in place to ensure such incidents are not repeated.

### **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 on letting people know.
- Pupils are invited to tell us their views about a range of Academy issues, including bullying, by approaching the class teacher, Learning Mentor, Headteacher, other staff, class or Academy councillors, buddies; or through the use of Academy and/ or class pupil questionnaires, or worry boxes.

### **Curriculum**

- The issue of bullying is addressed through the PSHE and RSE 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.
- All classes hold discussions weekly within PSHE where any problems, including feelings of being bullied are addressed immediately.
- The pastoral team hold several groups / play activities focused around developing positive peer relationships.

### **Responding to Bullying**

#### **1. Reporting**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

#### **2. Fact Finding**

In any case of alleged bullying, either the Class Teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

#### **3. Educating**

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation.

#### **4. Sanctioning**

A sanction will be put into place for the perpetrator(s) which will be decided by the Headteacher / Deputy Headteacher based upon what they deem to be the most appropriate sanction with the highest likelihood of reducing the risk of further / repeated incidents occurring.

#### **5. Recording**

Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded and parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

**Monitoring and review**

- This policy is monitored on a day-to-day basis by the Headteacher and Senior Leaders 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 Principal, 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, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every two years, or earlier if necessary

Signed by Headteacher		Date:	
Signed by Chair of Governors		Date:	