Anti-Bullying Policy

This policy has been developed through a process of consultation with, pupils, school staff and Academy Council. It describes the school's principles, aims and expectations of behaviour to prevent bullying. This document sets out what bullying looks like and the procedures for tackling bullying. It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision and will therefore, be monitored to ensure this.

AIM

The aim of the anti-bullying policy is to ensure that pupils at Hale Academy thrive in a supportive, caring and safe environment without fear of being bullied. We want our pupils to come to school and feel safe and empowered. We are committed to providing a caring and secure environment where all pupils (irrespective of race, disability, sexual orientation, gender and religious belief) are encouraged to demonstrate an understanding of self-discipline, self-regulation, care and respect to all members of our school community which enables them to learn. We recognise that every member of our school community has a responsibility towards encouraging positive choices and creating a shared sense of responsibility that results in preventing bullying. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

What is Bullying?

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying and social. The children at Hale Academy will be taught **STOP- Several Times On Purpose** as a way for them to recognise if they or someone they know is being bullied.

All staff at Hale Academy will be vigilant to changes in behaviour which may indicate that a child is being bullied. All staff and pupils are to be encouraged to report bullying in our school.

Changes in behaviour

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognising the warning signs is an important first step in acting against bullying. Not all children who are bullied or are bullying others ask for help.

Some signs a child is being bullied

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Signs a child may be bullying others

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the Head Teacher's office or to reflective time frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

What is NOT bullying

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that a one-off incident is not usually bullying behaviour although it may still be frightening and harmful.

Types of bullying

Physical

- This is repeated negative use of body contact to intentionally hurt others
- E.g., kicking, pushing, pulling, punching, tripping, unwanted touching (Sexual or otherwise), unacceptable gestures or any use of violence

Verbal

- This is repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others
- E.g., swearing, discriminatory language, offensive language (concerning actual or perceived personal choices), hurtful comments

Indirect

Indirect bullying may consist of actions designed to inflict psychological harm on the targeted victim by damaging their:

- Reputation with peers
- Relationships with peers
- Self-esteem

Factors that constitute indirect bullying generally include:

- Anonymity of the bully
- Hidden behaviour
- Intent to isolate the victim from peers

Social bullying, Emotional or Psychological

- ignoring someone, excluding, glaring, isolating a person, graffiti, rumour spreading, sending unwanted text messages or emails, publishing hurtful material on social networking sites (cyber-bullying)

Cyber

- inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet, phone call bullying, chat room bullying or any other form of social media.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Disability

This is where children and young people with a learning or other disability are deliberately singled out, ridiculed or triggered for being seen as different. This could be things like:

- speaking or moving differently
- showing emotion differently
- having specialist equipment
- having support from a teaching assistant or SEN Co-ordinator
- making loud noises in class or being easily provoked
- showing loud, excitable or even aggressive behaviour or being easily provoked
- being quiet, seen as an 'easy target' or easy to control

Racial bullying

Is a type of racism where someone's bullying focuses on your race, ethnicity or culture. Racism and racist bullying can include:

- being called racist names or being sent insulting messages or threats
- having your belongings damaged or having to see racist graffiti
- personal attacks, including violence or assault

- being left out, treated differently or excluded
- people making assumptions about you because of your colour, race or culture
- being made to feel like you must change how you look
- racist jokes, including jokes about your colour, nationality, race or culture

Child-on-Child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

See **appendix 1** for online support and advice

How can we help to prevent bullying at Hale Academy?

As part of our ongoing commitment to the safety and welfare of our children we at Hale Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour. Our **PRIDE** values will underpin our approach to dealing with bullying:

- Educate all members of our school so that they can recognise bullying
- Give pupils strategies for dealing with bullying
- Give opportunities for children to talk about bullying including the use of drama, PSHE Jigsaw lessons and assemblies
- Allow opportunities for the School Council to discuss the issues surrounding bullying and to put ideas forward for ways to reduce it
- Support and promote Anti-bullying week
- Use the mechanism of Restorative Justice to allow pupils to express their emotions safely and to allow for reconciliation
- School Council and the collection of pupils' views

How Bullying will be dealt with

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOM and actioned by a member of SLT
- All involved will be interviewed
- All reports of bullying will be reviewed regularly to identify whether a pattern of behaviour is emerging
- Parents will be kept informed of the outcomes of investigations to allow both the victim and the perpetrator to be supported at home and in school
- Persistent bullying may necessitate the matter being brought to the attention of The Academy Council
- Appropriate disciplinary measures will be taken in accordance with the school's Positive Behaviour Policy
- Pupils who have been bullied will be supported and monitored as appropriate by their class teacher, Inclusion Team, ELSA and SLT.

See Appendix 2 How bullying will be dealt with
See Appendix 3- How to have a restorative chat

Responsibility of pupils

- Tell an adult or someone you trust
- Don't do nothing
- Be assertive
- Tell them to stop
- Do not join in

See appendix 4- Children involved in bullying

Responsibility of the Academy Head

- Has overall responsibility for the policy and its implementation and liaising with the Academy Council, parents/carers, LA and outside agencies
- Appointing an Anti-bullying Leader who will have general responsibility for handling the implementation of this policy

Responsibility of Anti-bullying lead

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies
- Creation of a child friendly Anti-Bullying policy with the input from the School Council
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs the policy review
- Managing, reporting and recording bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Responsibility of staff

- Implementing the policy fairly and consistently and showing a caring attitude to others
- Reporting and recording bullying incidents
- Attending and implementing the training and support offered for staff
- Implementing strategies for preventing bullying behaviour. Allowing additional pastoral support as required
- Dealing with all bullying behaviour in a positive and sympathetic way using incidents of good behaviour as a role model
- Ensuring that when on duty during break times the welfare of the children is being monitored and is being seen to be monitored by the children.
- Having high expectations in the classroom and that each class's rules are on display for all to see.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Responsibility of parents

- Understand that Hale Academy does not tolerate bullying behaviours of any kind
- Read the key information about bullying which is available from the office and on the school's website
- Listen to their child in a calm and appropriate manner
- Alert their child's class teacher, as soon as possible, if they are concerned that their child may be the target of bullying behaviours. This will allow staff to resolve the problem as quickly as possible

- Be a positive role model for children by showing them the appropriate responses to bullying behaviours, encouraging them to talk to a teacher so the issues can be resolved rather than retaliating
- Being sympathetic and supportive towards their child, reassuring them that appropriate action will be taken
- Understand the difference between a one-off incident and bullying behaviours, know the STOP acronym and use it to support their children.
- Inform the school of any instances of bullying even if their child is not involved
- Follow the school's approach to dealing with incidents of bullying behaviours
- Monitor their child's use of the internet and mobile phones

Responsibility of Academy Council

- To ensure that Hale Academy is a safe, happy place in which children learn and thrive
- To ensure that the Academy has a Anti bullying Policy with procedures in place that operate in accordance with The Kite Academy Trust and Government guidance
- To ensure that the Anti-bullying Policy is made available to parents/carers.
- To ensure that the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from Kite Academy Trust and locally agreed inter-agency procedures;
- To ensure that staff undertake appropriate behaviour management CPD
- To review the impact of Anti bullying Policy within the annual monitoring cycle and feedback to the Academy Council

Links to legislation

Several pieces of legislation which have informed the creation of this policy include (but are not limited to):

- Keeping Children Safe in Education - statutory guidance for schools and colleges 2022
- Working Together to Safeguard Children 2018
- Behaviour and Discipline in Schools - Advice for headteachers and school staff 2016
- Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies 2017
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Education and Inspections Act 2006

Links with other policies

Positive Behaviour Policy

Safeguarding Policy

Acceptable Use Policy -Cyber bullying and internet safety

Policy for Equality and Accessibility Plan

PSHE and Citizenship Policy

RSE policy

Complaints policy

Confidentiality Policy

References Documents and Related Policy/Guidance

Policy review

This policy will be reviewed in Sept 2024 and updated annually. The policy review will be linked to the School Improvement Plan and Policy for Equality, working towards a more inclusive and harmonious ethos across the school community.

Anti-Bullying Leader: Lizzie Calverley

Appendix 1 - Online support and advice

Helplines and links to supporting organisations

ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. To contact them by phone, call 0800 1111 or follow - https://www.childline.org.uk/get-support/contacting-childline/

You can also download the 'For me: The Childline app - https://www.childline.org.uk/get-support/contacting-childline/

The Diana Anti-Bullying award have a 24/7 crisis messenger service ,to contact them text DA to 85258

The Diana Award: www.diana-award.org.uk

For more information follow - https://www.antibullyingpro.com/support- centre

NSPCC www.nspcc.org.uk/what-is-abuse/types-of-abuse/bullying-and-cyberbullying/

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

PSHE Association: www.pshe-association.org.uk

Kidscape www.kidscape.org.uk

Anne Frank Trust: www.annefrank.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Mencap: www.mencap.org.uk

Think U Know: www.thinkuknow.co.uk

EACH: www.eachaction.org.uk

Educate against Hate: www.educateagainsthate.com

Family Lives: www.familylives.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

UK Safer Internet Centre: www.saferinternet.org.uk

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Initial report of bullying. This could be made by anyone (child, staff, parent)

Reported on CPOMS

Reported to member of SLT

Those involved interviewed separately including the reported Victim, instigator and witnesses, this maybe by the class teacher, DSL or member of SLT

Using restorative justice approach

This will involve offering all the children involved an opportunity to engage in Restorative Justice approaches to help them all understand how everyone is feeling, why the behaviour happened and what they can do to put things right/stop things going wrong in the future. This step will happen whether or not the incident is a friendship issue or bullying.

Parents to be informed of the investigation

The school will tailor its response to reflect the incident and the support needed to prevent the problem from reoccurring. Sanctions, in line with the school Positive Behaviour Policy are usually applied, along with additional support and monitoring for the child who experienced the bullying.

Reported on Cpoms

Follow up

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.

This information will be presented to the governors in an anonymous format as part of pupil welfare.

HOW TO HAVE A RESTORATIVE CHAT

Harm

Someone or something has been hurt or harmed

Step Back

Assess your own emotional state

"What Happened?"

Actively listen

"Who else is affected?"

Who else got hurt or was involved?

"How are you feeling?"

How did you feel at the time and now?

"What are you thinking?"

What did you say to yourself when it happened?

"What do you need?"

Listen hard for needs that can go some way to being met

"What needs to happen to make things ok?"

Do you need to bring people together?

Check back

Make a note of when you can check in with people

What needs to happen now?

Appendix 4

Children Involved in Bullying- Taken from https://www.stopbullying.gov/bullying/roles-kids-play

The roles children play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behaviour or defend against it. Direct roles include:

- **Children who Bully:** These children engage in bullying behaviour towards their peers. There are many risk factors that may contribute to the child's involvement in the behaviour. Often, these students require support to change their behaviour and address any other challenges that may be influencing their behaviour.
- **Children who are Bullied:** These children are the targets of bullying behaviour. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help learning how to respond to bullying.

Even if a child is not directly involved in bullying, they may be contributing to the behaviour. Witnessing the behaviour may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Role's children play when they witness bullying include:

- **Children who Assist:** These children may not start the bullying or lead in the bullying behaviour but serve as an "assistant" to children who are bullying. These children may encourage the bullying behaviour and occasionally join in.
- **Children who Reinforce:** These children are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour. These children often want to help, but don't know how.
- **Childrens who Defend:** These children actively comfort the child being bullied and may come to the child's defence when bullying occurs.

Most children play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some children are both bullied and bully others. It is important to note the multiple roles kids play, because:

- Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation.
- It highlights the need to engage all children in prevention efforts, not just those who are known to be directly involved.