



Diocese of Norwich  
Education and  
Academies Trust

**[Academy Name]**

# **Anti-Bullying Policy (Pupils)**

<b>Policy Type:</b>	<b>Trust Core Policy</b>
<b>Approved By:</b>	<b>DNEAT Trust Board</b>
<b>Approval Date:</b>	<b>06/05/2016</b>
<b>Date Adopted by LGB:</b>	<b>dd/mm/yyyy</b>
<b>Review Date:</b>	<b>May 2019</b>
<b>Person Responsible:</b>	<b>Academies Chief Executive Officer</b>

## **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## **Policy Statement**

[Academy Name] takes great pride in its friendly atmosphere and the Christian values which all members of the academy (both staff and pupils) show towards each other. This considerate behaviour is encouraged at all times. We celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

The academy must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied. The academy's objective is to promote and encourage the maintenance of a friendly atmosphere.

## **What is Bullying?**

Bullying is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual.
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- On-line bullying: verbal abuse on-line, can also include altering on-line information eg: on social media.

## **Aims**

At [Academy Name] we acknowledge that bullying does happen from time to time: indeed, it would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children and adults within our academy have a common understanding of what bullying is.
- Reduce all forms of bullying.
- To eliminate racism, sexism and other prejudices within the academy and to encourage children to behave in a manner toward each other, taking responsibility for their own behaviour in accordance with the behaviour policy.
- Communicate clearly to children and parents the academy's strong response.

- Stress that the whole academy community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within the academy.

### **Objectives**

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The academy will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are being resolved.

### **Underlying Principles**

Each prejudice related incident holds unique and distinctive features, which need to be considered; academy' responses must be informed by the principles below. These principles need to be adopted if academies are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all children and young people within the academy community

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a child's social and emotional wellbeing.
- Strategies for dealing with discrimination need to be linked to the academy's behaviour and anti-bullying policy.
- All staff, children, parents, carers and governors must be aware of the academy's policy and procedures for dealing with prejudice related incidents.
- All allegations of prejudice related bullying must be taken seriously and investigated thoroughly.
- Academies must keep parents, carers and children informed during an investigation and advise them of any action that is taken. This must be discussed sensitively with the child or young person beforehand.
- Academies and DNEAT will be open and honest in their dealings with pupils, parents, carers and members of local communities about prejudice related incidents and will value their help and support in tackling these issues.

## **Definition of Bullying**

We consider that bullying is **repeated, deliberate** behaviour that makes another person feel threatened, distressed, hurt or upset. Occasionally the distress caused may not be consciously intended by the perpetrator, this will depend upon the perpetrator's age and ability to understand the consequences of their behaviour.

## **Definition of Prejudice Related Incidents**

A **racist incident** is any incident which is perceived to be racist by the victim or any other person.

A **disability related incident** is any incident which is perceived to be so by the victim or any other person.

A **homophobic related incident** is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

## **Forms of Bullying and Prejudice Related Incidents**

### **Verbal (Name-Calling, Taunting, Mocking)**

This covers name-calling, insults, threats and prejudice related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech/accent, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of gay to mean stupid. Staff will challenge all such derogatory language.

### **Written**

This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

### **Graffiti**

This includes offensive writing and drawings in public places and anywhere in the academy such as walls, desks, and toilets.

### **Physical**

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

### **Intimidation/coercion**

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a academy classroom or within the academy environment, as well as making someone do or say something against their will.

### **Extortion**

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or academy property.

### **Personal possessions taken or damaged**

This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a pupil's bag, pens, shoes and other personal property or the academy's property that is in the possession of or being used by the victim.

### **Isolation, being ignored or left out**

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

### **Spreading rumours**

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt to those named in the rumours.

### **Cyber (Email, Internet, text)**

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both 'Spreading rumours' and 'Cyber.'

### **Other prejudice related incidents**

This includes the wearing of specific badges, T-shirts carrying slogans or bringing discriminatory literature into the academy; attempting to recruit others to organisations and groups that promote any form of prejudice.

### **Normal Peer Conflict or Bullying?**

The harm caused by bullying/prejudice must not be underestimated. It can cause considerable stress to children, to the extent that it affects their health and development.

Normal Peer Conflict or Bullying?	
Normal Peer Conflict	Bullying
Equal power or friends.	Imbalance of power – not friends.
Happens occasionally.	Repeated unwelcome actions.
Accidental or not pre-meditated harm.	Deliberate harm or the threat of physical or emotional harm.
Not seeking power or attention.	Seeking power, control of material things.
Generally not trying to get something.	May attempt to get material things or power.
Remorse – will take responsibility.	No remorse – may blame the victim.

**Whole Academy Strategies to minimise Bullying [adapt this section to reflect academy practice]**

1. We have set up [eg a **friendship bench**] where children can go if they are not enjoying playtime. School Council representatives will monitor the **bench**, and will be trained to deal with minor issues referring on to staff more serious ones.
2. A regular programme of PSHE work, with emphasis on role play, will support this policy.
3. There will be regular Teacher – Class discussion e.g. during circle time, dealing with friendship / playtime issues.
4. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying.
5. Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
6. An academy Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying:

If you see someone being bullied:

- Don't rush over and take the bully on.
- Do let a teacher or other staff member know.
- Do try to be a friend to the person being bullied.
- Don't be made to join in.
- Do try to help the bully stop bullying.

If you are victim of bullying:

- Tell a teacher or another adult at the academy.
- Tell your family.
- Take a friend with you if you are scared to tell someone yourself.
- Keep telling people until someone listens.
- Don't blame yourself for what has happened.

## How the Academy responds to specific allegations of Bullying

1. Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be:
  - A member of the School Pupil Council.
  - Another teacher known to them.
  - A Teaching Assistant or Play Leader/Worker.
  - A Learning Mentor.
  - A Lunchtime Supervisory Assistant.

The children will be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

2. The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
3. Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.
4. If there is no improvement, or further bullying occurs, the parents of the bullying child will be contacted in order to come into the academy to discuss the problem and to make clear the academy's zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.
5. As a result of the discussion, clear expectations are laid down as to:
  - Expected behaviour and attitudes.
  - Where the bullying child should be at specific times of the day.
  - Who they should report to, and when.
  - Who they should keep away from.
  - The arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day.

Individual circumstances will determine the precise arrangements to be made.

6. Support is given to the bullying child to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they feel safe.

## **Following up an incident**

It is often helpful, once the immediate situation has been dealt with, for staff to reflect on the incident, to consider what further action may be necessary in respect of the perpetrator and victim and to see if there are any lessons to be learned from the experience.

Effective action could include:

- Considering the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour;
- Checking data records to see if the pupil has been involved in any previous incidents. If this is the case, a senior member of staff must meet with the parents of the perpetrator, seek their support in stopping such behaviour and make them aware that a similar incident in the future could have serious consequences for their child;
- Monitoring the perpetrator's future behaviour;
- Considering which other members of staff need to be informed, for example, the headteacher, senior leader, phase leader, or class teacher;
- Checking to see if there are any times in the academy day, or any places in the academy, where pupils feel particularly vulnerable. If so, try to find ways of overcoming this. For example, if incidents have occurred in the playground, check that staff are on the alert for such behaviour at lunch and break times;
- Considering if it would be beneficial to discuss the issues further in a academy assembly or class discussion. This requires careful judgement. It may expose the victim in an embarrassing and uncomfortable way and could be treated inappropriately by other pupils. On the other hand, it may be an opportunity to develop positive attitudes towards diversity. This will help pupils to understand the damaging effects of prejudice and the determination of the academy to combat this.
- Asking all members of staff to keep a protective eye on a known victim(s) of prejudice and taking positive steps over time to build up their trust and to encourage them to report any further incidents;
- Making sure all members of staff are alert for other pupils who may be suffering in silence;
- Asking all members of staff to keep a watchful eye on known perpetrators to prevent further prejudiced incidents.

## **Consequences & Support**

Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of bullying. It is, therefore, essential that the perpetrator is helped to understand the impact of their actions; the reasons for their actions and then given strategies and support to prevent recurrence. This may require long-term in-academy support and the involvement of external agencies.

Consequences may include: detentions (at break time and/or lunch time), isolation and/or exclusion.



Support for the victim may include: 1:1 time with an adult to help build self-esteem; peer support; a “trusted” adult at lunchtime who is fully aware of the issues and can offer protection; regular home-academy contact between parents and teachers; “open-door” policy for parents with class teacher and senior leaders; access to nurture group facilities. Support for the perpetrator may include: 1:1 time with an adult to help build self-esteem and social skills; social skills group work, peer support; a “trusted” adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-academy contact between parents and teachers; “open-door” policy for parents with class teacher and senior leaders; access to nurture group facilities; pastoral support programme if a risk of permanent exclusion.

### **Recording**

Bullying is recorded at all stages, together with the action taken in the pupil’s personal file, transferred with the child from class to class and may be transferred at transition to High Academy.

### **Repeated Offences**

In cases where there is callousness about the bullying which causes the bully (or bullies) to continue even though they have been made thoroughly aware of what they are doing and the effect that it is having, then this is regarded with the utmost seriousness.

- The Head Teacher will see any such offenders and make it clear to them that they will no longer be welcome in the academy if such behaviour does not stop at once.
- Pupils who continue, after clear warnings, to be knowingly unkind to other people are liable to be excluded (see Exclusion Policy).

### **Roles & Responsibilities**

All staff at [Academy Name] have a responsibility for implementing the policy and dealing appropriately with incidents that are brought to their attention. All incidents should be referred to the child’s (bully & victim) class teacher, who is responsible for liaising with the parents.

[If a senior member of staff is responsible for behaviour, add details of their role/responsibilities.]

The **Principal/Headteacher** is responsible for ensuring the policy is implemented consistently and effectively. Significant incidents should be reported to Governors on a termly basis as a minimum and to the Chair of Governors more frequently if appropriate.

### **Raising awareness / Staff training**

The academy [insert activities undertaken eg takes part annually in ‘Anti-bullying Week’ by highlighting positive behaviours and attitudes].

New staff are inducted into the academy’s safeguarding, e-safety and acceptable use of ICT policy and anti-bullying procedures on arrival. This training is refreshed every two years.

### **Monitoring**

The impact of this policy will be monitored through regular audit of records of serious incidents and alleged bullying. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

### **Review**

The policy will be reviewed every three years or earlier if relevant.

### **Links to Other Policies**

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

## **[Academy Name]'s Anti-Bullying Code**



**If you see someone being bullied:**

- **Don't rush over and take the bully on.**
- **Do let a teacher or other staff member know.**
- **Do try to be a friend to the person being bullied.**
- **Don't be made to join in.**
- **Do try to help the bully stop bullying.**

**If you are victim of bullying:**

- **Tell a teacher or another adult at the academy.**
- **Tell your family.**
- **Take a friend with you if you are scared to tell someone yourself.**
- **Keep telling people, until someone listens.**
- **Don't blame yourself for what has happened.**