

The Harrowby / National Academies Trust

“Aim High BELIEVE, Fly High ACHIEVE”

Anti-bullying Policy



Trust

“Those who trust in the Lord will become strong again. They will be able to rise up and soar like an eagle in the sky.”
Isaiah 40 v 31

Friendship

“A friend loves at all times and is always there to help.”
Proverbs 17 v 17

Forgiveness

“Be kind, be humble, gentle and patient. Forgive each other.”
Colossians 3 v 13

Wisdom

“Listen to advice and accept correction. Then in the end you will be wise.”
Proverbs 19 v 20

Endurance

“I can do all things through Christ because he gives me strength.”
Philippians 4 v 13

Peace

“The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.”
Galatians 5 v 22-23

Date of Review	November 2020
Date of Next Review:	November 2021

Introduction

We believe that every member of our school community should be valued, respected and treated as an individual, in accordance with our school values.

Central to this aim is the expectation that the children across The Trust will display high standards of behaviour and treat others as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our Academies have a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual.

In line with the UNICEF Rights of the Child the Trust aims to ensure that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The anti-bullying policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way and recognises our Academy's legal duties under the Equality Act 2010.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Across our Trust we are committed to safeguarding our pupils. We believe that all pupils should feel safe, confident and keen to succeed in a learning environment that is free from behavioural distractions and disturbances – a learning environment that promotes, supports and celebrates an 'I CAN' ethos, in which all pupils can strive towards their aspirations.

We promote high standards of teaching and learning with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential. Through working together and open communication we strive to prepare children to succeed in society.

Article 28 (right to education) Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Aims

The School Community (pupils, staff, parents, Trustees, outside agencies) should work in cooperation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

Objectives

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils

- Help build an anti-bullying ethos in the school

Definition of bullying

We recognise that bullying can occur online and in real life and that for many children there is little meaningful distinction between the two when matters of friendship and peer relations are concerned.

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour in three regards:

- It is deliberately hurtful or threatening behaviour.
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.
- It involves dominance of one pupil by another, or group of others.

The main types of bullying are:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Sexual- unwanted physical contact or sexually abusive, threatening comments. This can be viewed as sexual harassment.
- Homophobic- because of, or focussing on the issue of sexuality
- Cyber bullying- by means of internet or mobile phones or associated technologies
- Racial- taunts about race or cultural aspects, graffiti or gestures
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.
- Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods. In our Trust we won't tolerate bullying.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem

- Being easily distressed
- Damaged or incomplete work

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form.

Preventing Bullying

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The Trust will promote anti-bullying strategies through Worship, knowledge of UNICEF Articles, PSHE, circle time and other appropriate lessons such as drama
- Restorative approaches will be used where appropriate to work towards reconciling conflict between two or more individuals
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision.

Promoting an anti-bullying ethos in the school

Members of staff regularly use UNICEF, SEAL, PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied. Restorative approaches training is given to all staff and awareness is made to all pupils to support a culture of mending harm quickly and openly. Use of the acronym STOP will be used to both define and prevent bullying. Several Times On Purpose is the definition of bullying. To prevent bullying Start Telling Other People.

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in IT lessons when the children are taught about Internet safety.

Roles and Responsibilities

All members of staff, as duty bearers (class teachers, midday supervisors, teaching assistants, office staff, support staff, cleaning.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Executive Headteacher, Heads of School, Deputy and Trustees.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

Appendix A

Procedure for dealing with Bullying

1. In line with the 'Behaviour Policy', once the behaviour is identified as bullying the incident should be reported to the Executive Headteacher (Mrs Anne Platt) or Heads of School (Mrs Angela Comerford (National) Miss Sharon Leeson (Harrowby)).
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour.
5. On some occasions it may be possible to sit the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached. (Restorative approach)
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
 - -writing an explanation or apology for the incident
 - -withdrawal of break or lunch time privileges
 - -lunchtime detention
 - -withholding participation in school trips or sports events that are not an essential part of the curriculum
 - -removal from a particular lesson
 - -temporary removal from the class
 - -interview with the Head of school or Deputy
 - -fixed term exclusion
 - -permanent exclusion
10. A written record should be made of every incident of bullying using an Incident Form (see example attached). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, when the parents were informed and how the incident was followed up. A copy of the incident form should be kept and filed by the Head of school.

Bullying incidents are recorded on an incident form and emailed details shared with relevant staff.

APPENDIX B

THE HARROWBY/NATIONAL ACADEMIES TRUST
BULLYING INCIDENT REPORT FORM

Pupil's Name: _____ Class: _____

Date: _____

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Date parents of bully informed: _____

Date parents of victim informed: _____

Name of teacher dealing with incident:

(A copy of this form should be given to the Head of school for filing)