

# Anti-Bullying Policy

Date of approval:	01/09/22
Approved by:	Consilium Academies
Date of next review:	September 2024

## **Buile Hill Academy - Friendship and Anti-Bullying Policy**

### **Our Aims:**

At Buile Hill Academy we take all forms of conflict, friendship problems, and bullying behaviour seriously. Part of our vision is to develop a caring community where we have concern for others and demonstrate respect for each other.

Our aim is:

- To provide every member of the school community with the best possible opportunities to develop personally and professionally.
- To develop and sustain a broad and balanced curriculum that meets the needs of every student, enabling them to achieve their full potential intellectually, physically, culturally, socially, morally, and spiritually.

### **Roles and Responsibilities**

There are a number of roles and responsibilities to ensure effective management of peer related issues and bullying across the Academy. These include:

**Head Teacher and Senior Leaders** – Have overall responsibility for the safety and wellbeing of all students within the Academy. Challenge and support others to complete their role. Oversight of peer related issues and incidents of bullying across all year groups and hold staff to account to deal with all incidents between peers in an efficient and supportive way.

**Operational Safeguarding Lead** – Reports to the Head Teacher and other Senior Leaders on patterns of peer related incidents, tracking and monitoring of those displaying bullying type behaviours and identifying those who experience multiple challenging experiences within school with their peers.

**The Anti –Bullying Coordinator** – Works with other Anti- Bullying professionals to identify and implement Anti-Bullying strategies across the whole school and evaluates the success of strategies used. Coordinates whole school events with an anti- bullying focus. A source of expert advice to assist other staff in tackling peer on peer incidents and bullying.

**Year Leaders and Pastoral Staff** - Keep up to date with all peer-on-peer incidents within their year group. Investigate incidents in a balanced and objective way. Ensure that mediation and a restorative approach is at the heart of dealing with all peer related incidents and bullying. Feedback to all involved with incident including alleged person being bullied m, alleged person bullying and parent/ carers of all involved.

**All staff** – It is the responsibility of all staff within the Academy to be vigilant of peer-on-peer incidents and bullying. To recognise any behaviour of concerns through school reporting systems. It is the responsibility of all staff to record any incident between peers that is reported to them by either parent or child.

### Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour can be defined as - *“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space”*

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying or when children with disabilities are involved. If the person being bullied might be in danger, then intervention is urgently required.

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- Verbal bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm)
- Indirect bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)
- Cyber bullying (sending nasty phone calls, text messages or e-mails/chat rooms) Linked to schools Acceptable Use Policy (ICT)

Some bullying occurs because a child is deemed to belong to a certain group. This has been labelled ‘prejudice-based bullying’, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. This form of prejudice includes the use of words or phrases that have negative connotations relating to race, ability, sexuality or gender, regardless of intention to offend.

Who is subject to bullying? Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group. A person who has been bullied may commonly find it difficult to combat the behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the bullied or doing the bullying perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an education, health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

### 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
- Begs to be driven to school
- Changes their usual routine for example unwilling to go to school (school phobic)
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

### Strategies for preventing bullying behaviour - Whole school approach

- Issues surrounding friendships and bullying behaviour are taught as part of healthy relationships through personal development. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- Whole School Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Student Leadership and School Council will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- The school core values of mutual respect to all will be upheld at all times.
- All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. (Staff will report all peer related incidents).
- Participation in Anti Bullying Week each year.
- Regular staff inset session on anti-bullying strategies and safeguarding procedures

### Personal Development

Student's personal development will be developed when learning about bullying by ensuring students:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds.
- Develop an understanding of what a healthy relationship is.
- Recognise the difference between right and wrong
- Understand the consequences of their actions.
- Understand the effects of their behaviour on others

### Strategies for responding to bullying behaviour

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.

When bullying is known to have happened or be ongoing:

- The year leader will discuss the incident(s) with the child alleging a peer related incident. It is important that they are listened to and feel their voice is heard.

- An investigation will occur by pastoral staff and will be discussed with the child accused of wrongdoing or bullying behaviours.
- Information will be gathered from witnesses to explain what they saw. The class tutor/Head of Year/Headteacher will be informed.

Sanctions in line with the restorative approach to behaviour will be applied. Examples are provided below:

- Parental contact
- Restorative Justice Conversation
- Internal reflection period of time
- Involvement of the Neighbourhood Policing Team
- Exclusion from social times within the Academy
- Fixed-term exclusion for significant and repeated incident
- Permanent exclusion

Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

Support for the person being bullied is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the person being bullied does not suffer any long-term effects. Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- Emotional resilience sessions
- Key adult within school

### The person doing the bullying (Perpetrator(s))

It is recognised that support must be given to the person doing the bullying. Disciplinary procedures against the person doing the bullying are one strand of support however further strategies should be used to support positive behaviour modification. Such support may include:

- Reflection
- Key adult report for positive behaviour report
- Emotional resilience
- Behaviour intervention program
- School counselling

### Monitoring and Evaluation

All peer related incidents will be recorded on CPOMS pastoral reporting system. Each incident reported will be reported back to Operational senior leadership meeting to track and plan for new and emerging issues.

Repeated incidents are identified through the use of CPOMS and further support identified.

Systems are evaluated regularly and further monitored and challenged by Local Academy Board members.

### Data protection and Safeguarding Confidentiality

Students will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### Dissemination of the Policy

All staff members and Local Academy Board members can receive a copy of this policy. Copies are available from the office on request.

### Suspected Abuse

All incidents of suspected abuse will be investigated and dealt with in line with Washington Academy safeguarding and child protection policy.

### Complaints

If a parent/carer or member of staff is unhappy with the way in which a peer related or bullying incident has been dealt with by Buile Hill Academy staff, they should in the first instance speak directly with the child's Year leader.

If still unsatisfied parents/carers should request to speak with the Anti Bullying Coordinator- **Miss Prescott.**

If the issue remains unresolved parents may request to speak with the following:

Behaviour and Attitudes – Mrs Offord, or the Operational Safeguarding Lead – Mrs Howard.

If there continues to be concerns the Trust Complaints Procedure should be used in all instances where a parent/carer or child is not satisfied with the Academies response to a peer related incident or bullying incident.