



BARWELL ACADEMY



BELIEVE ACHIEVE SUCCEED - LEARNING THAT LASTS A LIFE TIME



The Great Barwell Adventure

Anti-Bullying Policy

Love thy neighbour in a flourishing school community. A community with Jesus' protective love at heart, celebrating diversity with the highest expectations for all, both academically and behaviourally. A community that puts physical and mental wellness at its heart. A loving, knowledgeable community building a rich, challenging curriculum for all.

Review:

Date last reviewed: 05/10/22

Date to be reviewed: 01/09/23

Aims and Objectives:

If children are happy, safe and secure in their school environment, this will have an impact on staff well-being and children's learning. This policy aims to set out our whole school approach to anti-bullying including how to monitor, record and report situations and incidents to achieve our ultimate goal: to prevent bullying behaviour. It is imperative that all members of staff, parents and governors have a clear understanding of this policy to ensure consistency throughout the school and across the community. Bullying is everyone's business.

Definition of Bullying:

Bullying is the deliberate, pre-meditated and REPEATED physical verbal or emotional assault of an individual or group, by a single person or group. We explain this to our children as upset that has been caused **Several Times On Purpose** (STOP) without provocation. We also use STOP as an acronym for **Start Telling Other People** if you are worried about bullying. Bullying can occur not just between pupils but between pupils, staff and parents.

Incidents of Bullying may include:

- **Physical bullying:** violence and assault (hitting, pushing, kicking, biting, spitting, jostling), damaging or stealing property, damaging school work and equipment.
- **Verbal bullying:** name calling, vindictive teasing, insulting remarks, threatening, taunting, homophobic/biphobic/racist remarks, harassment.
- **Emotional bullying (also known as indirect or psychological bullying):** rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.
- **Cyber bullying:** (via a digital device e.g. text messaging, instant messaging (MSN etc.) and social networking sites) name calling, malicious gossip, the passing on of images, sexting, teasing, ostracising etc.
 - In our context it is highly likely that this may occur beyond school as children are not permitted to use mobile technologies without supervision and the filtering systems we have in school prohibit social media sites. However we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero tolerance approach to this behavior, informing parents whenever we suspect pupils may be involved.

Forms of Bullying:

- **Racial, religious or cultural bullying:** where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- **SEN and disability bullying:** where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
- **Appearance or health conditions:** where an individual or group are targeted because of their physical appearance or a health condition, for example, a disfigurement, a traumatic injury, a severe skin condition or even bullying due to pregnancy and maternity,
- **Home circumstance:** where the motivation for bullying is based on the person's living arrangements, for example, young carers, marriage and civil partnership, , children in care or geographic locality i.e. where they live.
- **Homophobic and biphobic bullying:** relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can pupils who do not conform to gender stereotypes.
- **Transphobic bullying:** relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects

people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

- **Sexual bullying:** can relate to the target's gender or body, this can have a sexual and/or sexist element.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others in line with the protected characteristics under the Equality Act 2010: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role. It is important that children recognise the protected characteristics under the Equality Act 2010 and we teach children about them through a 'No Outsiders in Our School' approach (Andrew Moffat, 2016). Our programme is called **Everyone's Welcome** and encompasses the theme of how differences should be celebrated for all sections of the community. This is taught through weekly assemblies and each half term through picture books to help children investigate elements around diversity. We do not specifically split up the characteristics of the Equality Act 2010 but our books focus on diversity in all its forms. For more information, please consult our Journey to Wellness document.

Supporting the pupils in their understanding of bullying:

It is vital that pupils have a firm understanding of what bullying is and the difference between bullying and 'falling out' with other pupils, or a one-off disagreement. This is taught throughout the school year repeatedly through our Journey to Wellness (available as a separate document) as well as through our whole school initiatives, the national Anti-Bullying Week, participation in local initiatives, the "Beyond Bullying" Award Scheme, the Leicestershire Life Education Van and through our Zones of Regulation (See Behaviour Policy).

We make pupils and parents aware at the start of each year of the dangers of cyber bullying and our zero tolerance stance towards it, regardless of whether it occurs outside of the school building. We use a variety of published resources such as CEOP materials, "Think You Know" and "Kidscape" as well as delivering annual staff training through National Online Safety. To raise awareness of the dangers involved we also utilise Safer Internet Week in February to reinforce our Anti-Bullying stance (see Online Safety Policy).

We firmly believe that anti-bullying should be interweaved into our children's curriculum as much as possible, through our Learning Journeys and Journey to Wellness. and although we participate in National Anti-Bullying Week each year, we also ensure that our school messages are reflected each half term, within stand-alone lessons and embedded within The Great Barwell Learning Adventure.

All the activities and lessons we undertake are designed to raise awareness of bullying, what bullying is and how to tackle the issue successfully. Materials acquired to enhance social and emotional development are used to support these interventions. The PSHE Lead in association with our Wellness Hub co-ordinate and organise the appropriate learning within each year group and this is reflected within the Journey to Wellness maps (see Journey to Wellness document).

Throughout these experiences, the children will be actively taught to speak out if they are worried about being bullied and are made aware that all adults in school will help them deal with situations in which they may feel they or their friends are being bullied and will report

any incidents to the class teacher, Deputy Headteacher or Headteacher. It is vital that we ensure that the children know that the school will not condone bullying in any form.

Strategies for dealing with bullying:

All adults in our school have the responsibility for keeping our children safe. Watching bullying happening and then doing nothing about it (inappropriate bystander behaviour) is not acceptable under any circumstances. As soon as we are aware that bullying is happening, appropriate action must be taken. Class teachers/Headteacher/Deputy Headteacher must be made aware of and tackle any incidences of racist, disablist, homophobic, biphobic, transgender or sexist language or religious discrimination (See Equal Opportunities Policy) and appropriate INSET training for staff should be conducted.

To deter negative behaviours, positive non-aggressive behaviours must also be awarded such as: Character Commendations, texts or notes home and praise. Peer group disapproval can also be used to combat bullying behaviours. Should a child arrive new to our school or be lonely or shy, it is imperative that children are encouraged to welcome and include them.

Pastoral support is available within school through various means: friendship groups, designed to help children foster appropriate social interactions leading to deeper and longer-lasting friendships and reinforcing the positive power of play. We also have Champions, our Year 6 mentoring system that helps to develop social and emotional needs of children to drive them forward and instill in them the power to be the best that they can be. Peer-led interventions are also in place to support worried or vulnerable pupils such as our Big Buddy, Little Buddy, with Year 3 children being paired with a Year 6 for their transition year designed to encourage friendships between year groups but also to help them feel safe and secure. Worry Knots, a small social peer-led group support system, are in place at break times and lunchtimes to help those children who need it. They help children who are upset or have an issue and try to support them using a restorative approach.

Restorative Conversations/Zones of Regulation:

When beginning to resolve an issue, support will be given to both the "harmed" and "harmer" through restorative conversations. The "harmed" needs to build self-esteem and the "harmer" needs to develop the skills of socialising and co-operating with others, reinforcing the characteristics that we promote in school.

When dealing with these types restorative conversations it is important not to harm the "harmer" but try and discover the reasons why they are showing bullying behaviour. This should be accessed through skilled questioning and by allowing time for the children to consider their actions and emotions of themselves and the others involved and their point of view.

Throughout this conversation, it is important that the "harmed" is able to help him/herself and not be overprotected by the adult. Look, with the children, objectively at the situation before assuming that the "harmer" is the in wrong. Children will be asked to consider their Zones of Regulation and what zone they are in - our work in class has helped children to identify tools and strategies that will then help children to transfer between the zones and make more rational and informed decisions.

It should be made clear to both parties, the unacceptability of bullying behaviour, including that it is inappropriate for the "harmed" to retaliate physically. After bullying incidents have occurred, this should be followed up to support the "harmed" and prevent reoccurrence.

Restorative conversations do not have to be led by adults. At the end of Year 5, children have the opportunity to apply for the post of a 'Worry Knot'. This is a group Year 6 children who work at lunchtimes to facilitate children getting on. They help children who are upset

or have an issue and try to support them using a restorative approach. We are very proud of our Worry Knots, not least because the group was established by children who wanted to make a positive difference in our school. So the children can be identified by others, they wear a blue hi-vis jacket with the Worry Knot symbol on the back.

Best Practice for Staff:

At all times, staff must be alert and observant, both inside and outside of the classroom, for example: on the playground, the hall, corridors and toilet areas, and are responsible for dealing IMMEDIATELY with inappropriate behaviour from any child. All staff should be informed if a particular incident arises that would have an impact on bullying behaviours.

At break times, duty staff should be vigilant. Incidents involving suspected bullying should be reported directly to the child's class teacher at break times.

During the lunchtime period, when there is a more significant risk and could be exposed to bullying, Lunchtime Supervisors must communicate any concerns for the safety and well-being of any child during lunchtime to the Lunchtime Manager. Managers are then responsible for reporting any concerns to the Headteacher or the Deputy Headteacher.

In the classroom, all adults need to be aware of hidden indicators of possible bullying, for example: body language; pupils who seem withdrawn and isolated; unwillingness to go to school; signs of withdrawal; deterioration of work; isolation; faking illness; erratic attendance; desire to remain with adults; late to school; general unhappiness/fear/anxiety; crying at bedtime; continual 'loss' of money and other school equipment and report any concerns using our safeguarding procedures (see Child Protection Policy)

All staff should remain vigilant to the effects of bullying between pupils outside of school, including the possibilities of cyber bullying through text and instant messaging and through comments on social networking sites. Schools have the power to intervene in instances of bullying outside of school.

If a child reports bullying behaviours- to any staff member- remain calm and take charge of the situation; reacting emotionally may add to a "harmer's" ego and give the "harmer" control of a situation. Always take the incident or report seriously and take action as quickly as possible by speaking to the children involved. Think carefully about where to have that conversation and reassure the "harmed", not making them feel inadequate or foolish.

The Class Teacher should inform the Headteacher or Deputy Headteacher if there remains just cause to suspect that bullying is occurring using an Initial Concerns Form.

The Headteacher or Deputy Headteacher will then become actively involved if bullying behaviour continues. The Headteacher or Deputy Headteacher will involve parents of the "harmed" and the "harmer", and explain the action taken, reasons for it, and what they can do to help reinforce and support our zero tolerance message towards bullying. Depending on the circumstances, the Headteacher or Deputy Headteacher may call the police where a criminal offense has occurred (see Behaviour Policy).

Reporting incidents of bullying in school:

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

If bullying incidents are witnessed within school - whether between pupils or staff - it is the duty of care for every adult in school to report this. In order to do so, a Concern Form

should be filled out, signed and dated and placed within the Headteacher's office for review.

Recording incidents of bullying:

The Headteacher (or Deputy Headteacher) will meet and carry out a restorative conversation with the children involved using the Zones of Regulation as a starting point. If it is found to be a 'bullying' incident, it will be recorded on CPOMS and the information disseminated to the relevant staff members. It is through this system that potential trends are identified and repeat offenders and incidents flagged. These bullying incidents are reviewed each month by the Headteacher and reported to Governors.

Bullying outside school:

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The Headteacher will report to the Chair of Governors, any persistent, repeated incidents of bullying by an individual or group. Incidents of this type will result in the Headteacher contacting parents and – if a criminal act has occurred- the police. Ultimately, repeated incidences of bullying behaviour may result in temporary or permanent exclusion of the pupil(s) concerned.

Parental Involvement:

Parents should, first and foremost, be familiar with the definition of what bullying is and the different types of bullying that can occur. Work completed with the children is shared with parents via newsletters, Twitter and videos. Parents are also invited to review our policy to suggest any changes that could be made.

Communication between home and school is key for the school to the identification and prevention of bullying. By supporting the school and their policies, and by informing school if there are any concerns, it means that situations and incidents can be dealt with swiftly and appropriately. Encouraging their child to speak to staff at school if they are worried about bullying will develop positive relationships and ensure that children feel safe and secure.

What should you do if you think your child is being bullied?

Parents who believe their child has been harmed as a result of bullying, or believes their child is harming others, should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep the children safe. The first port of call should be to contact the class teacher. All expressions of concern will be taken seriously and investigated thoroughly and, if there is a concern regarding incidents of bullying, this will be shared with the Headteacher or Deputy Headteacher. Should parents still be concerned, contact should be made with the Headteacher or the Deputy Headteacher.

The school's Mission Statement, Home School Agreement, Equal Opportunities Policy, Behaviour Policy and the agreed Codes of Conduct have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people. This Bullying Policy reflects the principles contained in these documents.