

Anti-Bullying Policy

Policy No. Section/No



The Bramble Academy

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Introduction

The Bramble Academy has a 'duty of care' towards its pupils with regard to bullying.

This policy takes full account of Hatfield Academy's legal obligations under the Education Inspections Act of 2006 to ensure that measures are in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of Hatfield Academy's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Duty (with reference the Equality Act 2010) requires that the Hatfield Academy has due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy links to The Bramble Academy's:

- Behaviour Policy
- Equality Policy
- SEND Policy
- Safeguarding Policy
- Online Safety Policy

And is written with reference to:

- Preventing and tackling bullying – DfE Advice for head teachers, staff and governing bodies (updated July 2017)

1.1 Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically, verbally or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. 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 cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Verbal bullying For example: name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying For example: kicking, hitting, punching, pushing and pinching

Emotional bullying For example: producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber bullying For example: offensive text messaging and e-mailing and sending degrading images by phone or the internet

2.1 Statement of Intent

The Bramble Academy believes that:

- Bullying is undesirable and unacceptable.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the Academy will be listened to and taken seriously.
- Bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- Those who exhibit bullying behaviours should be supported to understand their impact and so change their behaviours

3.1 Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the Academy.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with pupils, parents and other appropriate members of the school community.
- To ensure all members of the Academy feel responsible for combating bullying.

4.1 Intended Outcomes

- That all Pupils, staff and parents understand the anti-bullying policy.
- That there are procedures within schools for reporting bullying.
- That parents have a point of contact in school if they are concerned about their child.
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly.
- That no child or young persons' educational opportunities and achievement is disadvantaged due to the experience of bullying.
- That all staff are involved in dealing effectively with, reporting, recording,

- monitoring and if necessary referring bullying incidents.
- That there is an effective communication with parents and the wider Academy on the subject of bullying
- That all incidents of bullying are monitored appropriately.

5.1 Strategies to Prevent and Reduce Bullying

The Bramble Academy may use a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time
- Friendship Groups
- Peer buddy system
- PSHE/Online Safety curriculum.
- Assemblies
- Self-esteem support
- Restorative approaches
- Anti-bullying days
- Online safety days
- Learning Mentor support
- Liaison with parents
- Training for members of staff on strategies such as Healthy Minds and Positive behaviour management

8.0 Cyber Bullying

Pupils' access to the internet and mobile technology can lead to cyber bullying both on and off the school site. Cyber-bullying is a different form of bullying and can happen at any time of the day, with a potentially bigger audience, as people forward on content quickly. Cyber bullying which occurs outside school can have a significant impact in school.

The Education Act 2011 gave 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.

Whilst bullying itself is not a criminal offence, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. In the most serious cases of cyber bullying, advice may be sought from the police by the Academy.

9.0 Bullying Outside School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport or outside the local shops.

10.0 Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to the pupils involved. Unless clearly inappropriate, pupils will always be

encouraged to talk to their parent/carer. Safeguarding procedures must be followed when any disclosures are made.

11.1 Monitoring, Evaluation and Review

This policy will be evaluated and updated annually. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis. Each half term the Senior Learning Mentors and the Assistant Heads for the Key Stage will analyse the school's bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies. This will then be reported to the Core Senior Leadership Team.

The role of governors

- The governing body supports the Head teacher and all staff at The Bramble Academy in all attempts to eliminate bullying. The governing body will not condone any bullying and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Head teacher

- It is the responsibility of the Head teacher to ensure that the anti-bullying strategy is being implemented, and to ensure that all staff (both teaching and non-teaching) are aware of its contents.
- The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The role of the Assistant Head teachers

- To ensure that the policy is reviewed annually
- To ensure that all bullying incidents are reported and recorded accurately.
- To collate data and identify areas of strength and weakness across the anti-bullying strategy.
- To collate data to identify any patterns of behaviour across year groups and or individuals to ensure that support is targeted appropriately.
- To collate data and track vulnerable groups of children i.e. children with Special Educational Needs or children, Children with English as an Additional Language and LGBT pupils. This will inform areas of weakness and strengths across the year groups and allow for targeted support where necessary.
- In liaison with the Head teacher, to prioritise the training needs across the Academy.

The role of class teachers and associate professionals

- Bramble staff are expected to take all forms of bullying seriously, and seek to prevent it from taking place.
- Bramble staff are expected to report any incidents of bullying to the Educational

Welfare Officer. This information is collated by the Educational Welfare Officer for each key stage.

The role of the Educational Welfare Officer

- The EWO are responsible for collating all behaviour and bullying slips on a daily basis.
- The EWO are responsible for ensuring that all incidents of alleged bullying are thoroughly investigated. All incidents must be recorded, and must include the outcome of the incident. This involves dating the incident of both the victim and the bully; investigating all pupils / staff involved and, if appropriate, informing parents.
- The EWO, in liaison with the Assistant Head teacher for Inclusion, is responsible for tracking and identifying any patterns of behaviour that may occur. This in turn allows for support to be targeted appropriately.
- To work alongside the Safeguarding Team to complete Early Help referrals where needed to support those being bullied or those vulnerable to being bullied.

The role of parents and carers

- Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Learning Mentor team immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership team. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

- Pupils are encouraged to tell an adult they trust if they are being bullied.
- Pupils are invited to give their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Pupils are encouraged to use the 'worry box' in their key stage.
- Pupils are encouraged to help their peers if they suspect that they are being bullied