



Anti-Bullying Policy

Reviewed: July 2024
Next Review Date: July 2026

School Vision

‘Find your Fantastic’

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.

Introduction

This Anti-Bullying Policy should be read in relation to the Academy’s Behaviour Policy and St Botolph’s Way document.

St Botolph’s is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected.

A Definition of Bullying

Bullying is any deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt. Bullying can be physical, verbal or non-verbal. It always involves an abuse of power or responsibility. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication, including online.

Bullying is wrong and damages individuals. A bullied child is very unhappy and their social development and/or academic progress can be considerably hindered by this. We therefore do all we can to prevent it by maintaining an ethos in which bullying is regarded as unacceptable. We encourage children to inform staff if they witness bullying or fall victim to it themselves. Any incident of bullying is treated seriously and swift action will always be taken with the aim of supporting the victim and preventing any further problems.

The Main Forms of Bullying

1. **Physical** – e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence
2. **Verbal** – e.g. personal remarks (name calling, insulting, swearing, teasing); these can include racist, sexist or homophobic remarks
3. **Emotional** – e.g. being unfriendly, excluding, tormenting, spreading nasty stories about someone, excluding someone from social groups; often indirect
4. **Cyberbullying** – e.g. texting, emailing, using communication devices and social networks to be deliberately hurtful and can be in the form of verbal or cyberbullying as above
5. **Damage to property** – e.g. pupils may have their property damaged or stolen

These actions may be directed towards gender, gender identity, sexual identity or orientation, ethnic origin, religion or belief, personality, appearance or health conditions, Special Educational Needs (SEN) or disability, culture or class or home or other personal circumstances. This is not an exhaustive list.

Aims

We aim to:

- Create and maintain a safe and secure environment where all can learn without anxiety, and where measures are in place to reduce the likelihood of bullying
- Provide an environment which encourages positive and supportive relationships, where children and adults work for the common good
- Provide a curriculum which promotes self-esteem, emotional well-being and respect for others
- Produce a consistent and swift response to any bullying incidents that may occur
- Make the whole academy community aware of our opposition to bullying
- Make it clear each person's responsibility regarding the prevention and eradication of bullying
- Promote good relationships
- Ensure that concerns are taken seriously and dealt with appropriately

Inclusion

Pupil performance and well-being go hand in hand and it is important that we provide an education for all our children, which includes being healthy, staying safe, enjoying, achieving and making a positive contribution. Children should work at an appropriate level across the curriculum. Each child is given encouragement and opportunity, with appropriate support provided as necessary and we believe that all children, whatever their gender, race, religion, cultural background, home situation or level of ability should be given equal and fair treatment within the scope of this Anti-Bullying Policy.

Looked After Children - We endeavour to provide a supportive environment where children who are looked after by the local authority are able to thrive.

Special Educational Needs - Provision for children for whom there are barriers to learning due to physical or learning disabilities are given appropriate support to enable them to access the curriculum. Children who are unable to work at a similar level to the rest of their class will involve the teacher in planning different work, at least some of the time. However, as far as possible this work should come under the same topic as for the rest of the class, to maximise involvement in class activities, but at an appropriate level. It is essential that all children should work at an appropriate level and pace to enable them to continue to progress and experience success in their learning, so avoiding a feeling of failure, poor self-esteem and possible disaffection.

Why do we tackle bullying?

We tackle bullying as an issue because we aim to create a safe and secure environment where all pupils feel a sense of belonging and well-being. Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Unchecked bullying also damages the bully, who learns that he or she can get away with violence, aggression and threats.

Recognising bullying

Early recognition is the key to successfully preventing and dealing with a bullying situation. A child may not feel able to report bullying as bullies intimidate their targets into staying silent. However, a child may indicate by signs or changes in behaviour that he or she is being bullied. Adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

The Role of the Governing Body

It is the responsibility of the Governing Body to

- Promote the Christian ethos of the academy, which is supportive of a positive, accepting, nurturing and emotionally secure environment, where each individual is valued as unique and created in God's image
- Ensure that the academy's Anti-bullying Policy is in place, and its effectiveness is reviewed regularly
- Support the Senior Leadership Team (SLT) and staff in the implementation of this policy
- Governors require the Headteacher to keep accurate records of any incidents of bullying, and to report to the governors on request about the effectiveness of the academy's anti-bullying strategies

The Role of the Head of School/Executive Headteacher

It is the responsibility of the Head of School/Executive Headteacher to:

- Implement the academy's anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to identify and deal with incidents of bullying
- Report to the Governing Body about the effectiveness of the anti-bullying policy on request
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy
- Ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with any incidents of bullying
- Set the academy climate of mutual support, respect for one another, good discipline and positive relationships to ensure the well-being of everyone in the academy

The Role of Teachers and Support Staff

- All our academy staff take any incidents of bullying seriously, and seek to prevent it from happening
- All staff contribute to maintaining the Christian ethos in academy where everyone feels valued, listened to, respected, successful and safe
- Class teachers, with the support of teaching assistants and HLTAs, are responsible for delivering the curriculum and strategies designed to prevent bullying.
- All class-based staff and lunch-time supervisors are responsible for carrying out their role in keeping children safe through effective supervision
- If staff witness an act of bullying or suspect bullying to be taking place, they should refer this to the Head of School (or another member of SLT in the absence of the Head of School)
- Class teacher, Learning Mentor, a member of SLT or the Head of School to keep parents informed of any incidents of bullying involving their child
- Teachers, Learning Mentor and support staff work with the Head of School and Executive Headteacher to monitor children who encounter bullying and do all they can to support the child and prevent any further problems
- The perpetrator's behaviour will be monitored by all staff and strategies put in place to improve the situation
- CPD will be provided for all staff, with the aim of enabling them to identify bullying and to follow academy policy and procedures, with regard to behaviour management

The Role of Parents and Carers

- Parents and carers are asked to support the academy's anti-bullying policy
- 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 immediately. If they are not satisfied with the response, they should then contact a member of the SLT or finally the Head of School or Executive Headteacher. If they remain dissatisfied, they should follow the academy's complaints procedure.
- If parents/carers witness any incidents which could be bullying, near to the academy or involving children from the academy, they should inform the Head of School
- Parents/carers are invited to tell us their views about a range of academy issues, including bullying

The Role of Pupils

- Pupils are encouraged to tell anybody they trust, such as a member of staff or their parent, if they feel they are being bullied. If the bullying continues, they must keep on letting people know
- Pupils are invited to tell us their views about a range of academy issues, including bullying
- The Academy Council is involved in helping to raise awareness

Preventative Strategies

Action to be taken to minimise bullying:

- CPD arranged for staff through courses outside the academy or within staff meetings to ensure that all staff are aware of the signs of bullying, know what to do and strategies for preventing it
- Effective supervision by staff throughout the academy day
- Arrangements made so that playtimes and lunch-times are safe and stimulating and the learning mentor supports the lunchtime supervisors
- Positive anti-bullying messages to be frequently given to all children
- Within the curriculum, time is given to teach children about relationships, understanding and management of strong feelings, consideration for the feelings of others, strategies for resolving conflict, support, care and respect for others. This takes place particularly through Religious Education and PSHE lessons, through other areas of the curriculum and through opportunities as they arise. The Learning Mentor supports children on a 1-1 or group basis in self- reflection, confidence building, developing empathy and self- regulation.
- Information about who children can communicate with, if they feel they are being bullied is regularly given by class teachers, the Learning Mentor and other staff
- It is vital that children are regularly given the message that bystanders have a responsibility to report bullying when they know or suspect that this is taking place
- Information is given to children and parents/carers to raise awareness of bullying, reporting this and preventative strategies e.g. through posters on display in the academy (Child Line) and links on the website
- Children and parents/carers are consulted through regular questionnaires regarding their perceptions of bullying in the academy

Responding to Bullying

All incidents of bullying have potential for negative impact and need to be treated seriously & sensitively:

- Any incidents of bullying or suspected bullying should be referred immediately to the Head of School or Executive Headteacher
- A record of bullying incidents is kept electronically on CPOMS
- Children who witness bullying or fall victim to it themselves are encouraged to inform a member of staff (or their parent). They will be taken seriously and the problem dealt with immediately by sensitive staff (Head of School or Executive Headteacher involved as appropriate)
- Parents/carers are asked to bring any concerns or suspicions of bullying to the class teacher or Head of School, so that the problem can be dealt with immediately
- A discussion between the Head of School and the parents of the child who is displaying aggressive/bullying behaviour will be arranged to discuss strategies of working together to improve the child's behaviour
- If the parents/carers of the child who is bullied are unaware that this is happening, then the Head of School will make arrangements to talk to them, to inform them and also to explain the strategies of

the academy to ensure the safety of the child while they are in the academy. Parents/carers are alerted so they can take action too, as appropriate, to ensure the safety of their child when going to and from the academy

- All relevant staff will be informed of bullying incidents by the Head of School, so that the situation can be monitored, both to protect the 'victim' from further problems and to prevent the perpetrator from continuing such behaviour
- The child who is bullied and the bully will need support. In some situations, other children may be involved in this too. This is provided by the learning mentor, in groups or individually
- A 'safe place' option can be provided in the academy for a child victim, if this is appropriate

Strategies for Intervention Against Bullying

In many cases a situation can be resolved swiftly by an appropriate member of staff following the procedure below:

- Talk with the victim to understand their feelings
- Talk with the bully to get across the distress/hurt caused and to reinforce the view that the behaviour is not acceptable; encourage the bully to make a response to the victim in form of apology and seeking to improve relationships
- In talks with both victim and bully seek to discover whether there are underlying 'reasons'
- Monitoring by class teacher and all staff (including lunch-time) who work with those involved

Where this is not felt to be an adequate response, with the bullying deemed to be of a more serious or sustained nature, other strategies need to be put in place in consultation with the Head of School. Other strategies may include the formation of a Support Group, Circle of friends, mediation groups or the advisor for Wakefield Children's Safeguarding Board.