



ANTI-BULLYING POLICY

Policy Version			
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14.4.16	1.0	Update of policies for all Trust Schools	A White
16.4.18	1.1	Update in light of latest practice. Approved at LGB 15.5.18	A White
12.07.22	1.2		C Catherall
08.03.23	1.3	Update to include new DFE guidance	C Catherall

This policy will be reviewed every 12 months in light of local and Government legislation.

Bright Futures Educational Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed By DfE guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. In 2017, the DfE produced a further document on *preventing and tackling bullying*. This policy reflects this guidance. This policy also links with our Equality policy which refers to the Equality Act 2010 with regard to protected characteristics.

At Acre Hall Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bright Futures Educational Trust has a **zero tolerance** to bullying and we take will take all forms of bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Schools in Bright Futures Educational Trust will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of Bright Futures Educational Trust fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. Bright Futures Educational Trust will implement an active and effective approach to identify and address all forms of bullying and will take effective steps to ensure that all pupils are happy, secure, confident and free from any form of bullying or harassment in order to thrive and succeed.

Aims and objectives

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable.

We aim, as a school and as a Trust, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Types of bullying

DfE guidance defines bullying as 'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves'.

Several types of bullying exist, all of which are abhorrent to the school including:

- Emotional – Being unkind or unfriendly, tormenting or excluding
- Physical – Pushing, kicking, hitting or punching
- Verbal – Teasing, name-calling, or spreading untrue rumours
- Racial – Calling names on account of someone's colour or culture
- Cyber – Using texts, phone calls, photos or social networking sites
- Prejudice-based and discriminatory bullying - is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

All teachers and staff working within Acre Hall Primary School will take every opportunity to get know individual pupils and will take suitable action to protect their wellbeing, developing systems to promote this.

Pupils will be encouraged to report incidents of bullying: these will be immediately investigated and recorded on the CPOMS system. Direct action will be taken against bullying, in line with our agreed policies and procedures.

Prevention

Acre Hall Primary School will minimise bullying by:

- creating a school culture that reflects safety and inclusivity
- celebrating difference

- using the language of diversity
- including and involving all pupils
- empowering staff and students
- promoting a school ethos which encourages positive attitudes towards others and emphasises that every pupil is valued, irrespective of age, gender, ethnic background or academic attainment
- providing a safe and stimulating environment in which children can work and play
- adults providing positive role models
- communicating the school's anti-bullying code through special events and newsletters

Anti-bullying code:

Bright Futures Educational Trust believe that every child has the right to work and play in a safe and happy environment. We therefore believe that bullying has no place whatsoever in our schools.

We all agree:

- That we will do everything we can to be friendly and kind to other people.
- To only say kind things to one another to avoid hurting anyone's feelings.
- To be honest and not see trouble when none was intended.
- To make everyone feel included by sharing in our games and activities.
- To respect each other's belongings and property.
- To treat others how we wish to be treated.
- To be responsible for our own actions.
- Not to push or touch anyone else.
- To resolve any type of bullying by telling an adult straight away even if we are not the person being bullied.

Procedure

1. Report all incidents of bullying immediately to a member of staff.
2. This will be immediately investigated and recorded.
3. Most suspected bullying incidents will be reported to parents and depending on the severity of the incident, they will be invited to attend a meeting.
4. If necessary and appropriate, police will be consulted.
5. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may be implemented e.g. restricting the bully / bullies' participation in social or extra-curricular activities.
2. In serious cases, suspension or even exclusion will be considered.
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. Any bullying outside of school (e.g. via the internet or mobile phones) will be investigated by the school and dealt with accordingly. Parents will be notified if their child is involved.

Roles and responsibilities

Such is the importance and abhorrence of bullying, that all members of our school community have important roles to prevent or deal with bullying.

A. Governors

The governing body of each school within Bright Futures Educational Trust supports its Head of School in all attempts to eliminate bullying from school. The governing body will not condone any bullying at all 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 of School to keep accurate records of all incidents of bullying and to report on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter via the complaints procedure. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head of School and asks for an investigation to be conducted and to report back to the governing body.

B. The Head of Each School within Bright Futures Educational Trust

It is the responsibility of the Head of School to implement the school's anti-bullying strategy and ensure that all staff (teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school, in assemblies and in classroom teaching.

The Head of School ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

C. Teachers and support staff

All staff at Acre Hall Primary School take all forms of bullying seriously and will work hard to prevent it from taking place.

Teachers keep their own records of incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves or refer it to a senior member of staff. Teachers and support staff do all they can to support the child who is being bullied.

In every classroom there is the 'Behaviour File' which is the responsibility of the class teacher to complete; dates, times and incidents are recorded concerning any aspects of bullying or racial incidents. Racist or homophobic bullying incidents are also recorded on our CPOMS system.

We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witness an act of bullying must record it in the incident book.

If a child is repeatedly involved in bullying other children the Head of School will invite the child's parents into the school to discuss the situation. Where these initial discussions have proven ineffective, the Head of School may contact external support agencies.

All members of staff participate in training which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within lessons, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

D. Parents and Carers

Parents, 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 contact the Head of School. If they remain dissatisfied, they should follow the Trust's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

E. Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires. Pupils with SEND/vulnerable pupils will receive appropriate/further support depending on their needs.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head of school, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly. They do this by discussion with the Head of School.

Governors may analyse information for patterns of people, places or groups.

Monitoring and review

The implementation of this policy will be monitored by the Head of School, who will make an annual report to the Local Governing Body.