The Harmony Trust

Anti-Bullying Policy

Document Control

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Anti-Bullying Policy

1. Trust Ethos

The Harmony Trust does not tolerate bullying of any kind. All incidents of bullying are challenged and dealt with swiftly in line with this policy. Our aim is to provide all our pupils with a very clear awareness of what constitutes bullying and what to do if they are bullied or witness bullying, so that they are safe in our academies and are well prepared for the future.

2. Definition

At the Harmony Trust, we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. The support of victims of bullying and perpetrators of bullying is recognised as a key element of this policy.

Whilst there is no legal definition of bullying The Harmony Trust define it as

'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying can take many forms, for instance;
- **Physical Abuse** - hitting, slapping or pushing someone.
- **Verbal Abuse** - name-calling, gossiping or threatening someone
- **Non- verbal abuse** - hand signs or text messages
- **Emotional Abuse** - undermining, constant criticism or spreading rumours, controlling or manipulating someone, making silent, hoax or abusive calls, intimidation, isolating or excluding a person from a group
- **Cyber-bullying/ Online bullying**

Bullying can be motivated by prejudice against a particular characteristic of a person or group, for example their
- Race, gender, sexual orientation, being transgender – these are also 'hate crimes'
- Religion or faith
- Disability
- Ethnic background
- because they are adopted or have caring responsibilities.

- It might be motivated by actual differences between children, or perceived differences.

Or it could be because a child/ young person;
- Appears to be anxious or have low-self esteem
- Lacks assertiveness
- Is shy or introverted

Bullying may have immediate, medium and long-term effects on those involved, including bystanders.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

3. <u>What bullying is not</u>

As we define what bullying is, it is useful to clarify what does not constitute bullying. Bullying is not-
- A single incident or conflict between equals whether in person or online
- A single episode of social rejection
- A random act of aggression or intimidation
- Mutual arguments, disagreements or fights

Whilst these actions can cause distress they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

A simple acronym to help children understand what is and is not bullying is

<u>STOP</u> - **S**everal **T**imes **O**n **P**urpose.   [see leaflet at App. 3]

Stopping these single incidents of conflict or violence and ensuring immediate physical safety is obviously equally an academy's priority to ensure these kinds of incidents

don't develop into bullying. Staff should also be aware that emotional bullying can be more damaging than physical but can be harder to identify and recognise.

4. <u>Types of bullying</u>

There are many ways of categorising types of bullying and descriptions often overlap.

Cyber-bullying
- The rapid development of, and widespread access to technology has provided a medium for "virtual bullying" which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying can take many forms -
- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social media networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations

Racist bullying
This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

Homophobic bullying
This occurs when bullying is motivated by a prejudice against lesbian, gay, transgender or bisexual people.

Physical bullying

This involves using physical power or threats of violence to coerce or control others. Children may be hit, kicked, punched, pushed or simply threatened with any of the above.

Social Bullying

There are many ways that kids can be bullied socially, bullies may spread rumours, cause humiliation, play jokes meant to embarrass the victim, reveal things the victim told them in secret or convince others to exclude the victim from certain groups or activities.

Verbal Bullying

Verbal bullying deals with children using hurtful words, mean comments, insults, threats and name-calling to upset or control others. Those that partake in verbal bullying often harass others using something specific, whether it is their appearance, their race, their religion, a specific disability, their sexual orientation or even something about another member of their family.

5. <u>Vulnerable groups</u>

Statistical analysis shows that some groups of pupils may be more vulnerable to bullying than others.

These include:

- Looked-After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs and/or Disabilities
- Children from ethnic minorities
- Children entitled to free school meals
- Children for whom English is an additional language
- Children who are perceived to be gay, lesbian or bisexual
- Transgender children

In line with the Equality Act (2010) it is essential that we:

- 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it

6. <u>Safeguarding + Inclusion</u>

Under the Children Act 1989 a bullying incident (including cyber bullying) should be addressed as a child protection concern when there is "reasonable cause to suspect that

a child is suffering, or is likely to suffer significant harm". Where this is the case, the academy should report concerns through their usual safeguarding procedures. Please see the Harmony Trust Safeguarding and Child Protection Policy for further information.

All pupils and staff in our academies have a right to expect equality of protection and support from trust policies and procedures so that our academies are a safe place for everyone to learn and work.

7. <u>Signs of bullying</u>

All staff, pupils and parents have a role to play in preventing, identifying, dealing with and reporting bullying.

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical**: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches, bedwetting
- **Emotional**: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no apparent reason, lack of confidence, signs of depression
- **Behavioural**: asking to be taken to school, going home ~~coming home~~ for lunch, taking longer to get home, asking for money, stealing money, using different routes to school, "losing" more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy, bullying others.

One way to recognise pupils that are being bullied is to watch for changes in mood or social interaction. Children that are usually social, but have started to avoid social scenes, especially peer-related situations, and would rather spend time alone, may be being bullied.

8. <u>Bullying Prevention</u>

Academies and all staff have a duty to take reasonable care for the safety and wellbeing of pupils while they are at school or are involved in a school activity.

Satisfying this duty of care in relation to bullying involves:

- Providing a safe environment for pupils and staff
- Providing appropriate supervision of pupils
- Implementing anti-bullying strategies
- Being constantly vigilant to identify possible victims and perpetrators
- Dealing with any incidents of bullying swiftly and in-line with this policy

Meeting this duty of care is becoming increasingly difficult with the rapid increase of digital technologies. If bullying, including cyber-bullying is taking place outside of academy hours, the Academy has a role to play in supporting the pupil extending beyond the child's time at the Academy.

Preventing and raising awareness of bullying is essential in keeping incidents in our academies to a minimum. All Academies must use a range of approaches to help prevent bullying, these will include:

- Assemblies and special events about bullying including participation in events such as 'Anti-Bullying week.
- PSHE lessons
- Giving pupils regular opportunities to discuss what bullying is, as well as incidents which would not be described as bullying but can still be upsetting.
- Encouraging pupils to tell an adult if they are being bullied or are concerned that someone else is being bullied.
- Providing CPD and regular updates on types of bullying and how to recognise and respond to bullying including supporting staff to learn about the on-line world, ways cyber-bullying can be happening and how to recognise when a pupil may be being bullied or is bullying others.
- Delivering lessons on how pupils can stay safe on-line.
- Analysing incidents of bullying that have occurred within the provision to identify any possible learning/strategies needed.
- Using positive management strategies as a model to pupils in their relationships
- Adopt proactive ways to deal with any prejudices and incidents of discrimination amongst pupils.
- Work closely with parents to ensure a partnership approach.
- Ensure policies are regularly reviewed and updated.

9. <u>Addressing Incidents of Bullying & Supporting Victims & Perpetrators</u>

All cases of alleged bullying should be reported to a member of the Senior Leadership Team. In any case of alleged bullying, a suitable member of staff should first establish the facts and build an accurate picture of events over time. There should be discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and other pupils as appropriate.

If the allegation of bullying is upheld, the Senior Leader should consider an appropriate sanction and parents of all parties will be informed. [See App.2]

If there is further bullying or the situation does not improve, the Principal or Senior leader should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Action should be taken until the bullying has stopped.

When dealing with the perpetrator[s] of bullying, Principals will need to reflect on the motivation for 'the bully'. Whilst the perpetrator needs to quickly recognise that behaviour of this kind is unacceptable now and at any point in the future and sanctions issued as a result of the choices made, it is important to consider whether the bullying behaviour towards others is a reflection of the way they are being treated by someone else currently or historically.

Ash Croft Primary Academy have produced a child-friendly leaflet at app.3 to support children in knowing how to address bullying. Principals may wish to adapt this for their Academy.

Principles

There are some key principles when investigating alleged bullying:

- All incidents should be dealt with sensitively.
- The Senior Leadership Team is responsible for dealing with bullying incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with bullying incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, pupils, and parents need to be kept informed of progress and outcomes.
- All incidents of bullying, or alleged bullying should be recorded to ensure any repeated incidents can be recognised.

10.   Racist Bullying

The policies, system and practices at The Harmony Trust set out to promote community cohesion and to provide a high quality educational experience for all children. We do not tolerate any form of racism or harassment and consider repeated, deliberate use of racism and harassment as bullying. As such, it is reportable using the Trust recording form and is managed using anti-bullying sanctions and procedures.

11. Reporting & Recording Bullying Incidents

As previously stated all staff, pupils and parents should be vigilant in reporting incidents or possible incidents of bullying. Children can speak to any trusted adult, staff can report to line managers and parents can contact adults in their child's class the school office or school leaders at any time to report a bullying concern. Staff should never promise confidentiality when a victim or supporter reports bullying.

All alleged bullying incidents are recorded, including the type of bullying. **All incidents are reported to the Trust using the reporting form at app.1.**
The number and types of bullying will be monitored by each academy and the Trust.

12. Training

Staff will receive training in how to apply these policies as part of staff inset sessions. There will also be additional training provided where it is required.

13. Links to other Policies

Behaviour Policy
Inclusion Policy
Safeguarding & Child Protection Policy

14. Useful resources/websites

www.anti-bullyingalliance.org.uk
https://www.kidscape.org.uk/
https://www.bullying.co.uk/
https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/
https://www.nationalbullyinghelpline.co.uk/

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 and it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	**Probable Content**	**Why?**	**Who?**	**Where?**	**When?**
Data Protection Policy	**Any personal information including personal sensitive information**	**Required to be retained as part of education, statutory process**	**Principal / SLT, Trust central team, staff or other representative as required as part of the relevant process**	**Kept on file at academy (and Trust central where appropriate).**	**Held on file following relevant retention periods (dependent on nature of personal information)**

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

TRUST BULLYING REPORT FORM

Bullying Recording & Reporting Form inc. Racist Incidents

Academy:		Date of Incident:	
Location of Incident within academy:			
Ethnic Origin of Victim		Ethnic Origin of Perpetrator	
Victim gender	M /F	Perpetrator gender	M/F

Was the bullying:

Cyber   Physical   Verbal   Emotional   Racist   Social   Homophobic
(Highlight if approp.).

Name calling		Ridicule of cultural behaviours or beliefs	
Teasing/mocking		Inappropriate form of address	
Offensive comments		Damage to belongings	
Refusal to work/play with		Name calling linked to race/ethnicity/culture	
Spreading rumours		Cyber – social media use, texts, Facebook etc. please specify	
Offensive graffiti		Physical action of any kind e.g. kicking, hitting, pushing, please specify	
Taking possessions/money		Forced to do something against will	

If you feel the bullying was motivated by any of the following, please highlight this in your description of the events – religion / ethnic background /cultural appearance /disability or SEN / medical condition / home circumstances/ gender / homophobia

Brief description of incident

Action Taken

Consequences for perpetrator

Support for victim

Academy level implications

Parents of Perpetrator and Victim notified on

Signed   dated

Trust definition of Bullying – bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Please send this form to JGreen01@TheHarmonyTrust.org

App. 2   Recommended Sanctions

<u>Recommended Sanctions - for bullying behaviour</u>

1) Contact made to parent/ guardian
2) Extended conversation to discuss choices made and possible alternatives
3) Loss of privileges – playtime, treat time, representation of the academy at an event/club/in-school role
4) Detention
5) Internal suspension
6) Fixed term suspension
7) Permanent exclusion (very last resort)

<u>Recommended Support - for perpetrators of bullying</u>

1) Direct work with pastoral staff in the academy
2) Participation in a programme such as 'Circle of Friends' etc.
3) Support from local PCSOs and police programme/ support

<u>Recommended Support - for victims of bullying</u>

1) Direct work with pastoral staff in the Academy
2) Participation in a positive confidence building programme in school such as 'Positive Play' etc.
3) Support from class teacher to build the victim's confidence, self-esteem and leadership roles in the class

If you are bullied:- DO:-

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Use the WORRY box if you are too scared to speak openly about it.
- Talk to any grown up.
- Tell your friends.
- TELL SOMEONE!

DON'T :-

- Do what they say.
- Get angry or look upset

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Tell an adult about what you have seen.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

The Executive Principal, Inclusion team, the staff and the STOP team will work together to:-

- Make our academy a place where everyone can feel safe and happy. That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

Ash Croft Primary Academy

Child Friendly Anti-Bullying policy

What is Bullying?

In our academy a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.

Bullying can be…

Emotional: Hurting people's feelings, leaving you out.
Physical: Punching, kicking, spitting hitting, pushing.
Verbal: Being teased, name calling.
Racist: Calling you racist names.
Cyber: Saying unkind things by text, e-mail and social networking.
Identity: saying unkind things about they have chosen to look or about personal choice they have made.

When is it Bullying?

Several Times On Purpose

Who can I tell?

A Friend

Mum/Dad

Teachers

School friends

Lunch time Staff

Any Other Adult

MOST IMPORTANTLY…

if you are being bullied

Start **T**elling **O**ther **P**eople!