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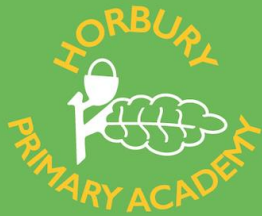
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ANTI-BULLYING POLICY



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Approvals			
Name	Position	Signature	Date
A Warboys	CEO	<i>A Warboys</i>	22 January 2024
A Lancashire	Chair of Trustees	<i>A Lancashire</i>	22 January 2024

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1.0	July 2019	Principal	N/A
2.0	July 2021	Principal	Wording of primary policies aligned and Accord formatting applied for consistency. "School" replaced with "academy".
3.0	September 2022	Headteacher	Updated to reflect the use of CPOMs to record incidents. Language amended in sections 5 and 6 regarding gender and sexual orientation.
4.0	January 2024	Headteacher	No changes

1. DEFINITION

In Wakefield District guidelines the definition of bullying is:

A deliberate, repeated behaviour towards another person in a way that intends to frighten, or cause hurt in order to give a feeling of power, status or other gratification to the bully. Bullying can be physical, verbal or non-verbal and includes cyber bullying.

Staff, parents and children at Horbury Primary Academy work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

2. POLICY AIMS

- To provide a safe, caring environment for the whole academy community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously recorded and acted upon.
- To give children an understanding of what bullying is
- To reassure children that they will be listened to and will know that it is alright to tell.
- To heed parents and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the academy year by the Headteacher.

3. STRATEGY FOR DEALING WITH BULLYING

In dealing with bullying, staff follow these fundamental guidelines:

- never ignore suspected bullying;
- do not make premature assumptions;
- listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth;
- adopt a problem-solving approach that moves pupils forward from self-justification;
- follow up proven cases to check bullying has not returned;
- keep detailed records on CPOMS.

Strategies have been introduced to reduce bullying. These strategies cover raising awareness about bullying through the national Anti-Bullying Week, Jigsaw and the Antibullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Headteacher or a member of the DSL Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully / bullies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the victim and the rest of the children in the class/academy. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example academy visits;
 - loss of break times or golden time;
 - barred from academy during lunchtimes;
 - fixed period of exclusion from academy;
9. Provide a pastoral support programme for the victim with the class teacher and key stage co-ordinator monitoring and observing at breaktimes and lunchtimes, and through discussion to make sure there is no repetition.

All incidents should be recorded on CPOMS using the tag "Bullying"

In order to reduce incidents of bullying and recognise bullies, staff watch for early signs of distress in pupils. We listen, believe, and act.

If a child feels they cannot tell an adult they can tell a member of the academy council, there are 2 representatives in every year group from Year 2 onwards.

4. ANTI-BULLYING WEEK

At Horbury Primary Academy a number of activities are undertaken during anti-bullying week. Many of the events are organised by the academy council. Assemblies are around an anti-bullying theme and children in each class take part in anti-bullying activities (which they share in the final assembly of the week).

5. BULLYING OFF ACADEMY PREMISES / CYBERBULLYING

Our academy is not directly responsible for bullying off the academy premises; however, if both the victim and the bully are from the academy, action will be taken as if the incident has occurred within the academy, and this includes informing parents.

Where possible, we will support pupils, who have been bullied, especially on their way to or from academy, by pupils from another academy or by other persons.

The following steps should be taken:

- talk to the pupil(s) and parents involved from the other academy;
- talk to the Headteacher of another academy whose pupils are bullying off academy premises;
- talk to the Police about problems on the local streets;
- talk to pupils about how to avoid or handle bullying situations.

6. BULLYING DIRECTED TOWARDS RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

The academy will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The academy will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

6.1 Racial Bullying / Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into academy, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Race Equality will be implemented.

A full investigation will be carried out, recording incidents on CPOMs and in accordance with LA guidelines. The academy has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, Jigsaw and Religious Education lessons.

The academy guarantees confidentiality and support for those being bullied. Racial incidents are reported to Behaviour Committee of the Governing Body.

6.2 Sexual Bullying

Sexual bullying has an impact on all genders. A sexual assault will lead to the exclusion of the perpetrator from academy. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Horbury Primary Academy strategies to deal with sexual bullying include:

- recording incidents on CPOMS using appropriate tag;
- developing understanding of gender relations;
- exploring sexism and sexual bullying in PSHE lessons;
- using single-sex groups to discuss sensitive issues;
- ensuring the academy site is well supervised, especially in areas where children might be vulnerable;
- implementing appropriate discipline procedures as appropriate.

6.3 Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children should not be subject to any bullying regardless of their sexual orientation..

Strategies to deal with such bullying include:

- recording incidents on CPOMS using appropriate ta;
- awareness by staff that homophobic bullying can occur;
- challenging homophobic language and explore pupils' understanding – they might not understand the impact;
- guaranteeing confidentiality and support for those being bullied;
- implement discipline procedures if the bullying warrants it.

6.4 Sexual Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

The academy makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with SEND compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help.

If the bullying is serious, the academy undertakes a full investigation as detailed on page 3.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

7. INCLUSION

The provision of anti-bullying strategies takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of children; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Useful Documents and Resources

<https://www.anti-bullyingalliance.org.uk/>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Ethnic Minorities & Attainment

<https://www.gov.uk/government/publications/ethnic-minorities-and-attainment-the-effects-of-poverty>

Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Preventing Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>