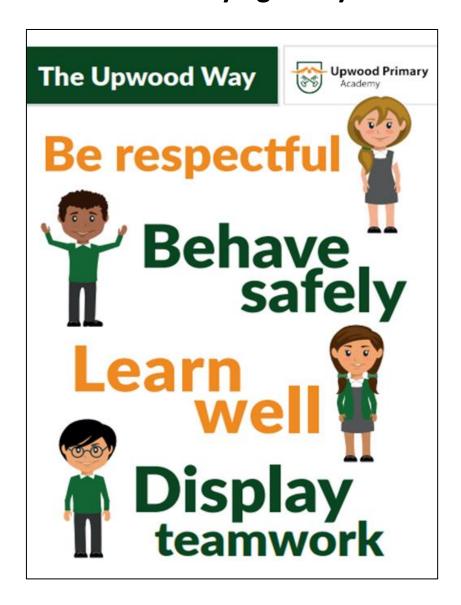| Policy:	Anti Bullying Policy
Owner:	Miss L Clarke
Approving Board:	Academy Committee
Date of review:	February 2023
Date of next review:	February 2024
Publish Status:	Draft
Version:	1

Anti-bullying Policy

The Upwood Way — Upwood Primary Academy

Be respectful

Behave safely

Learn well

Display teamwork

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COVID-19 RESPONSE

Values and Beliefs

At Upwood Primary Academy, we want our children to grow into well rounded individuals who have *resilience* and the moral character to overcome challenges, succeed and meet their potential. We would like children to thrive, developing a lifelong love of learning and encouraging children to be *curious* and positive. We promote *kindness* and understanding.

<div align="center">

Our Academy values are:
Curiosity
Resilience
Kindness

</div>

All members of the Upwood Primary Academy community understand that positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. We encourage all children to follow 'The Upwood Way'. At Upwood Primary Academy, all pupils and staff have the right to feel happy, safe, and included. Pupils and staff have the right to work in an environment without harassment, intimidation, or fear. All bullying, of any sort, is therefore unacceptable.

We recognise the effects bullying can have on pupils' feelings of self-worth and on their school work therefore Upwood Primary Academy will actively promote an anti-bullying environment.

It is our belief that all pupils should be included fully in the life of the Academy.
We will provide a learning environment in which all children will develop their potential and receive recognition for their achievements. This can only be achieved where each individual is valued and respected.

Definition and Types of Bullying

Bullying involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:
- deliberately hurtful;
- repeated, often over a period of time;
- there is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they do not want to do.

Verbal – by being teased in a malicious way; insulted about their race, gender, sexual orientation, religion or culture; called names in other ways or having offensive comments directed at them.

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Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyber bullying' - for example, via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones/devices.

Specific Types of Bullying

Specific Types of Bullying include:
- bullying related to race, religion or culture.
- bullying related to special educational needs (SEND) or disabilities.
- bullying related to being gifted or talented.
- bullying related to appearance or health conditions.
- bullying related to sexual orientation.
- bullying of young carers or looked after children or otherwise related to home circumstances.
- sexist or sexual bullying.

Recognising Signs and Symptoms

Upwood Primary Academy recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the indications that a child or young person may be being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems, but bullying will be considered as a possibility:

- being frightened of walking to or from school.
- losing self-confidence and self-esteem.
- being frightened to say what is wrong.
- developing unexplained cuts, bruises and other injuries.
- unwilling to go to school, development of school phobia and unusual patterns of non-attendance.
- failing to achieve potential in school work.
- becoming withdrawn, nervous and losing concentration.
- becoming isolated and disengaged from other children.
- developing changes in physical behaviour such as stammering and nervous ticks.
- regularly having books or clothes destroyed.
- having possession go 'missing' or 'lost' including packed lunch and money.
- starting to steal money (to pay the perpetrator).
- becoming easily distressed, disruptive or aggressive.
- developing problems with eating and food.
- running away.
- developing sleep problems and having nightmares.
- developing suicidal thoughts or attempting suicide.

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Where children are exhibiting extreme signs of distress and changes in behaviour, the Academy will liaise with parents and carers and where appropriate, relevant health professionals and agencies.

Recognising Reasons For Why Children May Bully

The Academy recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports staff in identifying children who are at risk of engaging with this type of behaviour. This enables the Academy to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances.
- liking the feeling of power and using bullying behaviour to get their own way.
- having been abused or bullied themselves in some way.
- feeling frustrated, insecure, inadequate, humiliated.
- finding it difficult to socialise and make friends.
- difficulty empathising with the needs of others.
- being unable to resist negative peer pressure.

Creating an Anti-Bullying Climate in our School

At Upwood Primary Academy, we promote positive behaviour in school and create an environment where pupils behave well, take responsibility for each other's emotional and social well-being and include and support each other.

Our curriculum will be used to:
- raise awareness about bullying and our Anti-bullying Policy;
- increase understanding for victims and help build an anti-bullying ethos;
- teach pupils how constructively to manage relationships with others.

PSHE teaching, assembly, role play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. Upwood Primary Academy runs an Anti-Bullying Week, each year in November.

School Strategies for Dealing with Bullying

Bullying will not be tolerated and all members of our school community have a responsibility to ensure that bullying incidents are dealt with quickly and effectively. Our anti-bullying strategies do not work in isolation but are part of a wider policy on positive behaviour and whole school ethos.

There is an expectation that all members of our community will behave in a positive and supportive way towards each other. If bullying occurs, it is then a problem for the whole school community and should be dealt with in an open and constructive way.

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The role of pupils:
- pupils have the right to complain. Bullying should be reported to staff and parents and carers.
- never join in with bullying.
- actively discourage others from bullying.

The role of staff:
- ensure that everyone understands that we do not accept bullying in our Academy.
- use Citizenship to build self-esteem in our pupils.
- use Citizenship to teach and develop understanding about bullies and victims.
- be active in encouraging positive relationships between the pupils in our care.
- develop positive relationships between staff and pupils.
- be vigilant in looking for signs of bullying.
- to provide a good role model for pupils.
- ensure good communication between all staff when monitoring a particular situation.

The role of parents and carers:
- to discuss the issue of bullying.
- to encourage their children to tell them about difficulties.
- to discourage aggressive behaviour in their children towards others.
- to work with the Academy to help prevent bullying.

Responding to Incidents When They Occur

The procedure and stages in responding effectively to bullying at our school are:

Making sure the person being bullied is safe and feels safe.
When a child reports being bullied (including when they describe disability, racist, gender or homophobic bullying), the Academy will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner.

Establishing and recording what has happened.
This will be achieved by listening to different perspectives, including those of the person bullied, the alleged perpetrators and those that have witnessed the bullying ('bystanders'). Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies are also recorded.

When an incident of bullying is reported, the Academy will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. Children are invited to contribute initially and on an ongoing basis throughout the follow-up period. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the Academy to manage individual cases effectively and monitor

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and evaluate the effectiveness of strategies. Records of bullying incidents are kept securely, on our staff Sharepoint.

The Principal will report all prejudice-related incidents to the LA (Local Authority) using the online system 'PRfE' (Prejudice Reporting for Education). PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the Academy and the LA.

Deciding upon a response
All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the Academy will initially consider the use of a restorative approach to resolving the situation. Staff will work alongside children found to be bullying other pupils on:
- accepting responsibility for the harm caused to the individual being bullied;
- recognising the need to take action to begin to repair the harm caused.

The Academy will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the restorative approach has failed to prevent further incidents of bullying. Where appropriate, the Academy may use sanctions in conjunction with the school's restorative approach and behaviour policy. Sanctions will be applied fairly and proportionately, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEND is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the Academy will take account of the nature of the child's disability or SEND and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:
- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour;
- signal to others that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying can also provide an opportunity for the child to reflect upon and put right the harm they have caused.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the restorative strategies (see above) or sanctions, the Academy may consider an internal exclusion or excluding the perpetrator from the Academy. Serious cases of bullying can include where serious violence and damage to property has taken place.

Monitoring and reviewing incidents of bullying.
The Academy will include in the log of bullying incidents, the monitoring strategies to be implemented, including named staff, responsible for this and review dates. Review meetings will be used to evaluate the effectiveness of the strategies that have been put in place.

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Working with Parents and Carers

Where the Academy has become aware of a bullying situation, parents and carers of the victim and alleged perpetrator, will be invited to the school to discuss the incidents. The Academy will endeavour to involve parents and carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The Academy will work alongside those parents and carers whose children have been bullied to offer pastoral support. The Academy will ensure that parents and carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parents and carers to share these agreed measures and to monitor their success in preventing further bullying.

Parents and carers can help by supporting our Anti-bullying Policy and procedures, discussing with their child's teacher any concerns, and helping to establish an anti-bullying culture outside of the Academy.

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