Anti-Bullying Policy

2022-23

*All policies are electronically signed and available on Governor Hub

Ratified by the (*Local Governing Board)

Signed by the (*LGB):   **Date: 20/09/22**

To be reviewed (*annually):   **Date: 20/09/23**

Contents

1. Introduction:

Calthorpe Academy believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the academy's approach, roles and responsibilities with regard to all student-bullying matters.

2. Aims

The aims of the anti-bullying policy are to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.

- To apply supportive strategies to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

3. Definition of bullying

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can done through mobile phones, websites and email – cyber-bullying" (DfE 'Safe to Learn'). This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

The children and young people at Calthorpe Academy have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Calthorpe Academy will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such, the school uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Pupils who are being bullied may show changes in behaviour, such as becoming withdrawn, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Issues around bullying will be covered through the curriculum; including how and who to go to if they feel they are being bullied. Addressing bullying and discrimination is a whole school approach and is embedded discreetly within Stage 2 of our PSHE Curriculum offer; different types of bullying are addressed (including online) in line with the stautory requirement for RSHE. Learning focuses on the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. NSPCC's 'Speak out, Stay Safe' programme is embedded within the curriculum where appropriate and the "safe circle" has been adopted as a whole school approach within our safeguarding strategy.

4. Roles and Responsibilities/strategies

4.1. The Board of Directors

- Ensure there is an Anti-Bullying Policy in place and review its implementation annually.

4.2. The Head Teacher/Senior Leadership Team

- Oversee the implementation of the Anti-Bullying Policy and evaluate its effectiveness. Report to the Directors on the implementation of the policy including the analysis of incidents to determine the effectiveness of the policy.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date

4.3. The DSL (Designated Safeguarding Lead) Team

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the academy's safeguarding report analysis (My Concern) and plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a point of contact to advise staff on any bullying related matter To liaise with external agencies as necessary in partnership to support anti-bullying strategies

4.4.   All school staff

- To be constantly monitoring the students for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the students.
- Ensure that any instances of bullying are reported to a DSL.

5.   The Pupils' Voice

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include the school council, everyday communication with school staff and small group consultation. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury, and change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

6.   Reporting Process

- Any incidents of behaviour (not bullying) towards another peer are recorded on the appropriate behaviour recording system (ABC forms, PIR forms or Sleuth; the severity of the action will determine which system is used, please see the document 'Recording Behaviour that Challenges' for support).
- In the event that bullying behaviours are reported or observed; the member of staff who has that information should promptly report it to a DSL where it will be recorded on 'My Concern'. The DSL will ascertain the facts and decide on appropriate actions.

- Follow up actions should be devised, recorded and aimed at addressing bullying behaviours.
- In the event that bullying behaviour is not successfully changed or prevented; and those agreed strategies do not show indications of working then the matter will be reported to the Head Teacher.

7. **Working with Families**

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the DSL on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If as a parent/carer you are concerned about your child/young person being bullied you should:

Contact the school immediately and ask to speak to a DSL. In the unlikely event of you being told that they are unavailable please ask to speak to the Head Teacher. If neither are available please leave a message asking for an urgent call back from either the DSL or Head Teacher.

Contact the school if the bullying is taking place on home to school transport. You should also contact the designated person for home to school transport so they can also carry out an investigation.

8. **Linked Policies**

- E-Safety Policy
- Safeguarding Policy
- Behaviour Policy
- Allegations against staff
- Child Protection Policy

- Equality information and objectives Policy
- PSHE and RSE Policy

9.   Changes

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