Anti-Bullying Policy

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Reviewed by:	SEL
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1.1 Introduction

At Steel River Academy Trust, we believe that every member of our school communities should feel safe and respected. This policy is designed to support children, staff and parents to recognise, report and address any bullying issues across all schools within the Trust. We aim to promote a nurturing and caring environment where every child matters and support is given to both victims and perpetrators of bullying.
This policy explains the ways in which we work together to ensure a consistent approach to tackling bullying behaviour and developing a Trust ethos in which bullying is regarded as anti-social behaviour and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

2 The Policy

2.1 Aims

- Produce a safe and secure environment in all our schools where all children can learn without fear or anxiety

- Encourage a positive and caring ethos between adults and children where all feel safe to report any incidents of bullying, knowing they will be taken seriously and issues will be dealt with appropriately

- Raise awareness of the different types of bullying and reasons for becoming a victim

- Help children, staff and parents understand the reasons why a child or group of children may become involved in bullying behaviour

- Raise awareness of early signs of distress

- Ensure all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our schools

- Have a consistent approach to bullying across the Trust, making clear what is and what is not bullying behaviour.

2.2 What is bullying?

Bullying is behaviour by an individual or group, repeated over time that is a deliberate attempt to hurt, threaten or frighten another individual or group. It may take the form of verbal physical or emotional abuse and can include intimidation and excluding an individual from a group. In recent years, bullying via social media and online gaming devices has become a growing concern and can have a significant impact on children's wellbeing. In addition many of our children are accessing age inappropriate platforms and material which increases their vulnerability.

Bullying is often motivated by prejudice against particular groups for example on the grounds of race, religion, gender sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Different roles within bullying situations can be identified and include:

The ring-leader, the person who through their position of power can direct bullying activity
- Assistants / associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders / bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

The chart below details some of the main types of bullying.

Type of Bullying behaviour	Sign of Bullying behaviour
Physical	Hits, pinches, kicks, jostling, damages belongings, steals
Direct Verbal	Threats, insults, nasty teasing, intimidation, racist or homophobic remarks
Indirect Verbal	Rumours, social exclusion
Cyber	Internet, mobile phone, game consoles - or any other connected device

2.3 Victims of Bullying

There are many, complex reasons that children may be particularly susceptible to bullying. Some reasons might include:

- Race
- Gender
- Religion or Culture
- SEN or disabilities
- Appearance or health conditions
- Home circumstances or family crisis
- Sexual orientation
- Sexist or sexual
- New child in school

Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

2.4 perpetrators

Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in others and the power they may gain.

2.5 Potential signs that might indicate bullying is taking place

Bullying is complex, and every child will potentially react differently. The following are a (not exhaustive) list of behaviours that could indicate that a child is being bullied. However, staff are also aware that these behaviours may equally be as a result of a variety of other factors, therefore careful investigation is always undertaken. Signs might be:

- Withdrawing
- Progress deteriorates
- "Made up" illnesses
- Isolated

- Desires to stay with adults
- Irregular attendance
- General unhappiness/anxiety/fear
- Poor time-keeping
- Poor concentration/motivation
- Bed wetting

In all cases, it is a change in the behaviour typical of the individual that staff need to be aware of and investigate accordingly.

3. Implementation

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and children. This Policy must be widely available, and understood by all stakeholders. At steel River Academy Trust, our policy is published on our school and Trust websites, is displayed in all our schools and is available in hard copies for those who require it. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

3.1 School staff

It often takes a lot of courage for a child to speak out against a bully. Children and parents must have confidence in the school's approach to bullying. Therefore, it is extremely important that all reports of bullying are thoroughly investigated and that action is taken if necessary. *To be seen to act is as important as acting - silence and secrecy nurture bullying.*

If bullying is suspected or reported:

- The incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded, on CPOMS software and will be actioned by the appropriate staff member
- The adult will speak to all individuals concerned and will record the incident
- Class teachers will be kept informed and if it persists they will report it immediately to a member of the Leadership Team
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Furthermore, in support of the school ethos, staff will:

- Use Reflection Time or group work to discuss bullying issues, encouraging children to be caring, co-operative and make good friendships with one another
- Ensure adequate supervision in the playground, cloakrooms and corridors
- Provide opportunities for small group work on social skills and self- esteem
- Be consistent in following the formal and informal procedures to deal with bullying
- issues
- Be aware of the distress signs and listen and respond to any concerns children or adults bring to your attention
- Use school support systems such as Thrive, Theraplay ELSA, counselling, mentoring etc.

Within the curriculum the school will raise the awareness of the nature of bullying through PSHE lessons, ICT (E-Safety), registration time, collective worship and activities during Anti-Bullying Week, as appropriate, in an attempt to eradicate such behaviour.

3.2 Children

Children are encouraged to report any incidents of bullying to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns. In addition, friends within the playground may be approached to support the child to report the incident. Staff are trained to support children who are struggling with confidence issues or social skills and children can chose the member of staff they feel most comfortable speaking with. Adults will reassure children and ensure they are supported to help them to feel safe and protected from further attacks as a result of their disclosure

3.3 Parents and carers

At Steel River Academy Trust, we work closely with parents and carers; this area is no exception. In particular, we ask that parents and carers:

- Support the school's anti-bullying policy, displayed on the school website and to actively encourage their child to be a positive member of the school
- Discuss friendships and problems that their child tells them about
- Be aware of early signs of distress
- Support their child and not simply say, "Boys will be boys" or "Go and hit him/her" (if the complaints are frequent)
- Speak to their child's class teacher or any member of school staff about any concerns they have
- Support the school's sanctions if their child has bullied or has been bullied by another

4. Other relevant policies

This policy should be read in conjunction with the following Trust Policies:

- Behaviour Policy
- Exclusion Policy
- Keeping Children safe in Education
- Safeguarding Policy
- SEN Policy
- Equality and Diversity Policy
- Preventing and Tackling Bullying. Advice for Head Teachers, Staff and Governing Bodies. (DFE: 2017)

5. Monitoring and review

The Senior Executive Lead and Headteachers, supported by their respective Leadership Teams, will review the policy on a regular basis and, if necessary, make recommendations for further improvements.

The Trust safeguarding team who are responsible for Safeguarding and Inclusion also meet regularly to monitor and review safeguarding policies.

Any incidences of bullying are reported to the local governing bodies and to the trust board each term through the Executive Lead's/Head teacher's Reports.

The policy is reviewed every 2 years, as well as/and when new advice is received or as a result of any significant incidents that may occur which necessitates a review

As a trust, we aim to regularly consult with parents, staff, local governors and children. We use pupil and parent surveys to canvas their views on behaviour, bullying and being safe to inform reviews. All staff are given appropriate training and school leads will have access to specialist training.

School Leaders will plan and lead Anti-Bullying Weeks and PHSE curriculum opportunities which will address misconceptions, terminology and decision making based around the different types of bullying.