



Cabot
Learning
Federation

Heron's Moor Academy Anti- Bullying Policy

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| Reviewed by | Lucy Neville | February 2021 |
| Ratified by | Academy Council | 3 rd March 2021 |
| Next Reviewed: | March 2022 | |

Aims of the anti-bullying policy

- 1) To create an Academy ethos and atmosphere which encourages children to disclose incidences of bullying behaviour.
- 2) To have a clear understanding of, and how to define bullying behaviours.
- 3) To raise awareness with the school management, academy councillors, teachers, pupils and parents of bullying as an unacceptable form of behaviour
- 4) To develop procedures for noting and reporting incidences of bullying behaviour.
- 5) To develop procedures for investigating and dealing with bullying behaviour.
- 6) To outline the program of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- 7) To reduce and wherever possible to eradicate incidences of all types of bullying.

Statement of Intent

At Herons' Moor we are committed to treating our children with respect and understanding, and to providing a supportive, caring and safe environment for all of our pupils and staff so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We are a "telling Academy", which means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

What is bullying?

Bullying is the repeated deliberate hurtful behaviour, occurring over a period of time, conducted by an individual, or a group, against others. It may occur frequently or infrequently, regularly or irregularly. It is often premeditated and purposeful.

There are different types of bullying:

- 1) Physical (pushing, hitting, kicking, any type of violence, & theft)
- 2) Verbal (name calling, teasing, sarcasm, nasty comments)
- 3) Racial (racial taunts, gestures)
- 4) Sexual (unwanted physical contact or verbal comments)
- 5) Indirect (spreading rumours, excluding someone from social groups)
- 6) Cyber-bullying (using ICT to support or enable bullying, for example via email, text message, chat rooms, social networking sites, websites).

An isolated incident could be deemed serious enough to be dealt with through the policy.

A child may indicate by signs or behaviour that they are being bullied. A list of these possible signs of bullying is given in appendix 1.

Developing pupils, staff, parents/guardians awareness and understanding of the issue of bullying

- 1) Through the PSHE curriculum (in Key Stages 1 and 2), and the Personal, Social and Emotional Development (in the Foundation Stage) pupils will address the issue of bullying behaviours and what to do (a) if they are being bullied or (b) they know/suspect that someone else is being bullied.
- 2) We will participate in the annual (November) anti-bullying week
- 3) Pupils will be reassured that Herons' Moor is a "telling Academy", which means that *anyone* who knows that bullying is happening should tell a member of staff, and they will address the issue.
- 4) The Leadership Team will address the development and implementation of positive, appropriate and acceptable behaviours, principles and morals openly and regularly throughout the year during Collective Worship. Class teachers will follow this up as appropriate.
- 5) Staff will develop their awareness of the issues of bullying, and the Academy's ethos that everyone has a responsibility for the safety of others through training during staff meetings or INSET day if appropriate.
- 6) The Academy's anti-bullying policy will be available to parents should they request it.

Procedure for noting and reporting incidences of bullying behaviour

- 1) Anyone who knows that bullying is happening is expected to tell a member of staff in accordance with our "telling Academy" ethos. The class teacher and Pupil Family Liaison Worker are the primary points of notification.
- 2) Non-teaching staff must report any incidences of bullying behaviour witnessed by them, or confided to them, to the class teacher.
- 3) All reports of bullying, no matter how apparently trivial, will be recorded in the Class Incident Log by the member of staff told. If appropriate, the Principal will record it in the Principal's Log Book.
- 4) At lunch time, the LSUPS must record all incidents or reports of bullying in the Lunchtime Behaviour Book, and inform the Principal of the behaviour that same day. Principal /Deputy Principal will read and involve other staff as required
- 5) Serious cases of bullying behaviour by pupils will be referred immediately to the Principal.
- 6) In serious cases of bullying, parents or guardians of victims or bullies will be informed by the Principal earlier rather than later so that they are given the opportunity of discussing the matter.
- 7) In the case of a complaint regarding a staff member, this should be raised with the Principal.

School Values

The DfE reinforces the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Herons' Moor Academy these values are reinforced regularly and in the following ways.

Democracy

Herons' Moor is a Values-based Education school. Each year the children decide upon their class contract and the rights associated with these. All the children contribute to the drawing up of the contract and sign it.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Two members for each class are voted in by their peers.

Each week, some children in years 1-6 are able to nominate and vote for children to achieve a “star of the week” certificate” or “special star chair” for younger children.

Each year staff are given a questionnaire (which can be anonymous) to air their point of view about all areas of school life. Points raised are brought up in staff meetings and addressed. Key stage meetings are also a good opportunity for teachers to feel able to discuss issues about life here. We also have union representatives that can support us if needed.

Parents/carers are also given questionnaires to fill out about how to improve life at Herons' Moor. These issues are then discussed with staff and academy councillors. There is an open communication link between the school and parents/carers – we have a pupil and family liaison team dedicated to ensuring all needs are met.

Children are given a questionnaire to voice their opinions about school life. Staff are given time to address any issues that may have arisen from these.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Values lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Our Values assemblies (held once a month) also encourage children to understand choices and boundaries and this message is delivered in a child friendly manner.

Mutual Respect

As a Values-based Education School, mutual respect is at the heart of our values and is the first Value in our two-year cycle. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We share our school facilities with a special needs school who educate children with a wide variety of additional needs. Herons' Moor children work regularly with these children and are very accepting with children with different disabilities. They enjoy doing linked work together such as country dancing, making Christmas and Easter decorations as well as holding joint assemblies.

Tolerance of those of Different Faiths and Beliefs

Hérons' Moor is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and Values teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. We also hold an International week every year with our partner school to encourage children to learn and celebrate different cultures.

In the case of a complaint regarding the Principal, this should be raised with the Academy Council Chair.

Procedure for Investigating and Dealing with Bullying

All staff will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. In any incident of bullying, the member of staff will speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

The procedure to follow when investigating, analysing and dealing with incidences of bullying are clearly stated in the Academy's Behaviour Policy.

Procedures of support for those involved in bullying behaviour.

At Herons' Moor we endeavour to support both the victim(s) of the bullying behaviour(s) and those involved in delivering the bullying behaviours(s).

Supporting pupils who have been bullied

Pupils who have been bullied will be supported by:

- offering immediate opportunity to discuss the experience with the class teacher, Pupil Family Liaison Worker or any other member of staff of their choice
- reassuring the pupil that they are now not on their own in dealing with the issue
- offering continuous support
- restoring self-esteem and confidence
- If required an intervention programme (enabling success) tailored to each individual child will be put in place

Supporting pupils who have bullied others

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved in the bullying behaviours
- establishing the wrong doing and the need to change
- informing parents/guardians to help change the attitude and behaviour of the pupil
- If required an intervention programme (enabling success) tailored to each individual child will be put in place

The disciplinary steps taken when dealing with bullying behaviour will follow the Academy's' Behaviour Policy.

Conclusion

It is important to read this policy in conjunction with all other Academy policies, particularly the Behaviour Policy.

Appendix 1:

Possible signs and symptoms of bullying

The following may be indicative that a child is being bullied.

If a child:

- is frightened of walking to or from the Academy
- doesn't want to come to the Academy on the Academy/public bus
- begs to be driven into the Academy
- changes their usual routine
- is unwilling to go come to the Academy (Academy phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- repeatedly feels ill in the morning
- begins to do poorly in their work
- comes home with clothes, belongings, books torn or damaged
- has possessions go 'missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying or aggressive to other children or siblings
- become more 'clingy' to parents
- stops eating
- is frightened to say what is wrong
- tells lies
- gives improbable excuses for any of the above.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and be investigated.



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| Reviewed by Staffing Cttee. 4 th Feb. 2013. Endorsed by FGB 21 st March 2013 | Reviewed by Staffing Cttee 10 th Feb. Endorsed by FGB 20 th March 2014 | Reviewed by Staffing Cttee 2 nd Feb. Endorsed by FGB 19 th March 2015 | Reviewed by Staffing Cttee 1 st Feb. 16. Endorsed by FGB 17 th March 2016 | Reviewed by Staffing Cttee 6 th Feb. 2017. Endorsed by FGB 23 rd March 2017 | Reviewed by Staffing Cttee 5 th Feb. 2018. Endorsed by FGB 22 nd March 2017 | Reviewed by Ed Quality Cttee Feb. 2019. Endorsed by FGB 21 st March 2019 |
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