Anti-Bullying Policy

Cabot Learning Federation

Date Adopted: September 2024

Review Date: June 2025

Contents

Summerhill Academy

Anti-Bullying Policy

Anti-Bullying statement

All children, young people and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. Bullying is mentioned as one of the main contributing factors in cases of poor attendance or non-attendance by pupils and their families. It is estimated that 5% of pupils take time off school to avoid being bullied. The damaging results of bullying are of concern to everyone involved in education within the Authority. The stress for victims of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievement and the educational achievements of their peers.

1. **Introduction**
   This anti-bullying policy is built upon the school's core values kind, safe, and respectful for all. It complements and draws on the following policies.
   :
   - Racial Equality
   - Safeguarding
   - Gender Equality
   - Disability Equality Scheme
   - Inclusion
   - Positive Behaviour
   - Child-on-Child

2. **Aims**
   - To ensure that all people (children and adults) in our school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.

   - To clarify for all members of the school community that bullying is not acceptable. Everyone follows our school values kind, safe and respectful to ensure that bullying is challenged and reported.

   - To ensure that all pupils, parents, staff, academy councillors and others are aware of this policy and know that appropriate action will be taken.

   - To recognise that bullying can take place off-site and online and that the school will respond appropriately as if it had happened on site, with external referrals where appropriate.

3. Objectives

- Bullying is reported, recorded, and monitored on CPOMS and our Child-on Child chronology to establish any patterns, hot spots, or emerging issues, and is always followed up with appropriate action and evaluation to stop the bullying.

- Preventative measures are embedded within the school's curriculum and supported by extra-curricular work for identified pupils.

- The whole school community identify Summerhill as an environment where it is '*Safe to Tell'*.

4. What is Bullying?

Bullying is **repeated** behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about an imbalance of power. Targets feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Any of these may also have contexts that discriminate in relation to race, gender, perceived or actual sexual orientation, SEN, Young Carers or disability.

The characteristics of some people may mean they are more likely to be either:

(a) bully – the ring leader

(b) are bullied- the target/s

Reasons for bullying:
1. lack close friends
2. be shy
3. have an over or under-protective family environment
4. belong to an ethnic minority group
5. have a disability
6. have special educational needs
7. display anti-social/poor behaviour

8. display intrusiveness or a tendency to spread gossip
9. be arrogant
10. belong to a family whose members may have contexts which discriminate in relation to race, sexual orientation, SEN, Young Carer, disability, addiction or criminality
11. looked after child
12. have a background of poverty/wealth
13. are perceived as exceptionally attractive/unattractive

5. Possible Signs of Bullying

All adults on the school site have a responsibility to be aware of signs of distress in pupils as well as responding to direct/indirect disclosure. While the following types of behaviour may be symptomatic of other problems, they may be the product of bullying.

a) obvious signs of distress such as tearfulness or constantly miserable expression
b) an unwillingness to come to school
c) frequent headaches, stomach aches or complaints of feeling generally unwell
e) bruising on face or body
f) isolation from other children
g) a sudden deterioration in standards of work
h) a reluctance to leave the classroom at the end of the lessons or at the end of the school day
i) a tendency to stay close to staff during breaks
j) damage to child's property
k) uncharacteristic behaviour

6. Safe to Tell
It is important that we create a culture in school where anyone who is being bullied, or others who know about it, feel that they will be listened to by trusted adults, and that action taken will be swift and sensitive to their needs. Disclosure can be direct and open (verbal) or indirect and anonymous (non-verbal). **Bullying is likely to continue if it is not reported to a trusted adult'.**

7. Preventative Measures
Strategies for helping to understand what bullying is and prevent bullying will be taught as part of our ongoing curriculum work in PHSE through Jigsaw and thrive interventions. Bullying will be tackled in a proactive approach through 'being a good friend' and conflict resolution. Assemblies will focus on themes surrounding issues such as being able to stand up for ourselves, not following the crowd and celebrating diversity, and may be

supplemented by material from national charities such as the NSPCC and Children In Need.

Further preventative work with specific children/groups is facilitated by the school and referral to relevant external agencies e.g. Support Against Racial Incidents (SARI), Education Action Challenging Homophobia (EACH).

Procedures

The exact course of action will vary with each situation, but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

1. The bully's behaviour is unacceptable, and the bullying must stop.
2. Everything that happens is carefully recorded.
3. The application of sanctions will depend on the individual circumstances of each incident.
4. The school will work with the parents of both the target and the bully.
5. Support will be available for the victim/s.
6. Support will be available for the bully/ies to help change their behaviour.

Procedures When Bullying Occurs
Where a child is the target…

1. Bullying should be reported directly/indirectly, generally, in the first instance, to the target's class teacher or a trusted adult. Any member of the school community can make a report. Encouragement is given to report incidences that are observed as well as those in which a person has been directly involved.

2. disclosures must be logged on cpoms.

3. class teachers respond to disclosures under the following guidelines:
- use circle time to explore/discuss minor issues and disagreements.
- report immediately to the Designated Safeguarding Lead.
- DSL monitors CPOMS and the Child-on-Child chronology looking for patterns of bullying behaviour as defined in the policy i.e. repeated behaviours, Child-on-Child abuse.

4. The DSL/SLT is responsible for ensuring effective measures to stop the bullying and take preventative measures to stop re-occurrence under the following guidelines:

- ensure that the target's voice is heard, which is the forwarded to meet with all parties, investigate the incident and collect points of view.
- record and report all incidences of discriminatory bullying against a minority group on CPOMS.
- discuss an action plan with all parties, this may include:
  - ➢ daily reporting to designated member of SLT
  - ➢ small group work
  - ➢ 1:1 work
  - ➢ support from external agencies (BSNS, SARI, BCC)
  - ➢ parental/carer involvement
  - ➢ restorative conversations

5. The Principal is responsible for checking the forms/action plan and deciding on appropriate sanctions in line with the behaviour policy.

6.   Implement consequences for perpetrators that adhere to the behaviour policy and may include restorative justice where appropriate

Where an adult is the target, the adult reports directly/indirectly to a Senior Member of Staff.

Interventions

The School Curriculum

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.

2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying via:-

• Assemblies
• PSHE/Drama/English lessons for example
• Thrive
• Group work/circle time/befriending/mentoring/mediation/assertiveness

8. Monitoring and Evaluation
This policy and accompanying procedures will be monitored, and the effectiveness will be evaluated in the light of:

- numbers of pupils being bullied
- pupil's willingness to report incidents
- pupil feedback questionnaires

- staff vigilance and response to bullying behaviour
- numbers of pupils and parents feeling secure about the school's response to bullying.

The Senior Member of Staff with responsibility for this policy is the Principal.

Conclusion

As a result of our proactive and positive approach to social education, we aim to ensure that children at Summerhill will develop the necessary skills and attitudes to be confident in building successful relationships with each other. They will be able to recognise acceptable and unacceptable behaviour. Through our core values, children will be confident to tell a trusted adult should they feel that they are experiencing, or aware of bullying. Bullying will be recognised as unacceptable behaviour and will not be tolerated.

This policy will be reviewed every year.