



HALEWOOD  
ACADEMY

# Anti-Bullying Policy

## 2020-21



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**Next Review Due:** September 2021

**School Link:** Mr D Day



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## Rationale

Halewood Academy is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our Academy. All members of the academy community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff will work to ensure that bullying is not prevalent in the academy community by implementing preventative strategies involving academy staff and students and also the wider academy community. We have a responsibility to safeguard all our students. The aim of this document is to ensure a unified approach is practised across our academy when dealing with bullying and also to ensure consistency across all phases with a wider purpose to strive towards commitment and excellence in a positive learning environment.

## Purpose

Our policy sets out the rights of all stakeholders in relation to bullying. It contains definitions of bullying and signs and signals for staff, students and other stakeholders to be vigilant of signs that may indicate that a person has been, or is being bullied. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat bullying.

Our policy takes into consideration consultation with stakeholders, as well as guidance that exists, data available and training undertaken. The policy will be subject to regular review to ensure it conforms to the latest guidance.

It reflects current practice within the academy. The implementation of the policy is the responsibility of all staff and stakeholders. This policy is supported by and links closely to other policies such as the Academy's Behaviour Policy, Safeguarding Policy, E-Safety Acceptable User Policy, Equality & Diversity Policy and Confidentiality and Curriculum Policy, all of which safeguard and promote the welfare of children in this academy.

## Definition of bullying:

***“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on 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. “(DfE Preventing and Tackling Bullying July 2017)***

## Anyone can practice bullying behaviours/be a bully

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the academy safeguarding procedures).

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Physical** - for example, hitting, kicking, theft
- **Verbal** – for example, racist, sexist or homophobic remarks, threats, name-calling
- **Emotional** - for example, isolating an individual from the activities and social acceptance of their peer group
- **Cyber** – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.
- **Homophobic bullying** - for example, prejudice motivated towards students who are LGBT lesbian, gay, bisexual or transgender.

## THE SIGNS OF BULLYING

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

The following physical and behavioral signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people

- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our academy.

We, as an academy, are taking proactive steps to support our vulnerable students by supporting individuals and small groups. There are designated staff roles. We are aware of our individual student’s needs, have academy intervention programmes and work in partnership with external agencies.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances

- Social class
- Ethnicity
- Gypsy/Roma and Traveler Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender children
- Young Careers

In order to support all students within the academy, we focus on each individual student. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates, multi-agency meetings, student voice and other targeted support for students.

### **Dealing with Bullying**

Halewood Academy encourages students to report any incidents of bullying to any member of staff in the setting. We strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm and log incidents with victim using patience and understanding. Speak to all parties involved in the incident.
- Listen carefully to all accounts of the incident and record events using exact wording at every stage, including actions agreed/taken.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view.
- If it appears to be bullying, make the unacceptable nature of the behavior clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position and use a problem solving approach.
- Explain clearly the reparation.
- Inform the relevant staff in the appropriate phase.

- Complete a Bullying Incident Report on SIMS
- Arrange to meet the parents/carers of all of those involved in the incident(s).
- Think ahead about supporting both victim and bully and make regular checks to ensure the bullying has ceased.
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the academy action.

The types, rates and patterns of bullying, and the effectiveness of the academy's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

Halewood Academy is aware that we have a responsibility to safeguard students outside the academy and it is our responsibility to safeguard and take action, providing evidence that we have done so. We are teaching our students about staying safe online and internet safety and the consequences of inappropriate actions.

## **PREVENTION**

### **The Curriculum**

We ensure that in all aspects of academy life there is an emphasis on the importance of relationships, emotional well-being and a community ethos.

Proactive strategies for the academy can involve:

- *PSHE lessons supporting students in understanding what bullying is and how to combat it, encouraging students to problem solve.* Through PSHE, children are encouraged to talk about their feelings and things that are worrying them.
- Peer support, buddy systems and mentors.
- Involving parents and professionals in being proactive.
- Any child considered to be at risk can be counseled individually and the class teacher and child work towards a resolution.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Visiting drama workshops focus on the issues of relationships.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.

- Assemblies to promote anti-bullying.
- Planned activities and events for national Anti-Bullying week each November.
- Anti-Bullying Ambassadors through the JLT (Junior Leadership Team).
- Useful information and displays in academy to promote anti-bullying placed at child-friendly heights.
- Student Leaders used as a voice of the child.

## **Supervision**

We ensure that key areas of the academy are adequately supervised and staff are vigilant. Students are given opportunities to take responsibilities and demonstrate initiative (peer mentors, academy council)

## **Training**

We, as an academy, recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies. In addition, case studies with a particular focus on vulnerable groups are available and used to support the training of staff and Governors.

## **Communication**

We, as an academy, are aware of the need for open communication between stakeholders. All sections of the academy organisation must understand its role and responsibilities. We understand the need to ensure this policy is a living document, known and understood by all.

Parents/carers are made aware of the academy's policy at the induction meeting and through documentation, including this Policy and supporting leaflets that are available on the website and displayed appropriately within the academy for all stakeholders. Regular bulletins about what bullying is, how to communicate with staff, recognising early intervention is crucial. Parents know that the Academy acts to prevent bullying and not just deal with bullying incidents.

The views of parents, carers and other stakeholders are regularly recorded and taken into consideration in the rollout of academy strategies.

New intakes are reassured that bullying is not permitted and it is a warning to potential bullies that such behaviour is unacceptable from the outset.

Our staff do not wait for bullying to be proved before it is acted against. A positive, caring ethos demands a Prevention of Bullying Policy in operation throughout the academy.

## **Hate Crime**

A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate.

If an incident appears to be a hate crime or incident, we as an academy recognise the need for this to be reported to the police if appropriate or contact made with one of Knowsley's reporting centres.