



HALEWOOD
ACADEMY

Anti-Bullying Policy

2021-22



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TRUST

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1. **Statement of Intent**

- 1.1 Halewood Academy is committed to ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Halewood Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

2. **Aims**

- 2.1 This policy forms part of our Behaviour for Learning Policy.

- 2.2 The aim of this policy is to:

- Uphold a unified approach which is practised across our school when dealing with incidents of bullying;
- Ensure everyone feels safe and happy in school and have the right to support when feeling insecure;
- Establish a culture where bullying is viewed as unacceptable, treated seriously and dealt with effectively;
- Communicate that bullying is anti-social behaviour and affects everyone.

3. **Purpose**

- 3.1 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 proactive and reactive strategies to combat bullying.
- 3.2 Our policy takes into consideration guidance that exists, data available and training undertaken. The policy will be subject to regular review to ensure it conforms to the latest guidance.
- 3.3 This policy reflects current practice within our school; the implementation of the policy is the responsibility of all staff and stakeholders.
- 3.4 This policy is supported by and links closely to other policies such as the school's Behaviour for Learning Policy, Safeguarding and Child Protection Policy, E-Safety Policy, Equality & Diversity Policy and Curriculum Policy, all of which safeguard and promote the welfare of children in the school.

4. **Definitions**

- 4.1 Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. This can be face-to face or online.

- 4.2 A one-off incident does not tend to be considered as a form of bullying. A characteristic of bullying is that in its different forms/behaviours, it happens repeatedly over a period of time.
- 4.3 It is important that the term 'bullying' is not be confused with the age-related behaviour, usual childhood/teenage squabbles and arguments where individuals 'fall out' with one another.
- 4.4 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 subtle effect that affects a person's self-esteem, confidence and well-being. Whilst the perpetrator may not consider their actions to be 'bullying', the wishes and feelings of the victim will always be considered.
- 4.5 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.
 - 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 school's safeguarding procedures.
- 4.6 **Bullying can be:**
- Verbal/Emotional - name calling, sarcastic comments, spreading rumours and teasing;
 - Physical – Pushing, shoving, tripping up, kicking and spitting;
 - Electronic/Cyber – Incorrect use of social media platforms including but not limited to; social gaming platforms, mobile messaging platforms and email. This also includes the misuse of associated technology, i.e. camera and video facilities;
 - Driven by a prejudice - This might be homophobia, racism, gender related or victimising those who have special needs or disabilities. It may be picking on a student because they are cared for away from home or it may be picking on a student who cares for a sick relative;
 - Indirect - Spreading rumours whether true or not. The same person or group always leaves someone out or shuns them. Someone tries to coerce/force someone else to do something they do not want to do;
 - Sexual - unwanted physical contact or sexually abusive comments.

- 4.7 Bullying can therefore constitute any of the above activities within the context of the definition provided and, in each case, the school will make an informed decision when dealing with such incidents.
- 4.8 Although all of the above activities are serious and adults should always intervene, incidents may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.
- 4.9 Bullying can happen to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents/carers or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

5. **Signs of bullying**

- 5.1 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.
- 5.2 Bullying can seriously damage a person's confidence and sense of self-worth, and the victim will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as:
- Significant changes in normal behaviour or attitude;
 - 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 / Truancy to certain lesson / Lacking in concentration
 - Unwillingness to travel on public transport;
 - Not wanting to go to a certain venue;
 - Starting to bully others;
 - Incontinence;
 - Vomiting;
 - Unexplained illness / Feigning illness / Taking unusual absences;
 - 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”.
- 5.3 These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.
- 5.4 We also recognise the role of pupils 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 school.
- 5.5 As a school we take a proactive approach to supporting our vulnerable pupils. There are designated staff in school who are aware of our individual pupils’ needs who work in partnership with external agencies to provide appropriate interventions.
- 5.6 In some cases, but not all, 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;
 - Lack of confidence around appearance;
 - Ability;
 - Health issues, including mental health;
 - Home circumstances;
 - Social class;
 - Ethnicity;
 - Gypsy/Roma and Traveller Children;
 - Children in Care;
 - Lesbian/Gay/Bisexual or Transgender children;
6. **Dealing with Bullying**
- 6.1 We encourage pupils to report any incidents of bullying to any member of staff in school.
- 6.2 Bullying can also be reported via the school website (please refer to the last page of the policy)
- 6.3 Staff will deal with the incident as promptly and sensitively as possible; we strive to create an environment where all pupils can discuss any concerns with staff and feel listened to and supported.
- 6.4 The member of staff will log on CPOMS;

- 6.5 The following list of actions might be used by staff investigating the incident depending on the perceived seriousness of the incident:
- Speak to all parties involved in the incident;
 - Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying;
 - Obtain evidence where possible (witnesses, screenshots, CCTV etc);
 - Gain a clear understanding of the victim's wishes and feelings;
 - Make the unacceptable nature of the behaviour clear to the perpetrator(s), ensuring the act is separate to the person;
 - Try to enable the perpetrator(s) to see things from the victim's position and use a problem-solving approach;
 - Try to establish what type of bullying is taking place and where, how often the bullying is occurring;
 - Discuss options to resolve the situation, agree actions and advise the victim of what happens next;
 - Think ahead about supporting both the victim and perpetrator(s) 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 school's action;
- 6.5 The following list of actions might be used as support for a pupil who may have been bullied:
- An offer of opportunity to discuss the experience with a member of staff. This maybe the pupil's Form Tutor or member of staff of their choice;
 - An offer of continuous support and reassurance to the pupil;
 - An offer to discuss the experience with a school Anti-bullying Ambassador;
 - Counselling within school through the school's own counsellor;
 - Opportunities to restore the pupil's self-esteem and confidence;
 - An offer to take part in some form of mediation/restorative practice with the other party led by a member of staff;
 - A safe area to go if the pupil feels vulnerable at particular times of the school day.
- 6.6 The following list of actions might be used as support for a pupil who may have bullied another pupil:
- A discussion regarding what happened and how the pupil became involved;
 - Opportunities to discuss their concerns with a member of staff. This maybe the pupil's

Form Tutor or member of staff of their choice;

- A discussion to clarify that bullying behaviour has no place at this school and it will be challenged;
- Establish their wrong doing and need to change;
- Informing parents/carers to help change the attitude of the pupil;
- An offer to take part in some form of mediation/restorative practice with the other party led by a member of staff;
- Opportunities to discuss their concerns with a school-based counsellor;
- At the discretion of the school, sanctions deemed appropriate and proportionate.

7. **Sharing of information**

7.1 Incidents of bullying are shared weekly with members of the school's leadership team.

7.2 Whole school staff are updated regularly of any bullying trends in Year groups/form classes/friendship groups.

7.3 All incidents of bullying are reported to the Governing Body on a termly basis through the Principal's report.

8. **Prevention**

8.1 As a school we take bullying seriously; bullying has no place at Halewood Academy. We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos;
- Improved supervision in potential problem areas;
- Bullying is talked open openly and is everyone's responsibility;
- Anti-bullying ambassadors will listen and support pupils and liaise with the leadership team;
- Use of curriculum opportunities, in particular tutor periods and SMSC where issues of diversity are discussed and anti-bullying messages are drawn out;
- Problem solving activities are employed effectively in many areas of the curriculum and children work together;
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year;
- Whole school assemblies to promote anti-bullying;
- Pupil surveys;

- Useful information and displays in the school to promote anti-bullying;
 - New intakes are reassured that bullying is not permitted and it is a warning to potential perpetrators that such behaviour is unacceptable from the outset;
 - Staff training reflects the anti-bullying policy and practice of the school.
- 8.2 We ensure that in all aspects of school life there is an emphasis on the importance of relationships, emotional well-being and a community ethos.
- 8.3 We ensure that key areas of the school are adequately supervised and staff are vigilant.
- 8.4 We recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies.

Useful websites

Reporting bullying via Halewood Academy website –

<https://www.halewoodacademy.co.uk/parents/anti-bullying/>

<https://anti-bullyingalliance.org.uk/>

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.bbc.co.uk/programmes/articles/5Fpz77jVbLvjsFj9GvKd8l/information-and-support-bullying>

<https://www.bullying.co.uk/>

<https://www.place2be.org.uk/>

<https://www.papyrus-uk.org/>

<https://www.childline.org.uk/>