



# **Five Rivers Multi Academy Trust**

## **Anti-Bullying Policy**

Produced: October 2017

To be reviewed: October 2018

## 1. Philosophy

At Five Rivers Multi Academy Trust, in line with our academies' commitment to being Rights Respecting Schools, we aim to provide a safe environment for all pupils. We expect our pupils to have an understanding of the issues relating to bullying, both in terms of what bullying is, and how to tackle the situation should it arise. We treat the subject of bullying very seriously. We do not accept bullying in any form, whether it is physical, emotional or verbal. We operate in line with the following philosophy:

- All bullying is unacceptable, regardless of who bullies, how it is delivered or what reasons are given to justify bullying actions.
- We recognise the detrimental effect on children and young people who may be subjected to bullying, and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner, and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying, is recognised. Five Rivers Multi Academy Trust and its constituent academies are committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (it is the behaviour, not the person, which is condemned) and they too will need support.

This policy has been created following consultation with the whole Trust community, with input from teachers, support staff, Trustees and parents/carers.

## 2. Definition

**Bullying** is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the *Governmental Guidance on Working Together to Safeguard Children* as:

**“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.**

**Bullying can take many forms, but the three main types cause stress and have an emotional impact. They are:**

1. **Physical (examples include, hitting, kicking, theft ...);**
2. **Verbal (e.g. racist, homophobic remarks and name calling ...);**
3. **Indirect (e.g. spreading rumours ...).”**

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

The ABA defines bullying as:

**“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”**

The damage inflicted by bullying can be frequently underestimated, and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. In extreme cases significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

Bullying differs from teasing or falling out with friends and other types of aggressive behaviour in the following ways:

- There is a deliberate intent to hurt or humiliate;
- There is a power imbalance which makes it hard for the victim to defend themselves;
- It is usually persistent.

### **3. Five Rivers Multi Academy Trust’s Approach to Promoting Anti-Bullying**

#### **3.1. How do we identify bullying behaviour?**

It is not always easy for a teacher to discover if, when and where bullying is happening. The following **may** help to spot it:

- a sudden deterioration in the standard of a child’s work;
- a child pretending to be ill or with unusual absences;
- truanting;
- isolation in the class or in the playground;
- clinging behaviour, such as a reluctance to leave the classroom at break, staying close to the duty teacher or other adults in the playground.



### 3.2. Roles and Responsibilities

The Principal/Head of School, alongside the senior leadership team, has overall responsibility for the policy, its implementation, and liaison with Trustees, parents/carers and outside agencies. They also have responsibility for selecting an anti-bullying co-ordinator(s) who has/have responsibility for the handling and implementation of this policy in each academy.

The anti-bullying co-ordinators are:

Tinsley Meadows:	Harley Francis (KS2) and Jocelyn Kirkwood (KS1)
Abbeyfield:	Helen - please input

Their responsibilities include:

- raising the profile of bullying as an issue and providing guidance on strategies that will help to prevent bullying;
- giving guidance on how to respond to bullying incidents - this could include through School Council discussion and by displaying anti-bullying messages around school;
- acknowledging that both the victim and the perpetrators of bullying need support, and that appropriate support for both will be needed after the bullying has been reported;
- promoting the responsibility for challenging bullying to all relevant individuals including: children and young people; staff; Trustees; parents/carers;
- explaining how we can meet our responsibilities;
- promoting the recording of all bullying incidents on CPOMS and their regular reporting to the relevant Trustees;
- ensuring that our Anti-Bullying Policy is evaluated regularly;
- providing training to staff, parents/carers and pupils where appropriate;
- co-ordinating anti-bullying events in school.

### 3.3. Our Procedure

Five Rivers Multi Academy Trust has a 'whistleblowing' policy in its constituent academies which makes clear the procedure for those who experience bullying or who have witnessed an incident of bullying:

1. Children and young people in school should first direct their concerns to their class teacher, a duty teacher or a lunch-time supervisor in the playground.

2. Teachers should then ensure that the concern is reported on CPOMS, regardless of the seriousness of the matter. Staff should treat all concerns seriously. Lunch-time supervisors must report all concerns to a member of the pastoral team before leaving the premises so these concerns can also be recorded. All concerns will then be followed up by the anti-bullying co-coordinators.
3. Parents/carers should direct any concerns shared by their child to the class teacher in the first instance. These concerns will then be addressed by the anti-bullying co-ordinators if necessary. Again, these concerns **MUST** be recorded on CPOMS.
4. If the concern is serious, the incident should be reported immediately to a member of SLT.
5. Teachers should use their professional discretion regarding whether the incident should be dealt with by them, by the anti-bullying co-ordinators or by a member of SLT.
6. All bystanders of bullying incidents must take responsibility for reporting what they have witnessed, or any concerns they may have, to a member of staff. This again should be reported in the same way.

All reported incidents will be taken seriously and investigated involving all parties. The following steps will be taken:

- interview all parties;
- inform parents;
- decide what is the appropriate response to the situation: solution focused, restorative approach, circle of friends, individual work with victim and/or perpetrator, or referral to outside agencies if appropriate;
- refer to the Behaviour Policy and school sanctions and how these may be applied, including what actions may be taken if bullying persists;
- follow up (especially keeping in touch with the person who reported the situation, and with parents/carers);
- appropriate support should be put in place for the victim and the bully.

Recording Incidents:

1. All instances of bullying **MUST** be recorded on CPOMS. These alerts will then be managed by the anti-bullying co-ordinators in the first instance and SLT if necessary.

2. This information will be used to inform preventative work in school and the development of the policy.
3. This information will be collated each term to provide a clear picture to all staff of bullying incidents and trends in school in order to inform PHSE work done with each class.
4. The policy will be reviewed and updated annually and will be linked to the school improvement plan in each academy in order to achieve the aim of creating an inclusive and safe environment in school.

### **3.4. Prevention**

In order to best prevent instances of bullying, each academy will take the following measures:

- display posters highlighting the anti-bullying policy in child friendly language throughout school - linked to anti-bullying week;
- set up a buddy system in each academy;
- introduce worry boxes in each academy;
- exploration of issues during class assembly;
- a week dedicated to anti-bullying annually in November;
- information events held for parents;
- provision of staff training and CPD opportunities.

### **4. Links with other policies and procedures:**

- Behaviour Policy
- Safeguarding Policy
- Cyberbullying advice for Headteachers and school staff
- E-safeguarding policy
- Equality and Diversity Statement
- SEND Policy
- PSHE Policy
- School Complaints Procedure