



Cheshire Academies Trust
Leading the way



Boughton Heath
Academy
'Together Everyone Achieves More'

Anti- Bullying Policy

This policy/document was reviewed by:- S. Ellis	
Signed	Date:
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The next revision date is: C and A Summer 2017	

1. Statement of Intent

Boughton Heath Academy is committed to safeguarding its pupils and to providing as caring and friendly an environment as possible. We want all pupils to prosper in their learning and grow in confidence in a safe and secure school environment. Bullying of any sort can prevent this from happening.

Bullying is unacceptable at Boughton Heath Academy and will not be tolerated. It is everyone's responsibility to prevent bullying and to tackle bullying as and when it occurs. **Anyone** who knows or suspects that bullying is taking place is expected to tell a member of staff.

We aim to constantly challenge attitudes that lead to bullying behaviour in any of its many forms, to promote an anti-bullying ethos in the school; to instil in pupils the confidence that incidents of bullying will be dealt with promptly and effectively; to increase understanding of those pupils who are subjected to bullying; and to deal with bullying as part of a whole school behaviour policy.

This policy underpins Boughton Heath Academy's commitment to its statutory duties and obligations under The Education Act 2002, The Children Act 2004, *Working Together to Safeguard Children* (March 2015), and *Keeping Children Safe in Education* (March 2015). This does link also to government guidance, *Protecting Vulnerable People from being drawn into Terrorism*.

2. The Objectives of this Anti-Bullying Policy are to ensure:

- All teaching and non-teaching staff, pupils, parents and governors fully understand the definition of bullying and know the various forms of bullying
- All teaching and non-teaching staff and governors know what action to take when bullying is suspected, seen, heard or reported.
- All pupils and parents know the school's stance on bullying and what to do if bullying arises.
- Pupils and parents are assured that bullying is taken seriously and those reporting any incident of bullying will be supported.
- That bullying concerns will be dealt with effectively and sensitively.
- Practices to prevent and reduce bullying are developed.
- We demonstrate our commitment to promoting respect for one another.
- The promotion of understanding and respect for cultural diversity by addressing all forms of prejudice and intolerance, including racism, sexism and homophobia.
- Bullying will not be tolerated.

Definitions of Bullying

Bullying is:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying;
- Intentionally harmful behaviour carried out by an individual or a group;
- An imbalance of power, leaving the person bullied feeling defenceless

Here are some examples of the main forms of bullying:

Emotional bullying	Excluding from participation, using threatening gestures, tormenting, isolating
Physical bullying	Pushing, kicking, hitting, punching, intimidation or any use of violence, hiding possessions or stealing possessions
Racist bullying	Racial taunts, graffiti, gestures
Sexual bullying	Unwanted physical contact or sexually abusive comments.
Homophobic bullying	Because of - or focussing on - issues of sexuality.
Verbal bullying	Name-calling, malicious gossip, sarcasm, spreading rumours, teasing, humiliating
Written bullying	Abusive or hurtful letters, notes, pictures,
Cyber bullying	Where technology is used to hurt an individual, including text messaging, emails or posting messages on the Internet or chat-rooms

Pupils who are perceived as different are particularly vulnerable to bullying behaviour.

There is no hierarchy of bullying. All incidents of bullying for whatever reason need to be taken equally seriously.

The school works hard to ensure that all pupils know the difference between bullying and pupils simply falling out with each other.

Bullying is as subjective as it is objective. Behaviour and actions that seem innocent to some may be perceived as bullying by others.

Onlookers who willingly observe bullying and do nothing to prevent it happening can often be part of the bullying.

Remember that a child may not have the confidence to report being bullied. A bullied child may purposefully or inadvertently indicate by signs or behaviour that he or she is being bullied. Parents should be aware of these possible signs (a non-exclusive list of which is given below) and should investigate further, involving and informing the class teacher if necessary.

A child experiencing bullying may:

- Be unwilling to go to school
- Be frightened of walking to or from school or begs to be driven to school
- Become withdrawn, anxious or lacking in confidence
- Start stammering
- Cry themselves to sleep at night or have nightmares
- Feel ill in the morning
- Begin to do poorly in school work
- Come home with books or clothes torn or damaged or with unexplained cuts or bruises
- Repeatedly lose possessions or dinner money
- Ask for money or start stealing money (usually to pay a bully)
- Become aggressive, disruptive or unreasonable
- Begin bullying other children or siblings
- Stop eating
- Be frightened to say what's wrong
- Give improbable excuses for any of the above.
- Attempt or threatens suicide or run away

Teachers should also look out for:

- Sudden or gradual deterioration of work
- Isolation
- Spurious illness
- Erratic attendance
- Desire to remain with adults
- Avoidance of the playground

Any of these behaviours could be symptomatic of other problems and may be nothing to do with being bullied. However, bullying should always be considered a possibility and investigated as such.

3. Pupils: How to get Help

If you are being bullied:

- Do not put up with a bully.

- Tell a teacher or member of staff immediately. This can be done openly or discreetly, perhaps a note to a teacher inside a workbook or telephone the school once you get home.
- Tell a parent or carer as well.
- Ask for moral support from friends or other pupils.
- Do not hit back or join in the same behaviour as it may result in you being accused of bullying or escalate (make worse) the situation.

If you see somebody else being bullied or know another pupil is being bullied, watching and doing nothing does not help and can make people think you support the bullying. Things you can do to help:

- Do not intervene or get caught up in the bullying. This will make matters worse and may result in you being accused of bullying.
- Always tell an adult immediately (any teacher or member of staff, parent, carer, relative or friend).
- Do not put up with a bully in your group of friends. If you can, tell them that their behaviour is wrong and they should stop. Bullies tend to stop their behaviour if no one supports them.
- Do not repeat unpleasant things and threats you may hear from someone else.

Through PSCHE and P4C lessons, circle times and assemblies, children are encouraged to follow the following steps:

- 1) Always tell an adult (or use a listening box)
- 2) If you don't want to do something that someone is telling you to do, be firm, say 'No!'
- 3) If you feel like someone is being unkind, use the '**Policemans hand**' say:
"Leave me alone. I'm going to speak to an adult" or "Go away, please!"
Use the **Broken Record**: Repeat the statement over and over again:
"Leave me alone" **and walk away.**
- 4) Be calm and confident.
- 5) Always ask for help.

The ethos at Boughton Heath is based upon the cornerstone of the school- The Moral Compass



4. Action when Bullying is reported

Members of staff will listen carefully to what pupils reporting bullying have to say and will record the incident in writing. Staff will offer immediate support to victims and put the school's procedures into operation to ensure:

- A prompt investigation
- The bullying is stopped
- Parents of all concerned are informed

Upon discovery of an incident of bullying, a teacher will discuss with the children concerned the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, or if bullying behaviour is in early stages, a problem-solving approach will often help. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from recurring. Where appropriate, consequences will be put into place to ensure that there is no further re- occurrence, securing the safety and well-being of the children involved. The bully or bullies will always be asked to genuinely apologise, in order for the pupils to be reconciled.

Staff will continue to watch for signs of further bullying and will ensure other colleagues who may encounter the problem are informed about it, but otherwise ensure confidentiality.

Direct action should give pupils confidence that all forms of bullying are unacceptable and will not be tolerated.

The bully will be made aware that his or her behaviour will not be tolerated. Appropriate punishment or sanctions should be awarded and the pupil informed of the consequences of any further bullying behaviour. The school will take action to help the bully or bullies change their behaviour.

In the event of a serious single incident or recurring bullying behaviour then it is essential parents or carers of the bullied pupil and the bully are informed. Exclusion may be justified. Serious injury or theft demands a serious response.

5. Recording of incidents of bullying

- The adult recording the incident or events in writing should clarify the facts from each child involved, scribing this using the child's own words.
- The report is placed with the confidential notes file for that particular class on blue paper.
- A record of the school's response must be made (to help with proceedings and to protect the school from possible future legal action).
- If the matter is more than an isolated incident, is a single serious matter or there is a recurrence of bullying behaviour, the parents of all parties should be informed in writing. These letters should contain detailed accounts.
- If necessary the parents/carers of all parties should all be asked to come into school to discuss the matter.

6. Follow up Action

Bullying can be very persistent and may recur. If bullies expect follow up action and monitoring of behaviour, they are unlikely to start bullying again. Follow-up enquiries with bullied children are essential to check that bullying has not started again, (a) within two weeks, and (b) within the following half term.

7. Prevention of Bullying and Promotion of a Supportive Community

This anti-bullying policy is part of a wider behaviour policy that aims to develop the behavioural skills of pupils to ensure respect of others. Pupils are encouraged to work attentively, co-operate, take turns and avoid conflict. Each year in September, classes talk about expectations of pupil behaviour and class discussions take place to reinforce anti-bullying strategies. Teachers receive training in effective classroom and behaviour management. They promote skills in children – particularly in Key Stage 1 - so they learn to manage their own behaviour. Members of staff are trained to focus on children who have a particular difficulty before problems become entrenched.

Various strategies can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, these can be effective ways of sharing information and can provide a forum for discussing important

issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Setting up a buddy system, or peer counselling - possibly with pupils who already hold a position of responsibility, such as School Council members - can also be beneficial.

Guidance for parents:

- Take an active interest in your child's social and school life, discuss friendships and any problems they have.
- Watch for possible signs of bullying (see Section 4 above).
- Inform the school at once if you think your child may be being bullied or is bullying and ask to meet your child's teacher.
- Together with the school, devise methods of dealing with the problem that will provide your child with support both inside and outside school.
- Do not encourage your child to hit back as this can escalate the problem and can result in bullied children being wrongly accused of being a bully - a miscarriage of justice.
- Try to encourage your child to make friends. A child with good friends is less likely to be bullied.

Monitoring and Feedback

Monitoring by the class teacher and any other relevant member of staff helps progress, resolution, and enables follow-up to show whether action taken in furtherance of this policy is really effective. Reference to records used for monitoring the effectiveness of this policy shall omit any identification to persons involved.

Records of bullying complaints will be kept by the school for a minimum of two years. Records may be kept longer at the discretion of the headteacher who will take into account the views of the parent/carers of the child who was bullied.

It is essential to emphasise this policy at the beginning of each year, specifically to new pupils, parents and staff.

The governing body will monitor the effectiveness of this policy through the Curriculum Committee.

8. Evaluation

Data from monitoring and feedback from staff, families, pupils and governors will greatly assist in the reviewing and updating of this policy.

Research shows that a regular emphasis on anti-bullying through head teacher's reports, school newsletters and staff focus will lead to:

- Staff being more vigilant and responsive to bullying
- Fewer pupils experiencing bullying
- Fewer pupils bullying others
- Fewer pupils joining in or tolerating bullying of others
- Increased confidence in pupils to report bullying

Raising pupil's awareness and understanding of bullying makes them more likely to report incidents. This may result in a short-term rise in reporting of incidents.

This policy needs to read in conjunction with the Trust's Behaviour Policy.