



Heron Academy

Anti-Bullying Policy

Date Policy approved and adopted:	
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Introduction

At Heron Academy, we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the *Equality Act 2010*, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Positive Behaviour Policy, our Safeguarding and Child Protection Policy, our Code of Conduct and the school's aims, visions and values.

Heron Academy actively promotes positive interpersonal relations between all members of the school community. This policy has been developed through careful consultation which involved a whole school approach, including young people, parents/carers and all school staff.

Principles and Aims

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

- Pupils have a right to learn free from intimidation and fear
- The needs of the victim are paramount
- Schools will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

Bullying Definition

At Heron Academy, we have adopted the Diana Award's definition of bullying:

'Bullying is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe'

Types of Bullying Behaviour - VIP

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Children with Special Education Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals – disadvantaged pupils
- Gypsy, Roma and Traveller children
- Children for whom English is an additional language
- Children who are perceived to be, or identify as gay, lesbian, bisexual or transgender.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

At Heron Academy, the priority given to pupils' personal development, including their spiritual, moral, social and cultural development underpins all that we do and is embedded within the school. Our values of respect, trust, flexibility and tolerance which permeate throughout the pupil's learning and underpin the aims and values of the school. We are committed to ensuring our policy effectively prevents and tackles bullying. As such, we engage in a several ongoing consultation processes. These include:

- Awareness raising programmes (Curriculum & parent information evenings and workshops) · Survey/questionnaires distributed to pupils, parents and whole school staff
- Seeking the views of parents at information evenings
- Monitoring evaluation and review
- Review of our Positive Behaviour Policy, including the sanctions and rewards.

Responsibilities of all Stakeholders

The Responsibilities of Staff

Our staff will

- Foster in our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully. As well as the importance of telling an adult about bullying if it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to pupils who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to the SLT responsible for the phase the child(ren) are in, as well as the Class Teacher
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Responsibilities of Pupils

We support our pupils to:

- Refrain from becoming involved in any kind of bullying
- To manage their emotions without negatively affecting others.
- If they are able to report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Anyone who becomes the target of bullying should:

- Try to communicate this to a trusted adult
- Staff will note this behaviour and report and record on the pupils behalf

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising and supporting their children to report any bullying to their class teacher
- Advising their children not to retaliate violently to any form of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are identified as being involved in unkind behaviours, try to ascertain the truth.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying

Preventative Measures

- School leaders will promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy
- RSHE lessons are taught and used to discuss issues around diversity and anti-bullying themes at a level that pupils can understand.
- The curriculum will continue to offer opportunities for pupils to develop social and emotional skills such as empathy and resilience which are highly relevant to reducing bullying
- The use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional literacy
- Anti-Bullying events such as Friendship Week and online safety week during the academic year.
- Gathering information and data on views and experiences of pupils, staff and parents in relation to bullying to help the school to monitor, evaluate/review and improve its anti-bullying work
- Monitor and where necessary, adapt the school environment to ensure pupils have enjoyable and rewarding experiences in both lessons and at unstructured times
- Encourage parents/carers involvement through an 'open door' approach for access to staff. Staff are available to meet with parents/carers before and after school and emails are used as a regular tool for information sharing
- Assemblies and the school's values underpin a clear, anti-bullying message

Additional measures used to promote positive behaviour can be found in our Positive Behaviour Policy.

Procedures for dealing with incidents of bullying behaviour

Response to the needs of bullied pupils

1. CPOMs behaviour logs are in place and are completed by staff. These are analysed by the Deputy Headteacher and Pastoral Support Team to track and identify any patterns which may formulate into incidents of bullying behaviour towards a particular child.
2. Actions to be taken reported to the pupil (alleged victim) and parent. A report will also be made to the parents of any other pupils involved.
3. Behaviour plans used to modify the behaviour. A report will be kept on CPOMs of this. Parents will also receive feedback about these agreements and any sanctions.
4. Follow up systems to ensure that agreements are sustained, such as behaviour plan reviews.

Response to the needs of perpetrators

Pupils accused of displaying bullying behaviours will

1. Staff reflect on what the pupil is trying to communicate with this behaviour.
2. Behaviour plans used to modify the behaviour. A report will be kept on CPOMs of this. Parents will also receive feedback about these agreements and any sanctions.
3. Follow up systems to ensure that agreements are sustained, such as behaviour plan reviews.

Continuous Professional Development of staff

All staff will receive training annually through the school's programme of Continuing Professional Development and induction procedures for new staff.

Monitoring and Review

The policy will be reviewed with pupils, parents, staff and governors through a process of consultation each year in the autumn term

This policy should be read in conjunction with:

Safeguarding Policy

Positive Behaviour Policy

E-safety policy