

EPWORTH PRIMARY ACADEMY



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1 Aims of the Policy

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and what processes should be followed to report bullying.
- To engage with all members of the Epworth Primary Academy community to ensure that we create a learning environment in which bullying will not be tolerated.

2 Defining Bullying

Bullying is defined as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE definition).

It can be inflicted on a child by another child or an adult.

It can take many forms, but the three main types are:

- Physical - for example, hitting, kicking, shoving, theft
- Verbal - for example, threats, name calling, racist, homophobic remarks and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religious beliefs, gender reassignment or disability.
- Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group.

A secondary strand of bullying which is becoming increasingly prevalent in today’s technological society is Cyber Bullying.

Cyber bullying is defined as:

“The use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else” (DfE definition).

3 Whole Academy Ethos in Respect of Bullying

All pupils at Epworth Primary Academy have the right to be treated with respect and to feel safe. They have the right to receive their education in an environment, which is free from humiliation, oppression, abuse, the threat of violence or violence itself. Parents should feel confident that if a bullying incident occurs then it will be thoroughly investigated and dealt with and that help, and support will be given to all involved.

4 Symptoms and Types of Bullying

Parents/Carers and all members of the school community should be aware of these possible signs and that they should investigate if a child:

1. is frightened of walking to or from the academy
2. begs to be driven to school
3. changes their usual routine
4. is unwilling to go to school (school phobic)
5. becomes withdrawn anxious, or lacking in confidence
6. starts stammering
7. attempts or threatens suicide or runs away
8. cries themselves to sleep at night or has nightmares
9. feels ill in the morning
10. begins to do poorly in school work

11. comes home with clothes torn or books damaged
12. has possessions which are damaged or " go missing"
13. asks for money or starts stealing money (to pay bully)
14. has dinner or other monies continually "lost"
15. has unexplained cuts or bruises
16. comes home starving (money / lunch has been stolen)
17. becomes aggressive, disruptive or unreasonable
18. is bullying other children or siblings
19. stops eating
20. is frightened to say what's wrong
21. gives improbable excuses for any of the above
22. is afraid to use the internet or mobile phone (where appropriate)
23. is nervous & jumpy when a cyber-message is received

5 Specific Guidance on Cyber Bullying

There are many types of cyber bullying including:

1. Text messages —that are threatening or cause discomfort - also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology).
2. Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using e.g. Facebook and MSM (Microsoft Messenger).
7. Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Facebook.

Epworth Primary Academy has:

Assemblies highlighting cyber bullying and CEOP (The Child Exploitation and Online Protection (CEOP) Centre delivers a multi-agency service dedicated to tackling the exploitation of children. That means building intelligence around the risks, tracking and bringing offenders to account either directly or with local and international police forces and working with children and parents to deliver the ThinkUknow internet safety programme).

6 Procedures for Reporting Bullying Incidents

The academy has clear procedures for reporting and recording of bullying incidents:

1. All pupils should adhere to our school's Code of Conduct. Pupils who perceive themselves to be the subject of bullying and pupils who witness incidents of bullying have a responsibility to report this.
2. All staff should investigate any allegations of bullying and take the pupil's concerns seriously.

3. Staff must be vigilant in the investigation of bullying and be aware that cyber bullying should immediately be dealt with in line with the Anti-Bullying policy. Specific guidance on cyber bullying is cited above.
4. All staff should take action as soon as possible and ensure that all interaction is carried out privately i.e. away from the group.
5. Staff should remain calm and take time to listen impartially to all involved.
6. Staff should avoid labelling pupils as 'a bully' and 'a victim' – after an incident both pupils may need support to rebuild and reinforce self-image and esteem or restorative facilitation.
7. All reports of bullying incidents must be logged, and a note made of any action taken on Arbor. The academy will invoke sanctions as necessary. Notes on individual pupil files will be made as appropriate.
8. Where necessary contact should be made with home and where appropriate parents invited into school.
9. Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate and should follow the academy's behaviour policy.
10. All incidents must be reviewed with the pupil to ensure a satisfactory resolution to the issues arising.
11. Bullying as a standing termly agenda item of meetings between the Principal and the Learning Mentor/SLT will focus on the issues presented during the term to ensure appropriate tracking and intervention for all pupils.
12. A Bullying Incident Log will be completed and reviewed termly on Arbor.

7 Responding to Bullying Incidents.

For all incidents of perceived bullying, both the victim and the person(s) responsible will be provided with support and counselling, and labelling of the bullied and bully will not be used.

Support for Victims

- The victim will be made safe and listened to by a member of the Epworth Primary Academy community.
- Parents/guardians will be contacted.
- A member of SLT informed
- Assistance will be sort from the Progress and Achievement Leader or other appropriate staff member
- Outside agencies to be contacted if necessary.

Support for Person(s) Responsible

- Explanation of the impacts of the behaviour on others to provide empathy.
- SLT informed.
- Parents/guardians will be contacted.
- Assistance could be sort from the Progress and Achievement Leader.
- Outside agencies to be contacted if necessary.

8 Parent's Appeal Process for Bullying Incidents

At all times the Academy will seek to work with parents and pupils to ensure that incidents of bullying are dealt with to the satisfaction of all concerned.

If an incident of bullying is reported, it will initially be dealt with through Epworth Primary Academy's reporting and dealing with bullying incidents procedure. A member of SLT will be

informed and will advise if sanctions requiring their endorsement (e.g. exclusion).

If the parent or carer is not happy with the outcome it can then be referred to the Principal for further consideration.

If at this point an agreement cannot be reached, the matter may be passed on to a panel of the AOC, who may wish to meet with the parent(s) and pupil involved. Should there still be no resolution, it will be referred to the Trust Board, whose decision is final.

9 Roles and Responsibilities

The academy can demonstrate that all parties (including support and supply staff) know their responsibilities.

Figure 1: Anti-Bullying Roles and Responsibilities.

Senior Leadership Team	Monitor, update and review bullying policy and incidents of bullying to ensure the safety of all members of the school community, ensuring all members of staff have clear knowledge and understanding of the EPA Anti-Bullying policy.
Teaching Staff/Support Staff	To report incidents of bullying to pastoral/ SLT team with clear understanding of the EPA Anti-Bullying Policy.
Governors	Regular updates on the Anti-Bullying policy and procedures as part of the role as named Lead Governor for Behaviour, with the termly Governor report identifying any serious issues of bullying.
Parents/guardians	To be able to access copies of the Anti-Bullying policy and procedures, which are available on the school website. Parents/guardians are aware of key individuals to contact within the pastoral team, regarding bullying issues. To report incidents outside of school to the relevant authorities.

10 Safeguarding and Vulnerable Pupils

All incidents which involve vulnerable pupils should be immediately reported to a member of SLT and/or the designated Assistant Principal who will take the lead in the investigation and feedback of incidents. Appropriate information will be cascaded to all members of the school community to ensure the safety and safeguarding of all vulnerable students.

11 Monitoring, Reviewing and Consultation

The issue of bullying is treated seriously at Epworth Primary Academy. Assistant Principals report issues of bullying at SLT meetings and any necessary action taken. Significant issues are reported to governors in termly Principal's Report and also on the termly returns to the Local Authority.

In support of this Epworth Primary Academy:

- Log all incidents of bullying stored centrally which allows hotspots/patterns of bullying to be identified and allows intervention to take place.
- Monitor and review process of the EPA Anti-Bullying policy and procedures annually

12 Promoting the Anti- Bullying Policy, Culture and Ethos

Epworth Primary Academy has a clear protocol for sustainable promotion of the Anti-Bullying Policy and developing an academy wide culture and ethos which supports tackling bullying. This is multifaceted:

1. Through appropriate lessons as part of topic work and discrete lessons, pupils will be

shown that bullying in any form is unacceptable and to raise awareness of and understanding of the impacts of bullying.

2. All staff, teaching and non-teaching should be vigilant in and out of class at all times in order that bullying does not go undetected. A child may indicate by signs or behaviour that he or she is being bullied.
3. Anti-bullying assemblies to raise awareness of the issue of bullying and to continually update pupils on the Anti-bullying procedures and reporting of bullying incidents.
4. Anti-bullying activities take place throughout the year.
5. Pupils are taught positive ways of dealing with conflict situations which they may be faced with
6. A worry box is available in school and is regularly checked by staff.
7. The Progress and Achievement Leader provides whole class support sessions discussing worries, bullying and what to do if pupils are worried
8. The academy uses peer mediation and assertiveness training to support pupils

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