

Anti-Bullying Policy



Date: 31 October 2022	Review Date: October 2023
Head Teacher: <i>T. E. Whitehouse</i>	

Introduction

At Daylesford 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 well-being 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.

At Daylesford Academy we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children 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's safeguarding team.

This policy is closely linked with our Restorative Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the Governing Body and the Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

We provide educational opportunities to pupils who may have experienced difficulties in main stream education and provide care, belief and understanding as we support our pupils on the path to success. In order to achieve our objectives, we apply the following principles that underpin our Anti Bullying Policy:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop an Academy 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.

Bullying Definition

At Daylesford Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through PSHE lessons, cross curricular subjects, remote learning, mentoring sessions and school counselling service. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities.
- Bullying usually happens when the relationship is imbalanced.
Bullying is usually on-going.

Types of Bullying

Cyber-Bullying

Widespread access to technology has provided a strong medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content it can be a relentless form of abuse from which there is little respite.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

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

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND) • Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through PSHE lessons, cross curricular subject themes, remote learning, mentoring sessions and school counselling service 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.

E-safety is an important part of the Curriculum and information for parents is included in newsletters, teachers to parent communication and on the School's website. Pupils are encouraged to tell an adult in school if they are being bullied or concerned that someone is being bullied.

Restorative Behaviour Policy

Our Restorative Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. This policy is very much linked to Anti Bullying and is available on the school website.

Use of Restorative Practice to prevent/resolve bullying

Restorative practice develops a school culture which promotes positive relationships within the Daylesford community and beyond.

Provides support for students who are experiencing peer conflict.

Helps to improve a student's ability to accept the perspectives of others, promoting mutual understanding between peers.

Reduces number of incidents of bullying by ensuring a long term resolution between peers.

Reducing the impact of peer conflict/bullying on the mental health of young people.

Responding to Bullying

All cases of alleged bullying should be reported to the Head Teacher/Deputy Head Teacher or senior member of staff via the school safeguarding reporting procedures on the school management system.

In any case of alleged bullying, either the Class teacher, the Head Teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Head Teacher (or senior leader) should seek a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded via the school management system. Parents of both parties should be informed.

If the situation does not improve, the Head Teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: late to school, asking to leave early, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Signposts for Support

National Bullying Helpline	0845 22 55 787 Open 9am to 5pm Monday to Friday	https://www.nationalbullyinghelpline.co.uk/
NSPCC	0808 800 5000	https://www.nspcc.org.uk/what-ischildabuse/types-of-abuse/bullyingandcyberbullying/
Bullying UK (part of Family Lives)	0808 800 2222	https://www.bullying.co.uk/advice-forparents/how-to-spot-the-signs-of-bullying/
Anti-Bullying Alliance		https://www.anti-bullyingalliance.org.uk/toolsinformation/ifyoure-being-bullied
Child Line	Call 0800 1111	https://www.childline.org.uk/
EACH	0808 1000 143	http://each.education/homophobictransphobichelpline
Victim Support	08 08 16 89 111	https://www.victimsupport.org.uk/childrenandyoung-people/crime-info/im-beingbullied

Think U Know		https://www.thinkuknow.co.uk/
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