Preventing Bullying Policy

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Type of Policy:	School level policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
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5	28/10/26	SLT	Governors	N/A	No updates to note

Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

1. Introduction

1.1 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to learn different ways of behaving.

1.2 We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

1.3 We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents when they do arise are dealt with promptly and well.

1.4 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

2. Aims and objectives

2.1 The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents;
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.

2.2 By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.

3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

3.4 Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

3.5 Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

3.6 It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse

3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual and gender-based bullying;
- The use of homophobic language including biphobic and transphobic references, including deadnaming;
- Bullying of students who have special educational needs or disabilities.

3.8 Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

4. Preventing bullying

4.1 Strategies employed with our pupils/students

- Create and support an inclusive environment that promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

- Issues surrounding healthy relationships, friendships and bullying behaviour are delivered through the academy's Personal, Social & Health Education (PSHE) and Relationships & Health Education (RHE) curriculum. Pupils are taught to explore some of the ups and downs of relationships, maintaining healthy friendships and the importance of acceptance.

- Whole school assemblies focusing on aspects of friendships, relationships, anti-bullying, racism and diversity.

- Active involvement with national initiatives (Anti-Bullying week, E-Safety Week)

- Class Circle Time provides opportunities for discussions and role-play activities to explore the nature of bullying and friendships.

- The School Council will provide a forum for discussing bullying-related issues and for the children to decide upon preventative measures.

- Friendship Ambassadors to reduce potential conflict during break time and lunchtime.

- The academy reward system will be used to promote positive behaviour.

- The academy Personal Development Awards promote an ethos of kindness, respect and character development.

- The Academy Rules will be upheld at all times. All staff will monitor behaviour and intervene when assessed as necessary in order to prevent an incident of bullying developing. Staff on playground duty will complete a behaviour form and inform class teachers of any incidents via the CPOMS online recording system.

- All incidents of bullying or alleged bullying will be recorded on our online safeguarding system, CPOMS.

- Parents/carers have access to the policy via the academy website.

- Individual class email accounts to enable parents/carers to promptly communicate concerns with class teachers.

- Academy 'Worry box' implemented for children to share concerns freely.

4.2 **Cyberbullying**

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children in an age appropriate manner who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:
- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

The academy has established a progressive online safety curriculum to raise awareness and promote safe and responsible online behaviour at school and at home. **See the academy's Online Safety Policy.**

4.3 **Strategies employed with our staff**

- At Dudley Infant Academy, all staff receive annual safeguarding training that focuses on the signs and symptoms of bullying as well as the various forms.
- All academy staff complete Anti Bullying training via Educare (online system)
- Key policies and procedures are reviewed and shared with academy staff.

4.4 **Strategies employed with our parents**

Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on the public bus
- change their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- unexplained cuts/bruises
- coming home hungry (lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via our academy newsletter and information published on our website.

5. Reporting bullying incidents

5.1

- When bullying does occur at Dudley Infant Academy, it will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary. Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand

that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

- All information will be recorded on to the academy's safeguarding monitoring system CPOMS and shared with the Principal, academy DSLs and all concerned staff.

6. Investigating bullying incidents

6.1

- The class teacher and/or member of the Senior Leadership Team will discuss the incident(s) with the pupil being bullied in an empathetic and non-judgemental manner.
- The incident will be discussed with the pupil engaging in bullying behaviour and fully investigated by a member of the Senior Leadership Team.
- All information will be recorded on to CPOMS and shared with the Principal and academy safeguarding team.
- All sanctions will be used as appropriate, in accordance with the academy's Behaviour Policy and in consultation with all parties concerned.
- If necessary and appropriate, the police and other local services will be consulted.
- Parents and carers will be kept informed.
- Support will be provided for all children involved.
- Specific elements of the academy's PSHE and RHE curriculum will be re-visited.
- Where a pupil or group of pupils deny involvement in bullying behaviour, the pupils concerned will be observed and monitored
- The academy will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours.

7. Responding to a bullying incident

7.1 Supporting the pupil/student who has been bullied

At Dudley Infant Academy we offer the following support to pupils who have been bullied:

- Meet with the parent and child, including 'check in' meetings
- Emotional support
- Assign a playground/classroom buddy
- Support to develop their resilience and self-confidence
- Restorative activities with the pupil who has used bullying behaviours (where appropriate)
- Specific elements of the academy's PSHE and RHE curriculum will be re-visited.
- Zones of Regulation utilised to help children regulate their behaviour

All actions will be recorded on CPOMs and reviewed regularly by class teachers to ensure impact has occurred leading to change. The safeguarding team will review all incidents of bullying as part of the academy's weekly safeguarding meetings, to ensure incidents of bullying do not reoccur.

7.2 Supporting the pupil/student using the bullying behaviours

At Dudley Infant Academy, we offer the following support to pupils who have used bullying behaviours:

- Meet with the parent and child, including 'check in' meetings
- Emotional support
- Referrals made to external agencies (where appropriate)
- Restorative activities with the pupil who has used bullying behaviours (where appropriate)
- Specific elements of the academy's PSHE and RHE curriculum will be re-visited
- Zones of Regulation utilised
- Support from local Youth Prevention Officer (where appropriate)

7.3 **Sanctions**

At Dudley Infant Academy, when incidents of bullying are proven, sanctions will be given in line with the academy's Behaviour Policy and in consultation with all parties involved. **See the academy's Behaviour Policy.**

8. Bullying outside of academy premises

8.1 Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

8.2 The bullying may be done by pupils from our own Academy, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to pupils about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

9. Monitoring and Review

9.1 The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist and homophobic incidents through the Principals report.

9.2 At Dudley Infant Academy, all incidents of bullying for individual pupils are recorded on CPOMS. They are recorded under the following categories – friendship issues, verbal abuse, physical abuse, racist, sexist, homophobic/transphobic/biphobic, cyber bullying and disability. CPOMs is then regularly reviewed by academy DSLs to monitor trends within classes, year groups or whole academy and plot next step actions (e.g. circle times, PSHE lessons, assemblies). The data is then collated and returned to the Trust's Safeguarding team to inform Trust wide policies. CPOMS enables academy DSLs to obtain a clear picture of bullying incidents through effective recording and analysis in Safeguarding supervision meetings.

10. Legislation and associated policies

10.1 Legislation

- The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014

- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

10.2 This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Health Education (RHE)
- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

11. Further sources of information

11.1 The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ+

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides

simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality
Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying
Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.