



Cabot
Learning
Federation



Anti Bullying Policy

Ratified by	UVA Academy Council
Date	15 July 2024
Review Date	Summer 2025

Aims of the Anti-Bullying Policy

- 1) To create an Academy ethos and atmosphere which encourages children to disclose incidences of bullying behaviour.
- 2) To have a clear understanding of, and how to define bullying behaviours.
- 3) To raise awareness with the school leadership, academy councillors, teachers, pupils and parents of bullying as an unacceptable form of behaviour
- 4) To develop procedures for noting and reporting incidences of bullying behaviour.
- 5) To develop procedures for investigating and dealing with bullying behaviour.
- 6) To outline the program of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- 7) To reduce and wherever possible to eradicate incidences of all types of bullying.

Statement of Intent

At Uphill we are committed to treating our children with respect and understanding, and to providing a supportive, caring and safe environment for all of our pupils and staff so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We are a “telling Academy”, which means that anyone who knows that bullying is happening is expected to tell a member of staff.

What is Bullying?

Bullying is the repeated deliberate hurtful behaviour, occurring over a period of time, conducted by an individual, or a group, against others. It may occur frequently or infrequently, regularly or irregularly. It is often premeditated and purposeful. There are different types of bullying:

- Physical (pushing, hitting, kicking, any type of violence, & theft)
- Verbal (name calling, teasing, sarcasm, nasty comments)
- Racial (racial taunts, gestures)
- Sexual (unwanted physical contact or verbal comments)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (using ICT to support or enable bullying, for example via email, text message, chat rooms, social networking sites, websites).

An isolated incident could be deemed serious enough to be dealt with through the policy. A child may indicate by signs or behaviour that they are being bullied. A list of these possible signs of bullying is given in Appendix 1.

Developing Awareness and Understanding of the Issue of Bullying

- 1) Through the Citizenship curriculum (in Key Stages 1 and 2), and the Personal, Social and Emotional Development curriculum (in the Foundation Stage), pupils will address the issue of bullying behaviours and what to do if:
 - a. they are being bullied or
 - b. they know/suspect that someone else is being bullied.
- 2) We will participate in the annual (November) anti-bullying week

- 3) Pupils will be reassured that Uphill Village Academy is a “telling Academy”, which means that anyone who knows that bullying is happening should tell a member of staff, and they will address the issue.
- 4) The Leadership Team will address the development and implementation of positive, appropriate and acceptable behaviours, principles and morals openly and regularly throughout the year during assemblies. Class teachers will follow this up as appropriate.
- 5) Staff will develop their awareness of the issues of bullying, and the Academy’s ethos that everyone has a responsibility for the safety of others through training during staff meetings or INSET days if appropriate.
- 6) The Academy’s anti-bullying policy will be available to parents should they request it.

Procedure for Noting and Reporting Incidences of Bullying Behaviour

- 1) Anyone who knows that bullying is happening is expected to tell a member of staff in accordance with our “telling Academy” ethos. The class teacher and Learning Mentors are the primary points of notification. Support staff must report any incidences of bullying behaviour witnessed by them, or confided to them, to the class teacher.
- 2) All reports of bullying, no matter how apparently trivial, will be recorded on CPOMs by the member of staff told.
- 3) At lunch time, staff must report incidents of bullying behaviour in the first instance to the class teacher.
- 4) Serious cases of bullying behaviour by pupils will be referred immediately to the Principal.
- 5) In serious cases of bullying, parents or guardians of victims or bullies will be informed by the Principal earlier rather than later so that they are given the opportunity of discussing the matter.
- 6) In the case of a complaint regarding a staff member, this should be raised with the Principal.

Statutory Duty of Schools

Principals have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and to bring these procedures to the attention of staff, parents and children. These procedures form part of our Behaviour policy as well as the overall ‘culture’ in our academy and pastoral support for all children.

Implementation

Academy

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached following the “No Blame Approach” (Appendix 2).
- Where the bullying persists, a clear account of the incident will be recorded and given to the Principal.
- The Principal will interview all concerned and will record the incident.
- Parents will be kept informed.
- Behaviour support measures will be used as appropriate and in consultation with all parties concerned.

Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- providing reassurance
- offering continuous support
- restoring self-esteem and confidence

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrongdoing and need to change bullying behaviours
- informing parents or guardians to help change the attitude of the child's bullying behaviours

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of academy premises
- minor fixed term suspension
- major fixed term suspension
- permanent exclusion.

Within the curriculum the academy will raise the awareness of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate bullying behaviours.

Monitoring, Evaluation and Review

The academy will review this procedure annually and assess its implementation and effectiveness. It will be promoted and implemented throughout the academy. A child friendly version of this policy will be available for children.

Appendix 1

The following may be indicative that a child is being bullied.

If a child:

- is frightened of walking to or from the Academy
- begs to be driven into the Academy
- changes their usual routine
- is unwilling to go come to the Academy (Academy phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- repeatedly feels ill in the morning
- begins to do poorly in their work
- comes home with clothes, belongings, books torn or damaged
- has possessions go 'missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying or aggressive to other children or siblings
- become more 'clingy' to parents
- stops eating
- is frightened to say what is wrong
- tells lies
- gives improbable excuses for any of the above.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and be investigated.

Appendix 2

'NO BLAME APPROACH'

Step one - interview with the victim

When a teacher finds out that bullying has happened, he/she starts by talking to the victim about their feelings. The teacher does not question the victim about the incidents but does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of children who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of six to eight young people works well.

Step three - explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the victim's distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses, but he/she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.