

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

Anti-Bullying Policy



Approved by: Head Teacher

Date: 19th March 2025

Last reviewed on: March 2025

Next review due by: Spring 2026

Context

The overall aim of the Academy is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values.

Therefore all members of Old Clee Academy have a right to feel welcome, secure and happy. Pupils should expect to learn in a supportive and caring environment without fear of bullying.

Bullying is antisocial behaviour and affects everyone. Any form of bullying is totally unacceptable in our Academy. However, human nature being as it is, despite our culture of zero tolerance towards this issue, there may be some instances of students attempting to bully each other within the Academy - often as a result of off-site situations or incidents. Therefore, we aim to deal with any bullying complaints firmly, fairly and promptly.

We treat bullying as a serious offence and take every possible action to keep it to a minimum.

- Designated Governor for Behaviour: Mr R Moody
- Anti-Bullying Leader: Mrs A Hazlewood-Collins

Our Aims

This policy aims to produce a consistent Academy response to any bullying incidents that may occur.

To create a safe and secure environment where bullying is not tolerated and all individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity.

To ensure that all pupils are aware of their rights and responsibilities and know how to seek help if those rights are being violated.

To encourage pupils to behave in a respectful and positive way to one another, developing good relationships and offer each other mutual support and respect. This is embedded throughout the Academy through restorative practice.

To raise awareness and equip pupils to deal with bullies through PSHE programmes, assemblies, pastoral team members, academy councillor/playground ambassador and by continuous reminders of the STOP hand gesture.

To review and monitor the effectiveness of our Anti-bullying Policy annually.

Our Definitions

DFE guidance defines bullying as: 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally; Bullying can take many forms: put simply: 'SEVERAL TIMES and ON PURPOSE'

- Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- Racist – racial abuse, graffiti, gestures.
- Sexual – unwanted physical contact, abusive comments.
- Damage to property or theft - demanding possessions, money, deliberately damaging belongings.

- Homophobic, Biphobic and/or Transphobic – taunts, graffiti, gestures relating to the sexual orientation of a person
- Cyber – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people on line.

Signs of being bullied

- Child may show changes in behaviour
- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about problems.
- Being easily distressed.
- Damaged or incomplete work.
- Regularly feeling ill.
- Work not completed to usual standard.
- Setting off for school particularly early or late.
- Tearfulness, depression.
- Change in pupil behaviour or confidence

What to do as a pupil

- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Be assertive – make it clear that what the perpetrator is doing or saying is not liked, and place hand out gesturing a flat hand. 'STOP' HAND SIGN.
- Walk away and report the bullying to an adult or academy councillor/playground ambassador that they trust and if the bullying continues, they must keep on letting people know. (All concerns to be logged on CPOMS to ensure consistent approach by staff).
- If you know that someone else is being bullied – take action – tell an adult.

'BE PART OF THE SOLUTION NOT THE PROBLEM'

What to do as a parent/carer

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Academy immediately.

- Watch for a change in your child's behaviour.
- Child not wanting to come to school.
- Be aware of signs of bullying in your child for example coming home with bruises, torn clothes and/or possessions disappearing.

- Talk to your child about their school day.
- If you feel that your child may be a victim of bullying inform the Academy immediately.
- Reassure your child that there is nothing wrong with him or her and it is not his or her fault that they are being bullied.
- Make sure that your child is not afraid to ask for help at the Academy.

What the Academy will do

- Ensure all staff have read the Academy's Anti-Bullying policy and are aware of steps to take to support your child.
- Undertake specific training to equip all staff to identify and deal with all incidents of bullying.
- Take all bullying incidents seriously.
- Investigate incidents as thoroughly and promptly as possible.
- Ensure that bullies and victims, in the first instance, are interviewed separately.
- Wherever possible obtain information from witnesses.
- Keep records of reported incidents in the child's behaviour file under 'Bullying Incidents'. Also log on CPOMS alerting relevant staff members.
- Encourage the bully and the bullied to talk restoratively to understand each other's view and feelings to agree a resolution.
- Impose appropriate sanctions.
- Inform parents/carers of bullies and bullied of serious incidents.
- Provide a clear strategy for managing future incidents.
- Provide peer supporters and access to adult support, as appropriate.
- Promote a zero tolerance of this issue within the student and staff body.

Academy activities which tackle bullying include

- Assemblies
- Class/group activities
- PSHE programmes
- Academy councillors/Playground ambassadors
- Classroom Thumbs up/Thumbs down
- Anti-Bullying awareness days
- School council discussions
- Peer Mentoring support/Restorative Practice
- Liaison with external agencies

Monitoring and Evaluation

This policy is monitored and evaluated through regular pastoral reviews and through consultation with the Governing Body and Academy Student Council.

The Anti-Bullying policy is reviewed by the Governors' annually for its effectiveness. They do this by examining the Academy's anti-bullying/behaviour report, where incidents of bullying are recorded, and by discussion with the Head teacher. Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.

Complaints

Parents should contact the named Leader if they are not satisfied with how the Academy's attempts to resolve instances of perceived bullying. If they are still not happy, they should request a meeting with the Head teacher. If they are still not happy then they should follow the Academy's complaints procedure (see the Academy website).

Appendix 1 - Record of Discrimination Incident and Actions Taken

Do you feel the behaviour was motivated by any of the factors listed below?

(Tick the relevant box)

- | | | | | | |
|---------------------------------|--------------------------|---------------------------|--------------------------|--------------------|--------------------------|
| Race or ethnicity | <input type="checkbox"/> | Gender or gender identity | <input type="checkbox"/> | SEN or disability | <input type="checkbox"/> |
| Religion or belief | <input type="checkbox"/> | Age | <input type="checkbox"/> | Sexual orientation | <input type="checkbox"/> |
| Appearance or health conditions | <input type="checkbox"/> | Home circumstances | <input type="checkbox"/> | | |

Name of person submitting report:

Position in academy:

Date of report:

Date of incident:

Details of the discrimination incident

Type of incident *(tick the relevant box)*

Offensive language (written or verbal)	<input type="checkbox"/>	Verbal abuse	<input type="checkbox"/>	Threatening behaviour	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Harassment, bullying, victimisation	<input type="checkbox"/>	Damage to personal property	<input type="checkbox"/>
Incitement of others to behave in hateful way	<input type="checkbox"/>	Ridicule of cultural or physical differences	<input type="checkbox"/>	Damage to school property e.g. graffiti	<input type="checkbox"/>
Refusal to cooperate with others (because of religion, language, gender.....etc.)	<input type="checkbox"/>	Attempt to recruit others to racist organisations	<input type="checkbox"/>	Sharing information or actually involved with radicalised or extremist activity, in person, in a group or via social media	<input type="checkbox"/>

Other *(please describe)*

Victim Details

Victim's personal details e.g. name, dob, address etc.

Gender Male Female

Indicate, if known, the racial or ethnic origin of the victim

Is English the first language of the victim? Yes No

Was the incident witnessed?

Yes

No

Details of witness/es and their reported account of the incident

Pupil Involvement

Details of the aggressors/participants/bystanders e.g. age, number, gender and ethnic background if known

Action Taken

Detail what action has been taken in response to the incident:

i Has an investigation been launched? (e.g. interview with the aggressor/s)

Yes

No

If Yes, give details;

ii Have referrals been made to any outside agencies? (e.g. police, NELC etc.)

Yes

No

If Yes, give details:

iii Has action has been taken in relation to the aggressor? (e.g. mentoring, warning, exclusion)

Yes

No

If Yes, give details:

iv Has any action been taken in relation to the victim? (e.g. counselling, discussion with parent/carers)

Yes

No

If Yes, please give details:

v What is the outcome of the incident? (e.g. are there any further actions to be undertaken, is the incident considered to be closed)

Please give details:

E by:

Passed to Head teacher

Date

Date

Appendix 2 – Procedures – Dealing with bullying incidents in the academy

STEP 1 - Concern about bullying behaviour witnessed or reported to a member of staff.

STEP 2 - Member of staff talks with the children involved to find out details of incident/s and appropriate action is agreed on by all, if further action is required.

Reinforce with all involved the Academy's '**STOP**' flat hand gesture which is used if the child/adult does not like what is being done or said to them.

STEP 3 - Key staff member discusses restoratively with those involved and states next steps if the behaviour continues: reinforce with all involved the academy's stance with regard to bullying, reminder given to the children about the use of the 'STOP' hand gesture. Parents of all children informed if behaviour continues.

IF MORE INCIDENTS OCCUR

STEP 4 - Member of staff decides through discussion with all children involved whether the behaviour is 'a one off incident' or 'a repeated incident which indicates bullying and further investigation is warranted'.

Adult witness to incident formally records the details on 'Record of Discrimination form' (appendix 1) and refer on to a key staff member to discuss with all involved.

(Key staff member informs other staff to keep 'eyes' and 'ears' open).

STEP 5 - Behaviour Monitoring tab opened in CPOMs, parent informed and involved as appropriate, with regular feedback.

Victim to report any subsequent unpleasant behaviour immediately to a member of staff and/or parent/carer.

STEP 6 - Details of incident recorded and passed on to add to the Academy's data base.

Appropriate action implemented to support those bullied: help to change the behaviour of those bullying: Bystander addressed and parents informed.

STEP 7 - Review of effectiveness of action taken within appropriate timescale (2 weeks). Detail recorded and appropriate action implemented.

Decision to be made about the involvement of appropriate specialist external support/agencies, for example Police, PCSO's and/or CP.

If the nature of an incident is of discrimination of any of the following: Race/Ethnicity, Religion/Belief, Appearance/Health Condition, Gender/Gender Identity, Age, Home Circumstances, SEN/Disability or Sexual Orientation. A formal 'Record of Discrimination' form will be completed by the adult dealing with the issue and this will be reported to SLT/Head Teacher to complete a formal investigation of this.

Ratification

Date ratified by the Head Teacher: March 2025

Date of last review: March 2025

Next review date: Spring 2026

Signed by Head Teacher: Miss D Richardson

Date: 19th March 2025