

Anti-Bullying Policy

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2022	V Willington	C Harris	September 2022	September 2022
September 2024				

Revision History



Issue Number	Date	Revisions Made
4	September 2022	Included reference to child-on-child abuse.

Introduction

Browney Academy is part of the North East Learning Trust and 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.

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In line with the Equality Act 2010 it is essential that we:

- 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.

Brownney Academy supported by the Trust, 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 Headteacher should report the concern to the Local Authority.

This policy is linked to the Academy's Vision, Aims and Values, school rules, Behaviour and Safeguarding policies.

Principles

It is the responsibility of the Headteacher and Local Academy Council to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'respect for others resulting from active listening, trust, and honesty.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Brownney Academy.

They are:

- 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/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 ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

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We aim for all pupils to reach their potential academically, socially, and personally through learning and playing in a safe and secure environment.

Definition of bullying

At Browney Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

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

Types of bullying

Cyber-bullying

Cyberbullying can also be referred to as online bullying, which is via social networking sites, gaming sites, apps or anywhere online. The rapid development of, and widespread access to, technology has provided a new 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.

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, trans or bisexual people.

Child-on-Child Abuse

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

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

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- Children who are perceived to be gay, lesbian or bisexual

Prevention of bullying

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, 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. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School rules

Our School Rules are regularly promoted in assemblies and displayed throughout the school. As a Rights Respecting School, we teach children their rights but also the importance of following rules. We regularly reinforce expectations to ensure children respect both staff and their peers.

Our School Rules are as follows:

- Choose how you behave and be responsible for your own actions.
- Listen carefully and use a quiet voice.
- Respond to instructions.
- Respect each other and school equipment.
- Keep hands and feet to yourself and be smart.

Behaviour policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher.

In any case of alleged bullying, either the teacher, the Headteacher/Deputy Headteacher will 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/carers and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher should seek to use 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. Parents/carers of both parties should be informed.

If the situation does not improve, the Headteacher will meet with parent/carers of the perpetrator(s) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents may lead to intervention (e.g., through

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outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Action will 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 bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, 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: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

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