



# Waddington All Saints Academy

A L.E.A.D. Academy

## Anti – Bullying Policy

Review Date	By whom	Summary of changes	Date Implemented
January 2022	Z Jepson	Updated process for investigation and the use of 'Myconcern'	Shared with staff and parents January 22
January 2025	Z Jepson	Bullying definition updated.  Types of bullying list extended.  Incident form updated to align with Behaviour Policy.	January 2025

## **An anti-bullying school**

At All Saints Academy, we believe that everyone has the right to learn and work in a safe, supportive and caring environment. Bullying would have a negative impact on this, so it is important that everyone is aware of the behaviours that might indicate a bullying issue, how we will respond to a bullying concern and the roles that we all have in tackling and responding to bullying. All reports of bullying must be recorded and monitored. Where there is evidence of behaviours that can be defined as bullying, appropriate intervention will take place to stop it.

As a school, we do all that we can to proactively prevent bullying, by developing a strong school ethos in which bullying is regarded as unacceptable. We aim to provide a safe and secure environment where all children feel confident and comfortable to come to school and learn.

## **What is bullying?**

Bullying is defined by the Anti-Bullying Alliance as:

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*

As a school, we have adopted the Anti-Bullying Alliance definition of bullying.

There are four key elements to this definition:

- Repetitive- the incidents are not one-off but frequent and happen over time. By frequent we mean, occurring or done many times at short intervals.
- Intention- the incidents are not accidental and are on purpose.
- Hurtful- intent to hurt the victim physically or emotionally.
- Imbalance of power- unequal power relationships, for example, where it is difficult for those being bullied to defend themselves. These can be real or perceived.

Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include:

- Bullying relating to race, religion, or culture
- Bullying related to Special Educational Need (SEN) or disability
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying

Behaviour which could be discriminatory against any of the 9 protected characteristics, as outlined in the Equality Act 2010, will automatically be investigated to see if it is a case of bullying.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

### **What type of behaviour might indicate a bullying issue?**

The wilful, conscious desire to hurt, threaten or frighten someone else.

Aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

Behaviours that we look out for:

- \* Verbal e.g. name-calling, nasty comments in school, spreading rumours, teasing or evidence of cyber bullying
- \* Physical e.g. being assaulted, pushing, poking, kicking, hitting, biting, pinching, etc.
- \* Emotional e.g. isolating others, threatening gestures, ridicule, humiliation, excluding, manipulation.
- \* Social e.g. being left out of things or no one talking to you
- \* Material e.g. possessions stolen or property damaged.
- \* Sexual e.g. unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate images/content.
- \* Indirect e.g. exploitation of individuals.
- \* Cyber bullying/On-line e.g. posting on social media, sharing photographs, sending unkind text messages, social exclusion.

How serious the bullying is depends on a lot of factors including:

- \* How much the bullying child intended to hurt.
- \* How much the bullied child was hurt.
- \* How much threat was used.
- \* How often it happens .
- \* How many perpetrators are involved.

Bullying can happen on or off the school site and the school will use its legal powers to deal with any bullying incidents off the school site which involves pupils from the school.

### **Signs of Bullying:**

Staff are vigilant when recognising the signs of bullying. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a pupil is vulnerable in some way and susceptible to or suffering already from bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as withdrawing/becoming quiet, headaches and stomach pains, or signs of depression.

## **Roles and Responsibilities:**

The **Headteacher**: has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent all forms of bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Staff:**

- Need to be aware of vulnerable pupils. They need to be sensitive to pupils who because of their behaviour or circumstances are vulnerable.
- When dealing with bullying issues, staff need to understand the emotional health and wellbeing of pupils and of any deeper issues that they may have, so that appropriate strategies can be used
- Apply the school's behaviour and anti-bullying policy fairly and consistently
- Apply the school rewards and sanctions lawfully.

### **Pupils:**

- Pupils need to understand what bullying is, its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be direct, that is intervening in the bullying situation or indirect, reporting bullying or potential bullying to another adult, at home or school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

### **Governors:**

- Provide a written statement of general principles to promote good behaviour in consultation with head teacher, staff, parents and pupils.
- Promote the well-being of all pupils.

## **How we create an anti-bullying climate within the school**

At All Saints Academy we support an anti-bullying climate in all aspects of our provision, this includes within the Curriculum where there is a high focus on relationships, respect for others and tolerance. Children are taught to value other people and respect their feelings, and to have the confidence to articulate any concerns. These lessons and values are reinforced during assemblies and through the high expectations of behaviour and conduct.

Staff constantly model and reinforce these expectations by demonstrating respect and tolerance in their relationships with each other and with the children.

## **Procedures for investigating incidents of bullying**

- a) Pupils should always be encouraged to report to a teacher or parent if they feel that they are being bullied or harassed.
- b) The class teacher should be made aware of any concerns in relation to bullying immediately. The initial concern will be logged on 'Myconcern' and a 'Bullying incident

form' will be started. The Headteacher will be informed if there is evidence to suggest that potential bullying is taking place.

- c) Parents of the pupils concerned will be informed and the Headteacher or Deputy Headteacher will decide whether a meeting with the parents of the pupils concerned is necessary to discuss the matter and seek resolution.
- d) The teacher, supported by a member of SLT, will undertake work with those displaying bullying behaviours, so that they are aware of the impact of their behaviour upon the victim, why it is unacceptable and to ensure that the bullying behaviours stop.
- e) All further concerns will be monitored for an appropriate period of time (usually 2 weeks initially, then reviewed) and logged on 'Myconcern'. All further reported incidents of bullying behaviours will be recorded on the 'Bullying incident form'. This form should also be uploaded to 'Myconcern' to ensure that any future incidents can be linked. Once the monitoring period has concluded, the class teacher and SLT member will review the concerns and decide on appropriate next steps. Parents will be informed of the findings and next steps.
- f) If the bullying behaviours and concerns persist beyond the agreed appropriate period of time, it will be escalated to the Deputy Headteacher/Headteacher. They will become involved to ensure that appropriate support is in place, consider whether there is a risk of exclusion and take action to achieve resolution in relation to the bullying concern.
- g) If the bullying behaviours should reoccur after a period of time, the academy should be informed as soon as possible to make us aware that the issues are unresolved and require further monitoring and intervention.

**We all have a role to play** in ensuring that as far as possible the environment we create for our children in All-Saints is safe and how we can do that is set out below;

### **The school's role**

We can set the right ethos by:

- raising awareness about bullying
- discussing it within the curriculum and seeking to prevent bullying behaviours
- encouraging children and parents to understand what constitutes bullying behaviour and to report it
- supporting children affected by bullying behaviour
- changing the bullying behaviour
- recording and monitoring any instances of bullying

### **Parent's role**

- Look for warning signs which may point to bullying
- Listen and give reassurance
- Take it seriously and report it to the class teacher
- Work in partnership with the school in tackling the problem whether your child is the bully or the victim
- Bring reoccurrences to the school's attention

### **Children's role**

- Take responsibility for creating a bully-free school
- Always report incidents of bullying to a teacher
- Take responsibility for their actions and impact upon the feelings of others

## **Reporting and Recording Arrangements**

Any incidents of behaviours are recorded by staff on 'MyConcern', if an incident of bullying has taken place then a 'Bullying incident form' is also completed and uploaded to my concern. Following this, further incidents and investigations are logged under the chronology. This is then reviewed by the Safeguarding team within school.

A termly report of any bullying incidents or patterns of behaviour is sent to the Multi Academy Trust Safeguarding Team.

This enables us:

- to manage cases effectively
- monitor and evaluate the effectiveness of our strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of a complaint
- engage and inform multi-agency teams as necessary

## **Bullying Against staff:**

Bullying can happen to staff, whether by pupils, parents or other staff. Members of the school staff who feel that they are suffering from or are concerned about bullying, can speak to a senior member of staff. They can also contact their trade union or professional association for support and advice.

## **Parents**

We engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. We have a complaints procedure which parents are aware of that they can use if they feel that their issue is not being dealt with correctly.

## **Training**

It is important that teaching staff feel confident in dealing with anti-bullying behaviour and incidents, and in implementing this policy. Training will be available for all staff, including lunch-time supervisors, and for relevant governors. We ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments.

## **Monitoring, evaluation and review**

The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Policies to be viewed in conjunction:**

Equal Opportunities Policy.  
Behaviour Policy.  
Special Needs Policy  
Safeguarding Policy  
Online Safety Policy  
Computing Policy

# Appendix 1

## Bullying incident form

### Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be uploaded to MyConcern.

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### Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

**Nature of incident:** Tick all that apply

- Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal** (e.g. name calling, ridicule, comments)
- Cyber** (e.g. messaging, social media, email)
- Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property**
- Threat with a weapon**
- Theft or extortion**
- Persistent Bullying**

**Form of bullying or incident:** Tick all that apply

- Race** – racist bullying
- Sexual orientation – **homophobic**
- Sexual orientation – **biphobic**
- Special educational needs (SEN) or **Disability**
- Culture** or **class**
- Gender identity** – transphobic
- Sex** – sexist bullying
- Appearance or health conditions**
- Religion or Belief** related
- Related to home or other personal circumstances
- Other** or non-specific

**Details of those involved: record all involved whether adults, pupils or visitors.**

	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

**Details of incident**

Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					