



## Towngate Primary Academy Preventing and Tackling Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
September 2020	July 2021	Miss L Eke	Chair of Governors

### Introduction

At Towngate Primary Academy, we 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. In line with the Equality Act 2010, it is essential that our school:

- 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.

At Towngate Primary Academy, we 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 school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our Code of Conduct and the Academy's Vision, Aims and Values.

### Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an Academy ethos in which **bullying is regarded as unacceptable**.
- We aim, as an Academy, to produce a safe and secure environment where children feel confident to notify staff of incidents of bullying and all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent Academy response to any bullying incidents that may occur.
- We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Academy.

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- All governors, staff, pupils and parents should have an understanding of what bullying is, what the Academy policy is on bullying, and how to follow it when bullying is reported.
- Pupils and parents should be assured that they will be supported when bullying is reported.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### **Bullying Definition**

At Towngate Primary 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, giving unkind looks or leaving people out of activities/games which occurs on more than one occasion, done to purposely cause harm or upset to the receiving party.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going – it happens ‘several times, on purpose’ (STOP).

### **Types of Bullying**

#### **Cyber-Bullying**

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 or bisexual people.

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### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Young carers
- 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
- Children who are perceived to be gay, lesbian or bisexual

It is important to recognize that bullying can happen in any situation but we are particularly alert to the following settings:-

- playground, playing field, dinner hall;
- classroom and corridors;
- toilets;
- Academy trips (residential/day trips);
- swimming pool;
- when pupils are coming and going to Academy;
- when pupils are lining up

### **The role of governors**

- The governing body supports the Headteacher in all attempts to eliminate bullying from our Academy. The governing body are completely opposed to bullying and will not condone any bullying at all in our Academy. Towngate Primary Academy have adopted a zero tolerance approach to bullying, whilst ensuring that all incidents are fully investigated. Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of Academy anti-bullying strategies.
- A parent who is dissatisfied with the way the Academy has dealt with a bullying incident can ask the chair of governors to look into the matter by following the complaints procedure. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

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### **The role of the Headteacher**

- It is the responsibility of the Headteacher to implement the Academy anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy that will not be tolerated. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the Academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming Academy, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

- All the staff in our Academy take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of behaviour incidents that happen in their class, and that they are aware of in the Academy concerning the pupils in their class. If teachers witness an act of bullying, they will initially investigate it themselves and then refer it to the Headteacher and/ or Learning Mentor. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the child's parents or carers.
- The Headteacher and/ or Learning Mentor keep records of all reported incidents of bullying. We also record incidents brought to our attention that occur near the Academy, on the children's way between Academy and home, or incidents of cyber-bullying which have happened out of Academy. Any adult who witnesses an act of bullying should report it as above.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. (See Policy on Behaviour and Discipline). Sanctions include the use of missed recreational play, time spent with the pastoral staff to reflect on their actions, internal and/ or external exclusions in extreme cases and at the discretion of the Headteacher. Time is also spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. When a child repeats bullying behaviours we invite the child's parents or carers into the Academy to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.
- All members of staff routinely attend training, which equips them to identify bullying and to follow Academy policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal

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curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents and carers**

- Parents and carers who are concerned that their child might be being bullied following repeated incidents occurring several times on purpose, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, who will work alongside pastoral staff to investigate any allegation of bullying. Class teachers will discuss their findings with senior members of staff to identify actions moving forward.
- Parents and carers have a responsibility to support the Academy's anti-bullying policy, actively encouraging their child to be a positive member of the Academy.
- Parents and carers have a responsibility to work in partnership with staff in the academy to distinguish the difference between isolated incidents and targeted bullying.

### **The role of pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of Academy issues, including bullying, by approaching the class teacher, Learning Mentor, Headteacher, other staff, class or Academy councillors, peer mediators or buddies; or through the use of Academy and/ or class pupil questionnaires, or feelings boxes.
- Pupils are consulted on whether or not they feel they have been bullied in Academy (during Anti-Bullying week in November each year), and how they feel it was followed up.

### **Curriculum**

- The issue of bullying is addressed through PSHE and SEAL curriculum in all year groups (See PSHE and SEAL schemes of work). Towngate Primary Academy holds an anti-bullying week annually in support of the National Anti-bullying week. (Usually mid November). However individual year groups will also revisit the anti-bullying curriculum at other times during the year.
- All classes hold discussions weekly within PSHE where any problems, including feelings of being bullied are addressed immediately.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from Academy;

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- Begs to be driven to Academy;
- Changes their usual routine;
- Is unwilling to go to school (school-phobic)
- Begins truanting;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books 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 other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

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

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Class Teacher, the Headteacher, or a senior member of staff should 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 and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) 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 and parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

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### Monitoring and review

- This policy is monitored on a day-to-day basis by the Headteacher and Senior Leaders who reports to governors on request about the effectiveness of the policy.
- The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the Principal, other staff members and when necessary by examining records of incidents. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every two years, or earlier if necessary.

<b>Principal:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	