



## PINNACLE SCHOOLS FEDERATION

### ANTI-BULLYING POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
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#### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>DOCUMENT:</b>	Anti-bullying Policy	<b>DATE:</b>	13/06/23
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

#### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

# Anti-bullying policy

## Vision and Values

The vision and values at both schools within the federation are rooted in Christian teaching.

At Iron Acton, our vision is that 'Every member of the school family takes active care of ourselves, each other, our learning, our community and the environment, even when this is hard.'

Our values are: *Listening, nurturing, welcoming, celebrating*

At Hawkesbury, our vision is that 'Every member of the school community flourishes in their learning and living, enabling others to do the same so that they are prepared for life both now and in the future.'

Our values are: *Respect, perseverance, creativity*

## School statement on bullying

We believe that all people are equal and should be treated with dignity and respect. Our federation is a place where everyone should be able to flourish in a caring and welcoming community.

## Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To ensure an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying when they do occur.
- To inform pupils and their families of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- To empower children to confidently speak out when they do experience bullying.

## Related policies

Positive behaviour

Online safety

Social media

Child protection

## **1. Definition of bullying**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- 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

Bullying can be based on, but is not limited to, any of the following things:

- Ethnicity (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

## **2. School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school are respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. (See appendix 1)
- The Jigsaw PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Regular opportunities are provided to discuss issues that may arise in class and for teachers to target specific interventions.
- Staff and pupils are encouraged to challenge stereotypes where they exist. Pupils are equipped to do this through their PSHE lessons, collective worship and through daily conversations in class. Opportunities are provided through the curriculum, the 'No Outsiders' approach and through the range of texts available to pupils.
- The ELSA programme offers support to specific pupils.
- Restorative justice systems as part of our approach to effectively managing behaviour provide support to targets of bullying and those who show bullying behaviour; the method of shared concern is used to investigate and resolve any bullying incidents that do occur (see appendix 2).
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, including meetings with the school council, pupil conferencing sessions and the LA online pupil survey.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

### **Reporting- roles and responsibilities**

- All staff have a duty to challenge and report any bullying behaviour that they witness. Staff must remain vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- Members of the senior leadership team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff, volunteers and visitors. They must ensure the school upholds its duty to promote the safety and wellbeing of all children.
- Parents/carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration) and to report this to a member of staff as soon as a concern is raised.
- Pupils must not take part in any kind of bullying and should watch out for signs of bullying amongst their peers. They should never be a bystander and must always act by offering support to the victim and either encouraging them to report it or by reporting it themselves.

### **3. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying could take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

#### **4. Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored using the incident log held in the Executive Headteacher's office (Hawkesbury or on CPOMS (at Iron Acton) and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are expected to be vigilant to the use of derogatory language and to challenge it at the earliest opportunity.

#### **5. Prejudice based incidents**

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudiced or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Executive Headteacher regularly reporting incidents to the governing body. It will also be logged using the South Gloucestershire equality incident report form is applicable. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention and support for those involved.

#### **6. Training**

The Executive Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

#### **7. Monitoring the policy**

The Executive Headteacher and Deputy / Assistant Headteacher is responsible for monitoring the policy on a day-to-day basis. This includes the monitoring and analysis of recorded data on bullying. Any trends should be noted and reported.

#### **8. Evaluating and reviewing**

The Executive Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 2 years, in consultation with the whole school community including staff, pupils, parents, carers and governors.

## **Appendix 1**

### **Children's anti-bullying policy**

This policy has been developed by the children at Iron Acton CEVC Primary School & Hawkesbury CEVC Primary School. We believe it is important that all children understand what bullying is and how they can deal with it if it does arise. Our aim is for all children to feel safe and happy at this school so that nothing can stop them from learning.

Each year, the children at Iron Acton and Hawkesbury learn about bullying through anti-bullying week. They also learn about bullying through PSHE lessons.

#### **What is bullying?**

Bullying is when someone is being very unkind to someone else repeatedly (maybe every day).

This might include:

- Teasing and name calling
- Causing an injury, e.g. punching, kicking
- Cyber bullying (on the internet)
- Threatening someone
- Making someone feel worried or not want to come to school

#### **Cyber bullying**

This is when someone bullies someone else online. It might happen because they cannot see the face of the victim so they think it's okay. Cyber bullying must be reported to a trusted person or childline.

## What to do if you are being bullied

- Walk away and don't fight back
- Don't be afraid to tell a teacher or the Headteacher
- Tell a parent
- Tell the bully's parent
- Tell them to stop
- Play with someone else

## Who can help if you are being bullied

### At school:

- Your teacher
- Headteacher
- Friends
- Someone you trust

### At home:

- Parent or carer
- Friends
- A family member, e.g. grandparent
- Someone you trust
- Childline on 0800 1111

## Things to remember:

Treat people how you want to be treated.

Make sure you are not being a bully to others.

Ask any witnesses to help you tell someone else.

Bullying doesn't happen all the time and it doesn't happen to everyone.

There is always someone who can help so tell someone if you are being bullied.

Sometimes bullying might happen outside of school.

**STOP stands for Several Times On Purpose**

This version of the anti-bullying policy was reviewed by the school council in November 2022



## Appendix 2 - Method of shared concern

### Three phases:

**Phase 1:** individual 'chats' (7 minutes). To reach agreement that the student concerned is having a bad time in school and agree individual action.

**Phase 2:** follow up a week later (3 minutes). Follow up to find out about effectiveness of individual action to celebrate success and, if appropriate, set new targets.

**Phase 3:** half hour group meeting (30 minutes) - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of long term future together.

### Individual Chats:

1. Welcome the student into the room.
2. Establish a non-punitive, relaxed atmosphere
3. Don't speak until you have engaged eye contact
4. Remain neutral and calm
5. Say "I hear you you've been unkind to x. Tell me about it."

Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.

6. Say "So, it sounds like x is having a bad time in school."

As soon as they agree move onto step

7. If they say it's his/her fault, accept their viewpoint but still point out that they are having a bad time.
8. Say "I was wondering what you could do to make things better for x."

Accept suggestions. Don't bargain or question. Don't discuss how.

9. Say "OK, I'll see you next week to find out how you are getting on  
Most common suggestions include:

1. I'll stick up for him/her
2. I'll stop bullying him/her
3. I'll be friends with him/her

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals. The art of it is to say as little as possible but listen to the child's responses.

During subsequent conversations, a similar approach will be used.

Questions can used such as:

"How is x feeling now?"

"How have you helped x to feel better?"

"Have there been any times when you have found it hard to make things better for x?"