



Anti-Bullying Policy

Review Date: November 2024

Policy Statement

In drawing up this policy the following were consulted

- Staff
- Senior Leadership Team
- Governors

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1. Rationale

The school welcomes and fully supports the 'Every Child Matters' agenda.

It is a prime aim of the school to establish a happy, friendly and supportive atmosphere in the school so that children develop care and respect for each other, and every child is given a sense of individual value, whatever any child's talents;

As part of this aim, we wish to tackle any incidents of bullying, in whatever form they arise to the ultimate benefit, education and happiness of the bully and victim alike.

2. Definition of Bullying

Bullying is defined by the DFE and other government agencies as:

"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or sexist remarks, name calling) and indirect (e.g., spreading rumours)."

3. Cyber-bullying

The school has an OnlineSafety Policy that should be read in conjunction with this policy.

The school is conscious of the growing problem and effects of cyber-bullying. Cyberbullying has an added worrying dimension in that children can be victimised in their own home.

There are a number of different methods of cyber-bullying, but the main ones are:

- Sending emails and other messages to individuals or groups that are threatening, upsetting or offensive and may include but not limited to; racism, sexism, or homophobic content
- Sending emails and other messages to friends of the victim to try to make them become part of the bullying.
- Profiles can be set up on social networking sites to tease a child or young person, and if others contribute to the profiles they may become part of the bullying

- Mobile phones can be used for sending humiliating and abusive phone calls, texts, photos or video messages, e.g. some children or young people have shared inappropriate images of themselves and others, as well as videos of physical attacks on others
- Children and young people involved in interactive gaming can chat online with other players, and cyber-bullies can abuse other players, use threats, lock victims out of games, spread false rumours.
- Some young people are able to send viruses or hacking programs that can destroy the victim's computer or delete personal information from their hard drive.
- Many victims of cyber-bullying have seen their personal information such as photos, emails or blogs posted where others could see them without their permission.

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm. It can also have long term effects, affecting them in later life.

4. Aims of This Policy

This policy aims to:

- reduce and eradicate wherever possible instances in which children are subjected to bullying in any form.
- provide a clearly defined framework for dealing with the victims and the perpetrators of incidents of bullying.
- ensure that all children, staff and parents are aware of this policy and fulfil their obligations to it

5. Philosophy

The values and beliefs underlying this policy are:

- all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- our recognition of the detrimental effect on the well-being children who may be subjected to bullying and our determination to work actively to minimise the risks.
- that we believe victims of bullying should be treated in a supportive manner
- we need to ensure we also meet the needs of the pupil showing bullying behaviours, to ensure this does not continue.
- The harmful effect on educational performance which can be caused by bullying is recognised.

6. Curriculum Input and Awareness Raising

- 6.1. Pupils are made aware of the types of bullying that exist through the curriculum subjects of RE, PHSCE and drama. In addition to these elements the school assembly programme will illustrate the types of bullying and some possible outcomes.
- 6.2. The school also takes part in the Annual National Anti-Bullying Week, involving the entire school community.

7. The Role of Pupils

The pupils of Byron Wood Academy are expected to:

- report all incidents of bullying, either directly to an adult working in school, or through the playground friends. There is also a worry box they can pop a note into.
- act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report themselves.
- adhere to and promote the aims and objectives of the Anti-Bullying Policy.
- refrain at all times from any behaviour that would constitute bullying or could be construed as bullying behaviour.

These points are explicitly communicated and discussed with children through the curriculum and assemblies.

8. The Role of Parents

Parents play a vital role in the education and welfare of their children. They can assist in combating bullying in a number of ways including:

- stressing to their children the importance of appropriate sociable behaviour
- reporting any misgivings they have concerning either victims or perpetrators of bullying
- actively endorsing and supporting the Anti-Bullying policy
- in the event that sanctions are applied due to the bullying behaviour of their child, supporting the sanctions and making clear their disapproval of this behaviour.
- monitoring their children's use of the internet, email and mobile phones, ensure children are using age appropriate applications and webpages.

This role is communicated to parents through initial meetings for all new parents and through Newsletters and Parent Workshops.

9. The Role of the School

There is a duty on all teachers and schools in relation to the physical care of children. At Byron Wood Academy we will:

- ensure that all pupils are aware that bullying will not be tolerated (use of Code of Conduct, RE, PHSE and assemblies.)

- use peer group pressure to actively discourage bullying, encouraging students to be a positive bystander.
- help children develop positive strategies and assertion.
- support and encourage the playground friends.
- take bullying seriously and ensure that alleged incidents of bullying are dealt with promptly in a caring and efficient manner. (Usually by the class teacher/teacher on duty in the first instance)
- ensure safe internet procedures in school, including: -children not using the internet unsupervised.
 - the use of monitoring and filtering software to ensure children are properly engaged in IT lessons
- involve parents at an early stage.
- our first priority is to support children who are being bullied.
- ensure that suitable sanctions against perpetrators are applied as appropriate.
- help bullies to change their behaviour through on-going support and monitor progress in this respect. Interventions will be delivered and where appropriate, referrals to out side supporting agencies.
- serious or repeated incidents of bullying will be dealt with by the Head/ Deputy Head or Senior Learning Mentor/DSL and parents will be informed.
- alleged incidents of bullying will be recorded on appropriate recording systems, which will be stored and monitored by the Senior Learning Mentor/DSL, and reviewed termly by Governors through the Principal's Report
- promote good behaviour and discipline.
- request help from S.E.N.D Support Services and Educational Psychologist where necessary
- ensure all pupils, parents and staff are aware of this policy on an annual basis.
- monitor the effectiveness of this policy.

10. Evaluation Procedures

In order to assess the effectiveness of this policy the following standards are used:

- reduction in the number of reported incidents over a specific period
- individual incident returns, including nil returns within specific periods for different age groups, reported termly to Governors.
- any marked improvement in academic performance which may be confidentially regarded to have arisen due to the eradication of bullying behaviour.

11. Complaints

Parents with concerns about bullying should approach staff in the school. There may be times when parents will complain that their child has not been effectively defended against a bully or bullies. Under these circumstances, the school's Complaints Policy needs to be followed.