	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	**Date**	**Other Information**
Owned By		Suzanne Wilson
Original date	Feb 2017	
Approved By		Date approved by operations committee
Review Schedule	Feb 2019	
Amended dates	Feb 2018	
Minimum Review date	1 year	

Hull Collaborative Academy Trust

Anti-Bullying Policy

Date policy produced: **February 2019**
Produced by: **Hull Collaborative Academy Trust**

Date policy reviewed: **February 2020**
Reviewed by:

Other related academy policies that support this Anti-bullying policy include:- Attendance, Behaviour, Child Protection, Complaints, E-Safety (Online), Looked After Children, Physical Intervention, PSHE, Special Educational Needs & Disability & Supporting Children with Medical Needs.

Hull Collaborative Academy Trust (HCAT) Ethos
HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

At HCAT we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Introduction

Statement of Intent
At HCAT we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere.

Overall aim of Policy
This policy to combat bullying provides a framework for individual work with perpetrators and victims and for dealing with reported incidents. We acknowledge that the effects of bullying are far-reaching and may have lasting effects on pupils and on the atmosphere in the school. Bullying exists in all schools and in all age groups. At HCAT we believe bullying can be reduced by having in place a clear anti-bullying policy to which all pupils, staff, parents and governors adhere.

Overall Objectives

- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a rapid, effective response to incidents of bullying;
- To monitor and evaluate the procedures established by the policy;
- To work in partnership with parents/carers and the wider community to establish a consistent approach to bullying.

Aims
It is the primary aim of our school, that every member of the school community, including staff, parents and pupils, feel valued and respected, and each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. All forms of harmful and/or bullying behaviour will not be tolerated.

The school's anti bullying policy aims to promote an environment in which everyone feels safe, secure and happy.

Definitions
What is bullying?

- There is no legal definition of bullying, however, it is usually defined as behaviour that is:
    - repeated
    - deliberately intended to hurt someone either physically or emotionally
    - aimed at certain groups, e.g. because of race, religion, disability, gender or sexual orientation
    - involves an imbalance of power
- Bullying can be a one-off incident.
- Bullying can be:
    - **Emotional:** being unfriendly, excluding, tormenting, ridicule, humiliation
    - **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, mimicry, making rude remarks, making fun of someone. This may be directed towards gender, ethnic origin, physical/social disability, personality etc.
    - **Physical:** pushing, kicking, hitting, punching, throwing things at someone, spitting, or any other form of physical violence, taking or hiding someone's things
    - **Damage to property or theft:** pupils may have their property stolen or damaged
    - **Racist:** racist taunts or comments, graffiti, making fun of someone's culture or religion
    - **Cyber bullying** is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.
    - **Homophobic:** because of, or focussing on the issue of sexuality
    - **Any unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational need.
    - Low-level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed, as banter or horseplay, it can lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour and help stop negative behaviour escalating.

Bullying is not:

- It is important to understand that bullying is **not** the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

- Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills and repair friendships.

- Any act of aggression is unacceptable, however, not all acts of aggression are bullying. Normally aggression that involves any two-way process of attack and counter attack as a result of relational conflict is not bullying. Particularly if the attack occurs between parties of equal power/strength/status and are part of a two-way attack retaliation process. Rather, bullying refers to a one-way attack situation in which the perpetrator has more power and the victim cannot retaliate and can feel helpless.

Signs of Bullying
Victims of bullying may be unusually secretive and reluctant to tell.

- **Physical Signs -** Physical injuries damaged clothing with no convincing explanation.
- **Emotional Signs -** Apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural Signs -** Withdrawn, poor concentration, disruptive, challenging, bullying behaviour.
- **General**
  Frequently 'lose' money/possessions, appears tired and lethargic and avoids entering/leaving school without others.
  Potential victims may have certain characteristics that can be recognised by teachers, enabling them to intervene at the early stage of any situation.
- **Characteristics** of a victim/potential victim may include:-
  - being new to the school/class;
  - being 'different' – background, speech, appearance;
  - being successful educationally (particularly academically);
  - having low self-esteem;
  - being anxious, quiet, nervous, passive, losing control easily;
  - being quick tempered;
  - being an isolate, having no friends;
  - being on the outside of groups;
  - being over emotional, tearful;
  - Lacking in concentration, causing deterioration of work.

We acknowledge that children with SEND, may be more susceptible to all forms of bullying, and are more likely to be targeted due to difficulties they can face in communicating what has happened to them. Therefore, we make certain that SEND children are responded to carefully when they have or show signs of concern.

A child exhibiting any of these characteristics may or may not be a victim of bullying. If bullying is recognised early, intervention can be successful.

Preventative Work
At HCAT we aim to create an ethos of good behaviour where pupils and staff treat each other with respect because this is the right way to behave.

We use a restorative approach to address bullying behaviours; pupils are assured that they will be listened to and that any incidents reported will be dealt with sensitively and effectively. We use circle time to discuss concerns and restoratively address conflict.

We ensure all children are aware of what bullying is and encourage them to report any incidents to an adult. We work with external agencies to ensure we are effectively supporting victims and perpetrators.

Response to Bullying
Incidents of bullying should be reported to the class teacher of the children involved. A single incident may form part of a pattern, and the class teacher is in an ideal position to identify patterns of behaviour.

The class teacher will listen carefully to each child's uninterrupted account of what happened. This includes accounts given by witnesses. It must be emphasised that witnesses should have **seen** what happened, not just heard about it.

In the case of a serious incident, or if it has happened before, the matter should be referred to individual school's Anti-Bullying Co-ordinator, they will decide on the action to be taken. This may involve counselling the victim and/or the bully.

The Anti-Bullying Co-ordintor will be responsible for informing parents about serious incidents.
Our school actively promotes equality and cohesion and therefore operates a zero-tolerance approach to all forms of bullying and prejudiced related incidences.

Screening, Searching and Confiscation
The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Sanctions
If necessary, we will invoke the full range of sanctions that are detailed in the school's behaviour policy. These include:

- Removal from the group
- Withdrawal of break and/or lunchtime privileges

- Withholding participation in school events that are not an essential part of the curriculum.
- Fixed term and permanent exclusion from school.

Bullying outside school premises
Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the local area.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will consider whether it is appropriate to notify the Police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Sexual Harassment
Definition of Sexual Harassment
Unwanted conduct of a sexual nature, which would include:
- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour
- Online conduct

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.
Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.
Sexual harassment is likely to: violate a child's dignity, make them feel intimated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Any reports of Sexual Harassment at any HCAT school will be taken seriously, and the academy will utilise appropriate sanctions, as outlined in the behaviour policy.

Rights and Responsibilities
All pupils and staff have the right to:
- Feel safe, cared for and respected
- Be valued and treated with respect
- Be free from threat and intimidation
- Have an enjoyable day at school
- Have a pleasant, healthy and safe environment

Responsibility of Pupils
- Not to bully others

- *Pupils must recognise that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.*
- To tell a trusted adult, for example a member of staff or parent/carer if they are 'bullied' both at school and on the way to or from school
- To tell a trusted adult if someone else is being 'bullied' both at school and/or on the way to or from school
- Pupils involved in the incident will be required to discuss the incident with a member of staff
- Parents and pupils are expected to adhere to the anti-bullying policy

Responsibility of the Headteacher
The Headteacher is responsible for implementing the anti-bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Responsibility of the Governing Body
The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Head and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying

Responsibilities of Staff

- To model appropriate behaviours
- Provide a safe, secure learning environment for our pupils
- Watch for early signs of distress in pupils. Offer support to the pupil and outline what will happen
- Encourage all pupils to be a positive resource in countering bullying and take time to discuss problems at circle time
- To promote a climate of trust and respect for all

Role of Parents
Parents have an important role to play, we ask parents to:

- Understand, as per the definition that real bullying is an action that is **usually** repeated, ongoing and involves an imbalance of power.
- To watch for signs that their child may be being bullied signs may include: an unwillingness to attend school, a pattern of headaches of or stomach aches. Early contact with the school is essential at this point.

- If you think your child is being bullied inform your child's class teacher to ensure a co-operative approach that includes home and school. It is unacceptable for a parent to independently take the correction of another child into their own hands.
- **DO NOT** encourage your child to hit back or respond verbally
- Take a balanced and informed approach, keeping in mind that it may be a complex or ongoing issue.
- Encourage their child, if they are being bullied, to tell a responsible adult in school and to report the incident as soon as it occurs.

What to do if you are worried about a bullying incident
Read and familiarise yourself with the anti-bullying policy.
Approach your child's classroom teacher to discuss the issue.

Monitoring
Class teachers have a responsibility to monitor incidents of bullying and the success, or otherwise, of action taken in response to bullying. This information must be fed back to Anti-Bullying Co-ordinator who, along with senior management will be responsible for the overall monitoring of the strategies in place.

This policy will be monitored and reviewed by members of the academy trust, and the governing body on a regular basis and at least once every year.

Complaints
If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher or Anti-Bullying Co-ordinator. If they remain dissatisfied, they should follow the school's complaints procedures.

Summary of Changes – June 2018

Page 3	Added HCAT Ethos Include more description within the Aims paragraph
Page 4	Included a bullet point about Low Level Disruption
Page 5	Included a paragraph relating specifically to SEND
Page 6	Added a paragraph relating to Screening, Searching and Confiscation
Page 7	Added a paragraph relating to Sexual Harassment

Annex I

Anti-Bullying Policy
Bellfield Primary School
School Specific Information

1. Head of School
   - Mr Stuart Mills

2. Chair of Governors
   - Mrs Kate Hindson

3. Designated Safeguarding Lead
   - Miss Anna Howard

4. Trust Safeguarding Lead
   - Suzanne Wilson contact swilson@hcat.org.uk