

Humberston Cloverfields Academy:



Anti-Bullying Policy

Introduction – Definition according to the Anti-Bullying Alliance

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’.

Signs and Symptoms of Bullying

Children who are being bullied may show changes in behaviour. All staff should be on alert to changes in behaviour or work patterns and act promptly and firmly in accordance with this policy. Signs of a child being bullied may include:

- Reluctance to attend school, a high level of absence or persistent lates
- Feigning illness
- Appearing more anxious or insecure
- Having fewer friends or appear lonely
- Appearing unhappy
- Appearing shy or nervous
- Having low self-esteem or confidence
- Having a negative self-image
- Clinging to adults or prefer adult company
- Feeling stupid or a failure or unattractive

At Humberston Cloverfields Academy, we recognise that bullying can be:

- Pupil on pupil
- Pupil on staff
- Staff/adult on pupil
- Adult on adult

Aims and objectives

Bullying is wrong, and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as completely unacceptable.

Our aim is for all our pupils to be safe so they can learn in a relaxed and secure atmosphere. We are committed to preventing bullying of ALL children including children of protected and vulnerable groups of children, such as disabled children, children with SEN, those who are perceived to be LGBTQ, race or religion targeted, young carers, looked after children, appearance targeted, sexist or sexual bullying in line with the Equality Act 2010. If bullying does occur, each individual should be able to tell, and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult with the confidence it will be dealt with.

This policy aims to produce a consistent school response to any bullying incidents that occur so that all those connected with the school are aware of our opposition to bullying. In line with our stance

on Safeguarding, our expectation is that every member of staff is accountable and responsible in the drive to eradicate any harmful and hurtful behaviour in our school.

The role of the Academy Improvement Committee (AIC)

The AIC supports the Leadership Team in all attempts to eliminate bullying from our school. The AIC will not condone any bullying, and any incidents that do occur will be taken very seriously, and dealt with appropriately.

AIC requires the Leadership Team to keep accurate records of all incidents of bullying, and to report to the AIC about the effectiveness of school anti-bullying strategies on request.

The role of the Leadership Team

It is the responsibility of the Leadership Team to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The Leadership Team ensures that all children know that that it is unacceptable behaviour in this school. School directly teaches that bullying of any form is wrong, for example, during Friendship Week, Safer Internet Day and PHSE sessions. The culture of anti-bullying is also implicitly taught in our everyday conversations with children and adults, in our assemblies and in our extremely vigilant safeguarding processes.

The Leadership Team ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying and are also aware of school routines and procedures.

They also set the school 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 school, bullying is far less likely to be part of their behaviour. It is recognised that hurtful and harmful behaviour can be an indicator a child's unhappy state of mind and all efforts are made to support and develop alternative strategies to cope with difficult emotions. The school runs an ELSA programme led by a Learning Mentor which has a range of effective strategies and tools to support in this way. This is one example of the pastoral support that our pupils are entitled to, to support with difficult behaviours.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records on pastoral logs of all incidents that happen in their class, and that they have dealt with in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Leadership Team.

Any member of staff who witnesses an act of bullying should record it on or the class pastoral log depending on the individual incident. Staff inform the Leadership Team immediately of any serious incidents. Entries on CPOMS are read daily by senior members of staff and reviewed on a weekly basis. We also record incidents that occur near the school, online, or as the children travel between school and home.

Lunchtime staff should pass on any issues/incidents with behaviour to the Learning Mentors who do lunch duty daily. If they cannot do this the Leadership Team can be informed instead

The school has a Learning Mentor who supports children who are experiencing difficulties of any sort – including bullying. She also works with children who have been involved in hurting others in any way to help them develop more appropriate behaviour.

The role of parents and carers

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or one of the Learning Mentors in the first instance. If they are not satisfied with the response, they should contact the Leadership Team. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents and carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

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 school issues, including bullying, in pupil questionnaires.

Monitoring and review

This policy will be monitored at least annually and will be updated in light of any relevant guidance.