



Elmlea Schools' Trust

Anti-Bullying Policy

Document History Record of recent Policy changes

Date	Version	Author/Owner	Change	Origin of Change e.g. TU request, change in legislation
May 2022	2.1	Jo Sloper/ Lee Daubney	From EJS to Trust policy	
Trustees 'Committee		LGB		
Statutory/Non-Statutory		Statutory		
Policy Adopted		May 2022		
Review cycle		Annually		
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Anti-Bullying Policy

Rationale

We are committed to providing a caring, friendly and safe environment where all pupils can learn and participate in every aspect of school life. Everybody has the right to be treated with respect and bullying of any kind is unacceptable. Bullying can seriously affect self-esteem, attitudes to learning and behaviour, both in school and at home.

At Elmlea Schools' Trust, we are committed to safeguarding all children and promoting the welfare of its pupils and expect all staff and volunteers to share this commitment.

In line with the **Equality Act 2010** it is essential that our school:

- Eliminates unlawful discrimination, harassment and victimisation.
- Ensure equality of opportunity for all children.
- Foster good relations between all children.

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'.

This policy is closely linked with our **Good Behaviour Policy, Safeguarding Policy, E-safety policy, Home-school Contract, PSHEE Guidelines, SEND Policy and our Staff Code of Conduct.**

Expectations of behaviour

Expectations of behaviour are made clear in Home-School Agreement, Good Behaviour policy and Code of Conduct for all staff.

All children are expected to follow the Golden Rules. These are: we are gentle, we are kind and helpful, we work hard, we look after property, we listen to people, and we are honest.

All adults in schools are expected to: always set a high standard of personal behaviour, respect the views of children and parents and also respect individual differences.

What is bullying?

- Is deliberately hurtful behaviour, which is
- Repeated, often over a period of time and
- Creates an imbalance of power

Bullying can take many forms e.g.:

- Physical: Pushing, kicking, hitting, punching or any use of violence.
- Verbal: Name-calling, spreading rumours, persistent teasing.
- Emotional: Humiliating behaviour or language, deliberately excluding, tormenting or threatening others, 'Ganging up' or even 'blackmailing'.
- Cyber: Email & internet chat room misuse, threats or comments through social media, by text messaging, calls & apps.
- Disablist: Focussing on a disability or impairment through verbal and emotional bullying and gestures, taunts, mocking.
- Racial: Racial taunts, gestures, mocking.
- Homophobic: Name calling, offensive remarks focussing on sexuality, taunts, negative comments.
- Transgender: Any taunts or negative comments related to an individual's gender.
- Religious: Taunts, gestures and mocking relating to an individual's religion.

All staff must be vigilant for the subtle signs bullying, e.g. a gesture or look that can communicate a threat, insult or intimidation, and be mindful that certain groups are more vulnerable to bullying, e.g. SEND children, children of a

different race or religion or those perceived to be LGBT.

There is a need to recognise that bullying does occur, to assert that it is unacceptable and to demonstrate that it will be dealt with effectively.

Purposes of the Anti-Bullying Policy

- 1) To build confidence and self-esteem in all children so they are able to build and sustain healthy relationships.
- 2) To create a school culture in which bullying is unacceptable and children and adults feel safe.
- 3) To teach children to understand what bullying is; to recognise it and to speak out when they are aware of it taking place.
- 4) To monitor the incidence of bullying using CPOMS and to record SMART (specific, measurable, achievable, realistic, time bonded) responses to bullying.
- 5) To learn from each incident of bullying and identify further strategies to reduce any further incidents.

A culture of anti-bullying is fostered through:

- Elmlea's school vision of being an **inclusive community, where everyone thrives** and are empowered to be forever learners within the world we care for support a culture of anti-bullying.
- Whole school assemblies promote deference and acceptance and an understanding that not everyone is the same reflecting the Elmlea vision.
- Children are encouraged to be bravehearts to support other children in the playground and tell an adult if they witness or are are of any unkind or bullying behaviours in the playground.
- Elmlea encourages children to stand up for themselves by using a traffic light code for managing disputes (see Good Behaviour Policy).
- Regular sessions of circle time held in each class to address issues such as friendship, bullying, assertiveness, respect and tolerance and developing positive self-esteem.
- There will be a week of anti-bullying learning – to be held in line with the national anti-bullying week.
- PSHE Scheme of Work includes work on valuing individual differences; specific lessons on anti-bullying.
- British values, including mutual respect and valuing others are embedded throughout the curriculum.
- This policy works alongside the child-friendly anti-bullying policy, which is written and agreed by the school council.
- The child-friendly anti-bullying policy is regularly reviewed by school council and is available around the school for easy access for all children.

Responding To Bullying:

All incidents of bullying must be reported to an adult in school.

Children

If being bullied, children are encouraged to:

- Stand up for themselves by asking the bullying to stop, say NO or walk away.
- Speak out. Children are given a script to help them to express their feelings about bullying e.g. 'It makes me feel ... (upset, angry, sad, etc.) when you ... (describe the behaviour e.g. call me names).
- Tell a teacher or a trusted adult.
- Ask a friend for help.

Children are encouraged NOT to:

- Fight back.
- Argue with the bully.
- Keep the fact that they are being bullied to themselves.
- Do what the bully tell them to do.
- Think it is their fault.

Elmlea Schools' Trust use a **relational approach** towards bullying which is understood by all adults, children and parents within the school community. This model includes listening, respecting, challenging unacceptable and inappropriate behaviour, celebrating differences, understanding the difference between mean moments and bullying, believing allegations, reporting and recording incidents, acting to support both parties in a dispute and reviewing any actions or procedures following any allegations of bullying and reviewing all bullying incidents termly. SLT will also investigate any links between bullying behaviour and attendance and take contact parents or external agencies if appropriate.

When dealing with a bullying incident, members of staff should:

1. Talk to the person who is being bullied and note details of the incident(s), the feelings involved and discuss possible sanctions and actions.
2. Talk to the person or people who are bullying and note details of the incident(s).
3. Agree appropriate sanctions or support in line with our behaviour policy including SMART (specific, measurable, achievable, realistic and time bonded) outcomes are set.
4. Inform parents/carers as soon as possible and keep them up-to-date of any further developments as soon as they occur.
5. Arrange to meet with the person who has been bullied to provide appropriate support if/when needed.
6. Agree at time to review the situation and hold a review meeting with all relevant parties.
7. Record all incidents on CPOMS, using an agreed format to ensure all relevant details are recorded and ensure Safeguarding lead and Deputy Safeguarding informed and copied into any incidents as a matter of urgency.

If a child makes a complaint of bullying then adults must:

- Not attribute blame.
- Not use the labels "bullies" and "victims".
- Not try to change the behaviour of the person who has been bullied - he/she is not to blame for the bullying.
- Provide appropriate levels of support or sanction for the person who has been demonstrating bullying behaviours and regularly review behaviours with the child, within a given time scale.
- Take all reported incidents seriously and act upon them quickly. If a member of staff is not able to respond to an allegation of bullying promptly then they must inform the head teacher or deputy head teacher to swiftly deal with the allegation before the end of the school day.
- Ensure that response strategies are regularly reviewed and re-written with pupils and, if appropriate, parent/carer involvement.
- Ensure the school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services).

School staff will take action if incidents of bullying, including cyber bullying, happen outside school.

Deputy Headteachers are the lead teachers responsible for anti-bullying.