



**DESMOND
ANDERSON
PRIMARY ACADEMY**

ANTI-BULLYING POLICY

**This policy was reviewed in:
June 2019**

**The policy will next be reviewed in:
June 2020**

This policy was formulated in consultation with the whole school community with input from all stakeholders.

At Desmond Anderson Primary Academy, we are aware that pupils may be bullied in any academy or setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

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

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Desmond Anderson Primary Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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'. Where this is the case, the academy staff should report their concerns to their local authority's M.A.S.H. team.

This policy is closely linked with our Behaviour Policy, Safeguarding Policy, e-Safety Policy, our Code of Conduct, Desmond Anderson Primary Academy's Vision and our Root Values.

Principles

It is the responsibility of the Local Governing Body and the Principal to ensure that all members of the academy community work within a safe and enabling environment.

We value pupils' developing respect for others as promoted in our Vision and Root Values.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our academy, and throughout their time at Desmond Anderson Primary Academy. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

The children in the academy generally demonstrate high standards of behavior and we are determined to promote and continue to develop an academy ethos where bullying behaviour is regarded as unacceptable. This will ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Roles and Responsibilities

The Principal:

Has overall responsibility for the policy and its implementation and

- liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti – bullying Coordinator in our school is: Felicity Cottrell and Dee Khodadin

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behavior

Bullying Definition

At Desmond Anderson Primary Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually on-going.
- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.

Types of Bullying

- **Cyber-Bullying:** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside the academy. Cyber-bullying is a different form of bullying, which can happen beyond the academy day, into home and private space, with a potentially bigger audience, and more accessories as people forward on content.
- **Racist Bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- **Homophobic Bullying:** This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or academy work, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in academy, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to academy, coming home for lunch, taking longer to get home, asks for more money, using different routes to academy, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our academy to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in academy if they are concerned that someone is being bullied.

DAPA Root Values and Vision

Root Values and our Vision are regularly promoted in assemblies and displayed throughout the academy. Through pupils following our Vision and Values, and staff reinforcing them, bullying should be significantly reduced.

Root Values

- Respect
- Resilience
- Working Together
- Independence
- Aspiration

Vision

- A happy school where we feel secure, motivated and valued as individuals.
- We are challenged through high expectations and equal access to creative and stimulating learning opportunities.
- We promote independence and the highest standards for all.
- We become confident, respectful members of our community, contributing positively and appreciating the world in which we live.

Behaviour Policy

Our Behaviour Policy demonstrates how rewards and sanctions are used consistently, alongside positive relationships. This promotes positive behaviours and assists in deterring inappropriate behaviours.

Responding to Bullying

All cases of alleged bullying should be reported to the Principal/Vice Principal or senior member of staff.

In any case of alleged bullying, either the class teacher, the Principal, or a senior member of staff should first establish the facts, and build an accurate picture of events over time. This can be done through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. A record of this will be held on C-Poms.

If the allegation of bullying is upheld, the Principal (or senior leader) should seek to resolve the situation with the perpetrator(s) and victim(s) together, where they both agree. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. Both parties should be clear about the expectations of behavior in the future. In extreme cases, this would include a 'Moving Forward Agreement'.

If the situation does not improve, the Principal (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

All bullying incidents will be recorded on C-Poms and parents of both parties will be informed, regardless of the level of severity of the bullying.

Links to other policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- e-Safety Policy
- UoBAT Code of Conduct