



PACE Academy Trust

Anti Bullying Policy

Document Control Table			
Document Title		Anti Bullying Policy	
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Version number:		V2	
Date approved:		2015	
Approved by:		Strategic Board	
Date of next review:		TBC	
Document History:			
Version	Date	Author	Note of revisions
V1	2015	CM	
V2	March 2021	CM	<ul style="list-style-type: none"> • Replaced PHSE wording with Wellbeing • Adjusted layout of form for greater clarity • Added a Record Keeping section to the policy

There are a number of ways to identify peer conflict. When a conflict occurs, both people involved have equal power in the relationship and whilst both people are emotional and upset neither one is seeking power or attention. They just happen to disagree.

Bullying, however, is a deliberate act with the intention to hurt, insult or threaten another person. There is an imbalance of power and bullies usually exert control over other people either by intimidating them, insulting them or threatening them. Bullying is repeated and purposeful and poses a threat of physical or emotional harm.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting;
- Physical - pushing, kicking, biting, hitting, punching or any use of violence;
- Racial - taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focussing on the issue of sexuality'
- Direct or Indirect Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber bullying - all areas of social media and internet use, phone messaging and games.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or Disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

All members of the school community need to be aware of the signs and symptoms of bullying and take immediate action by reporting to the class teacher or a senior leader for investigation. If bullying has taken place, parents/carers may be contacted and asked to attend the school.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions going "missing"
- asks for money or starts stealing money (to pay bully)

- has dinner belongings continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Principles for the management of incidents

- A secure environment should be provided in which incidents can be reported confidently;
- The pupil who has been bullied should be made to feel safe;
- All pupils should be shown that bullying is taken seriously;
- Teachers should respond calmly and consistently to incidents of bullying;
- The school should protect and support all parties, while the issues are resolved;
- The person who has done the bullying, and those who may have colluded, will be supported to change their behaviour;
- Interventions will be monitored and followed-up appropriately, at individual, group or whole school level.

Working with parents

In many cases of bullying, working with parents/carers is essential, so that problems can be solved in partnership.

Prevention

Whole school initiatives and proactive teaching strategies are used throughout our schools to develop a positive learning environment, with the aim of reducing the opportunities for bullying. These include:

- all stakeholders understanding and operating the school's behaviour policy;
- regular Wellbeing lessons with opportunities for open discussion;
- anti-bullying assemblies;
- an open door policy, allowing children and parents/carers to discuss issues with class teachers and senior leaders;
- drama/ role play activities;
- playground buddies and friendship groups for children who are experiencing difficulties.

Procedures

- All incidents of perceived bullying are reported to the class teacher(s) of all the children involved;
- If a bullying incident has occurred, this will be recorded by the class teacher and passed to senior leaders;
- The bullying is stopped immediately;

- In serious or persistent cases, parents of all the children involved will be invited to separate meetings to discuss the problem;
- Programmes of support will be put in place for the child being bullied;
- The child carrying out the actions will be supported to change their inappropriate behaviour.

Record Keeping

Details of reported incidences are recorded on the attached form and added to the school behaviour and concern reporting system (My Concern or CPOMS). All records are covered by the school's Data Protection Policies and Processes.

Numbers of confirmed bullying incidences will be reported to the Local Governing Body and included in data reported to the Trust Directors.

Bullying of Staff by Pupils, Parents/Carers or Other Staff

The Senior Leaders and Local Governing Board of the school strive to support the emotional health and well-being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff of being bullied by a child and/or parent. Members of the school workforce suffering from, or concerned about, bullying can also contact their union or professional association for support and advice.

Pace Academy Trust
Bullying Incident Report Form

SECTION A: ALLEGED BULLYING INCIDENT			
Target		Alleged Perpetrator	
Name(s):		Name(s):	
Year Group / Class		Year Group / Class	
Ethnicity:		Ethnicity:	
Gender M / F		Gender M / F	
SEND:	Yes / No	SEND:	Yes / No
EAL:	Yes / No	EAL:	Yes / No
Looked after:	Yes / No	Looked after:	Yes / No
Member of staff whom the incident was reported to:			
Member of staff investigating alleged incident:			
Date of incident:			
Time of incident:			
Location of incident:			
Target's account/ Concerns of parents/carers: Nature of incident including details of any injuries or damage to property, etc			
Circle any elements that apply:			
Forms:	physical	direct/indirect verbal	emotional cyberbullying
Type:	race/religion/ culture		sexual/sexist/ homophobic
	SEN/ disability	home circumstances	health conditions
Other (Please state):			
Parent/Carers of alleged target(s) informed:			
Date:		Time:	

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of incident:

Bystanders/Witnesses account of incident:

Perpetrator(s) parents/carers informed:

Date:

Time:

SECTION C: ACTION TAKEN

Details of immediate action take:

Monitoring of action taken and details of follow up and long term action taken: