



**NEW  
SILKSWORTH  
ACADEMY**

**ALLIANCE • AMBITION • ACHIEVEMENT**

## **Anti-Bullying Policy**

Policy Dated:	November 2023
Adopted by Governing Body:	
Date of Next Review:	November 2025
Reason for Review/Revision:	As per review cycle
Publication Scheme	School website
Version	2
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## **Statement of Intent**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

At New Silksworth Academy, 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. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

## **Legislation**

Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Equality Act 2010 - Equality Duty (PSED), April 2011 requires public bodies to have due regard to the need to:

- ♣ eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- ♣ advance equality of opportunity between people who share a protected characteristic and people who do not share it
- ♣ foster good relations between people who share a protected characteristic and people who do not share it.

## **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

## **Rationale**

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Bullying is a wilful, conscious desire to hurt, threaten or frighten someone. It can be physical and/or verbal. It can take place several times a week or several times a day. It does not have to go on for long before damaging the victim.

## **Principles**

Bullying is totally unacceptable at New Silksworth Academy. It is the responsibility of all adults to ensure that learning takes place in an atmosphere that is caring and protective.

## **Scope**

This policy statement applies to all members of the school community:

Pupils, teachers, parents, classroom and playground assistants, dinner ladies, caretakers, cleaners and governors.

## **Implementation**

- If we as adults expect children to react to each other in a considerate and appropriate manner then we must maintain the same behaviour towards each other and the children.
- Within the classroom, bullying is to be confronted and dealt with immediately.

In playground situations, action should be immediate or as soon as possible.

- If bullying is seen to occur then parents should be informed.
- Children should be encouraged to talk about bullying with any member of staff in the secure expectation that the matter will be dealt with in a proper manner.

## **REFERENCE TO OTHER LOCAL AND NATIONAL POLICIES AND LAWS**

NSA Anti-bullying Policy has been written in line with guidance from the Department for Education on preventing and responding to bullying.

Our policy will be guided by best practice both locally and nationally.

## **DEFINITION OF BULLYING**

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti bullying work in schools (2007).

### **How does bullying differ from teasing, falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual,

sexist, racist or homophobic bullying and when children with disabilities are involved.

### **What does bullying look like?**

Bullying can include:

- Name calling
  - Taunting
  - Mocking
  - Making offensive comments
  - Physical assault
  - Taking or damaging belongings
  - Cyber bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
  - Producing offensive graffiti
  - Gossiping and spreading hurtful and untruthful rumours
  - Excluding people from groups.
- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Individuals or groups

- Certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

### **Why tackle bullying?**

- Because we are a caring school
- Because bullying makes people unhappy and lose confidence
- Because children who are bullied will find it hard to concentrate on their work
- Because some children might be so worried that they won't want to come to school
- Because children who notice that teachers are not dealing with bullies could start to become bullies themselves
- Because we want all children in our school to be happy and confident

### **Recognising Bullying**

It is sometimes hard to tell whether children are 'play fighting' or bullying  
Children in play fights –

- Smile and laugh
- Pretend but do not actually hit or kick
- Take turns at chasing each other
- Play where other children can see them

Children who are being bullied –

- Look unhappy or angry
- Try to move away from the bully
- Do not take turns

Adults must be observant and 'keep an eye' on children who might bully and children who seem lonely.

They should also know where children are most likely to be picked on (cloakrooms, toilets, corners of the yard etc) and be particularly observant in those areas.

### **Guidelines**

#### **Dealing with child bullying**

- Take any incident or report seriously.

- Take action as quickly as possible.
- Decide whether your action should be public or private.
- Reassure the victim.
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Inform any other teachers whose children are involved in any way.
- Inform the Head Teacher or Deputy Head.

### **Dealing with bullies**

- Take whatever short-term measures are needed to stop the current situation.  
e.g. remove from playground
- Make it clear that it is the behaviour not the person that is unacceptable.
- Explore the circumstances of the event trying to find out why it happened and who exactly was involved.
- Listen carefully to what is being said
- Inform the parent / carer
- Provide advice on dealing with this issue
- Find opportunities in the following days to talk to the perpetrator to indicate continuing concern.
- Put into place behaviour modification strategies as appropriate

### **Dealing with the victim**

- Make clear that something is being done.
- Ensure that they see that something is being done
- Encourage them to talk to their teacher or teaching assistant
- Reassure the victim that hurtful messages are not true (or in the rare case that they may be true, make it clear that they don't matter, or that it is possible to cope.)
- Reassure the victim that it is right to tell you.
- Reassure them that it is not their fault.

### **Gender issues**

Bullying can occur between girls as well as boys. The form of bullying may differ between boys and girls. Boys may be more physical in the form that bullying takes whilst girls tend to be more verbal in their attitude towards each other. Whatever the form bullying takes it is totally unacceptable and will not be tolerated.

### **Involving parents**

Parents of both victim and bully should be informed when a report of bullying is made. This can be very upsetting for both sets of parents and therefore it is essential that the school works closely with them to resolve the issues in the best way possible for both children involved.

Where a concern has been expressed, parents will be kept informed in regard of measures taken.

Children fall in and out of friendships very easily and sometimes their upset is simply about no longer being friends. Because this can sometimes be the case it is necessary to maintain an objective view and try to deal calmly with the issues. Where it is evident that it is not merely an issue of falling out of friendship all adults will work together to resolve the matter taking the necessary measures in a prompt manner.

In the interests of the children it is essential that adults do not become aggressive in their attitude no matter how upset they are as this will not help the situation for either the child who is being bullied or the bully.

### **Prevention**

We need to deal quickly with all incidents of bullying that occur, and we need to make it clear to all pupils that bullying behaviour is not tolerated. In the long-term, though we need to work as a school to make bullying less likely. Work on cooperation will help and work on self-esteem will help remove one of the major reasons that children become bullies and/ or victims and that is a feeling of low self-worth or self-esteem.

The school has in place a nurturing programme, which is delivered weekly to all children to ensure that they understand the rights and responsibilities of living in a community and appreciating the feelings of others.

We also run and host a nurturing programme for parents, which helps them to deal with issues such as bullying and managing behaviour and helps develop strategies for acquiring and helping their child acquire assertiveness. Further information can be obtained from the school.

### **Guidelines for dealing with adult bullying and harassment**

Bullying by adults of adults will not be tolerated in New Silksworth Academy. This includes bullying within the school by one member of staff towards another or bullying of staff by parents or visitors to the school.

1. Where a member of staff feels that they are being bullied by another member of staff they must feel that they can report the matter to the Head teacher or Deputy Head teacher if they feel they are being bullied by the HT.
2. The member of staff who feels they have been bullied will be supported and offered counselling if wished.
3. Their complaint will be taken seriously and investigated.
4. If the complaint is upheld the member of staff who committed the bullying may be subject to disciplinary proceedings.

5. No member of staff should feel intimidated or harassed by a member of the public who is visiting the school and this includes parents.
6. Where a member of staff feels they are being intimidated or harassed by a member of the public or a parent, violence at work form will be completed and sent to Extol Trust where further action may be taken such as a banning order prohibiting that person from entering the school.