



Cloudside Academy
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Cloudside Academy Anti – Bullying Policy and Procedures

Date reviewed September 2021

Aims and Purpose of the Policy:

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, happy and safe environment without fear of being bullied. Bullying is anti-social behaviour and can affect anyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, are pupils able to fully benefit from the opportunities available at our school.

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard pupils who have experienced bullying and to trigger sources of support for the pupils.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience

Cloudside Academy's stance on Anti-bullying:

At Cloudside all teaching and support staff are alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Bullying has no place anywhere in our community, and this applies both to the bullying of pupils and staff.

Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood

Definition of Bullying:

Bullying is defined as deliberate 'behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally, where it is difficult for those being bullied to defend themselves'. There is no 'hierarchy' of bullying – all forms of bullying are taken seriously and dealt with appropriately. Pupils are bullied for a variety of reasons – and for no reason.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of online bullying methods.

Bullying includes: name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Types of bullying

Online – Bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual bullying', which can occur inside and outside school. Online-bullying is a different form of bullying which can happen beyond the school 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 makes a person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or status

Homophobic bullying

This occurs when bullying is motivated by prejudice against lesbian, gay, bisexual and transgender people.

Vulnerable groups

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

- Looked after children
- Gypsy, Roma and traveller families
- Children with 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, bisexual or transgender.

Roles within bullying:

- The ring leader, the person who through their social power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/by standers, who stay back or stay silent and there by appear to condone or collude with the bullying behaviour.
- Defenders, who try to stop the bullying or comfort pupils who experience bullying,

It should be noted that the same pupils can adopt different roles at different times, or at the same time.

Signs of Bullying:

Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a pupil is vulnerable in some way and susceptible to or suffering already from bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression.

Roles and Responsibilities:

Headteacher at Cloudside Academy:

Has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent all forms of bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Staff:

Need to be aware of vulnerable pupils. They need to be sensitive to pupils who because of their behaviour or circumstances are vulnerable.

When dealing with bullying issues, staff need to understand the emotional health and wellbeing of pupils and of any deeper issues that they may have, so that appropriate strategies can be used

Apply the school's behaviour and anti-bullying policy fairly and consistently

Apply the school rewards and sanctions lawfully.

Pupils:

Pupils need to understand what bullying is, its causes, effects and methods of prevention.

Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.

The action taken may be direct, that is intervening in the bullying situation or indirect, reporting bullying or potential bullying to another adult, at home or school.

Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Governors:

Provide a written statement of general principles to promote good behaviour in consultation with head teacher, staff, parents and pupils.

Promote the well-being of all pupils.

Anti- bullying Strategies

The aims of our anti-bullying strategies and intervention systems are:

To prevent and de-escalate and/stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way, taking into account any Special Educational Need or disability that the pupil may have and taking into consideration the needs of vulnerable children.

To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Implementation:

All discovered bullying will be acted upon.

Therefore, every person at Cloudside has a responsibility to take action.

All people at Cloudside Academy need to know what the school's response to bullying is.

Cloudside Academy's response to individual acts of bullying:**For the victim:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by responding to the victim with support.
- The victim will be given support from an assigned TA to talk through the incident.
- A clear account of the incident will be recorded on the proforma in school that includes witness statements from all pupils involved and will be passed to the Head teacher, Deputy head, Senior leaders or inclusion leader; who will then monitor the pupils for a period of 2 weeks or until the victim feels safe.
- If necessary a support group will be set up and the possibility of the pupil being part of the play and lunch time nurture groups.
- Support will continue to be given until the child feels comfortable within the school. A named TA will be available to the child in the future and will continue to check on the child on a regular basis to ensure that there is no reoccurrence of any bullying.

Programmes of support for the victim can include:

- Giving the child a 'buddy'
- Ask the 'buddies' on the playground to keep an eye out for them.
- Setting up a 'circle of friends'
- Keeping in regular contact with the parents.

For the 'bully'

- A member of staff will interview the child/children who are reported to have been bullying.
- Make it clear to the child/children that bullying will not be tolerated at this school.
- Encourage the bully to see the victim's point of view and discover why the pupil became involved.
- Explain clearly the sanction and why it is given – refer to behaviour policy.

- Explain clearly that the sanction is designed to deter the child/children from repeating this behaviour.
- If the child/children are involved in severe or persistent bullying then this needs to be reported to the Head teacher, Deputy head, Senior leaders or inclusion leader, for further action and the incidents logged. Parents need to be informed of the child's continuing behaviour and invited to discuss it with a senior member of staff.
- If there are no future improvements in the behaviour, sanctions for severe and persistent misbehaviour as part of the school behaviour policy will be followed.

Programmes of support for the bully can include:

- Remind the child of the school's stance towards bullying behaviour.
- Refer the pupil for some small group work on self-esteem, anger management.
- Meeting with pupil's parents

For the 'bystanders'

- A member of staff will interview the child/children who are reported to have been bystanders.
- Make it clear to the child/children that bullying will not be tolerated at this school.
- Encourage the bystander to see their role in the bullying incident especially if the incident is online bullying.
- Explain clearly that as a bystander they may be subject to a sanction and why it is given.
- Explain clearly that the sanction is designed to deter the child/children from repeating this behaviour.

Providing an anti-bullying environment in school:

- The school leadership team promotes and open and honest anti-bullying ethos.
- Using curriculum opportunities (in particular, PSHE and Citizenship where pupils and staff can discuss issues around diversity and draw out anti-bullying messages)
- Using opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-bullying Week in November each year, whole school assemblies.
- Engaging pupils in the process of developing the school's policy and have an honest and open reporting system.
- Looking at the school environment, at staff supervision patterns, key times and locations where pupils may be more vulnerable to bullying incidents.
- Using a range of disciplinary sanctions and learning programmes (e.g. Peer mentors, buddy system, circle of friends) to deal with any pupils who are found to be bullying.
- Support from the Local Authority Anti bullying Support Team, liaison with the school PCSO to establish Safer School Partnership.

Reporting and Recording Arrangements

Pupils are encouraged to report any incidents of bullying. They can speak to any teacher or member of staff in confidence or use the 'Worry Box' in each classroom in the school to leave a note. This is emptied daily by a class teacher and any incidents dealt with accordingly.

Any incidents of bullying are also recorded by staff on the report form which is then passed onto the Inclusion Leader to monitor and put in the Anti-bullying Record File.

This enables us:

- to manage cases effectively
- monitor and evaluate the effectiveness of our strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of a compliant
- engage and inform multi-agency teams as necessary

Bullying Against staff:

Bullying can happen to staff, whether by pupils, parents or other staff. Members of the school staff who feel that they are suffering from or are concerned about bullying, can speak to a senior member of staff. They can also contact their trade union or professional association for support and advice.

Parents

We engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. We have a complaints procedure which parents are aware of that they can use if they feel that their issue is not being dealt with correctly.

Training

It is important that teaching staff feel confident in dealing with anti-bullying behaviour and incidents, and in implementing this policy. Training will be available for all staff, including lunch-time supervisors, and for relevant governors. We ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments.

Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

Policies to be viewed in conjunction:

Equality Policy.

Behaviour Management Policy.

Special Needs and Inclusion Policy.

PSHE Policy

SMSC Policy

Safeguarding Policy

Internet Safety Policy

ICT Policy

CLOUDSIDE ACADEMY BULLYING ALLEGATION FORM

Date of Incident:	Time of Incident:
Report Completed by:	

NAMES OF CHILDREN INVOLVED	CLASS

BRIEF SUMMARY OF THE BULLYING ALLEGATION AND THE TYPE OF BULLYING INCLUDING ONLINE OR HOMOPHOBIC. INCLUDE THE TIME PERIOD FOR THE BULLYING

REASON FOR REFERRAL TO SLT (e.g. one of a number of recent incidents, referral via parent)

Referral to Senior Leader:
 Referral to Deputy Head:
 Referral to Head Teacher:

Kerry Wheatley
Jodie Milson
Susan Wass

BRIEF SUMMARY OF RESULTING ACTION TAKEN BY SLT

DETAILS OF ACTION TO BE TAKEN

Checked for earlier incidents involving same pupils

Notified parents/carers

Individual discussion with pupils involved

Group discussion with pupils involved

Notified class teacher

Medical treatment

Specific support from staff

Follow up date set

Any additional information:

CLOUDSIDE ACADEMY

RACIST ALLEGATION /INCIDENT REVIEW DOCUMENTATION

SCHOOL VOICE
What action has been taken to resolve the problem and how effective has it been?

PUPIL VOICE
How well did we deal with the problem? How do you feel now?

PARENT VOICE
How satisfied are you with the way in which the situation has been dealt with?

FOLLOW UP RECORD			
Date	Action Taken By	Brief Description of Action	Outcome

Was this an incident of bullying or an isolated incident that needed to be addressed?

Have there been any previous incidents between these pupils?

Further Action to be taken:

Any other comments:

Signed:

Date: