



Anti-Bullying Policy

Adopted: Spring 2023
Review: Spring 2024

The Eveleigh LINK Academy Trust

Anti-Bullying Policy

1 Introduction

1.1 It is a DfE requirement that all schools have an anti-bullying policy.

1.2 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

The following is a list of indicators for staff:

1. Verbal bullying including derogatory comments and bad names
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving, and spitting
4. Bullying through lies and false rumours
5. Having money or other things taken or damaged by students who bully
6. Being threatened or being forced to do things by students who bully
7. Racial bullying
8. Cyber bullying (via mobile phone or Internet)
9. Homophobic, sexist, ageist, religious, race & disability bullying

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a trust, to produce a safe and secure environment where all children can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors/trustees

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from their school. The governing body will not condone any bullying at all in their school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying policy.

3.3 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing board notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

3.4 The board of trustees will monitor the effectiveness of this policy via the CEO and the Executive Leadership Group.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the trust's anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Please note that pupils' names will not be used.

4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4.5 The headteacher will record all bullying concerns and investigate all cases of possible bullying thoroughly. The parents/carers will be kept informed throughout this process.

5 The role of teachers and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If the school feels a child is being bullied after consultation with the headteacher, the teacher or the Headteacher informs the child's parents.

5.3 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services to provide additional advice and support. The school will also offer support for the perpetrator of any bullying.

5.4 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

6 The role of parents/carers

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

7.1 Pupils are encouraged to tell anyone they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the MAT board and individual governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by

discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed annually, or earlier if necessary