

Anti-Bullying Policy

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ANTI-BULLYING POLICY

Viewley Hill Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school. The school has high expectations of behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner.

Our Anti-Bullying Policy is a working document which helps everyone at Viewley Hill Academy prevent and respond to bullying. It is an integral part of our overall Behaviour Policy and should be read in conjunction with our Safeguarding Policy and the Trust Child on Child Abuse Policy

Aims and objectives

Bullying is wrong and can be damaging to individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim to create within our school community, an atmosphere/ethos of trust, which values, respects and protects the rights of each of its members to be within a safe and secure environment.

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

We aim:

- To develop an acceptance, by individuals, of responsibility for their own actions.
- To develop within the ethos and curriculum of our school attitudes, skills and activities which will aim to prevent all aspects of bullying.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To foster trust among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.
- To encourage and foster active parental support in achieving those aims.

What is bullying?

- Deliberately hurtful behaviour
- Repeated over a period of time
- Difficult for those being bullied to defend themselves and can be seen as an abuse of power

Sometimes one-off incidents can be so harmful that we will also define them as bullying, such as

- deliberate hostility and/or aggression,
- intent to cause harm,
- a victim who is weaker and less powerful than the bully or bullies, and/or
- an outcome which is always painful and/or distressing

Viewley Hill Academy is proactive in reducing bullying and our pupils understand that they play a big part in preventing bullying. Pupils can explain what they would be able to do if they find themselves bystanders. Pupils will be consulted annually when reviewing our Anti-Bullying Policy in school.

Types of Bullying

We have developed a consistent approach to monitoring bullying incidents, which enables us to identify immediately if bullying is re-occurring between the same pupils. Bullying can be based on factors such as age, gender, race, religion, sexuality and can be physical or emotional or carried out via the internet. Staff record and monitor all incidents and events on CPOMs in the following categories:

Racial Bullying: refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, community, national origin or national status.

Religion and Belief: refers to someone being verbally or physically abusive because they follow a particular religion or faith

Bullying based on Special Educational Needs and Disabilities: when someone is being verbally, physically or emotionally bullied because of their learning difficulties or disabilities.

Sexist, sexual or Trans-phobic Bullying: refers to bullying when someone (or group), usually repeatedly, harms another person or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to gender norms. The root cause of these forms of bullying is gender inequality. Sexist-this bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual-this includes physical, verbal or non-verbal/psychological bullying behaviour e.g. suggestive sexual comments or innuendo, including offensive comments about sexual reputation; or sexual language that is designed to subordinate, humiliate or intimidate. Trans-phobic-bullying behaviour towards someone who is transgender. 'Transgender' is an umbrella term that describes someone whose sense of gender or gender identity is seen as being different to the typical gender norms.

Cyber bullying: when a person, or group of people, uses the internet, mobile phones or other digital technologies, to threaten, tease or abuse someone. This is a different form of bullying and as children have more widespread access to technology this can occur in or outside of school. Education act 2011 allows an electronic device to be seized by Head teacher or designated member of staff to view data/ files if there is good reason to do so. They do not require parental permission. This can be used as evidence and if serious (pornographic or relevant to an offence) will be reported to the police.

Social/Emotional/Psychological Bullying: when someone is intimidated by another person or group of people; when someone is continually left out of games, deliberately ignored and has bad things spread about them, making them feel like an outsider.

Verbal Bullying: when someone is called names, through teasing, taunting or making offensive remarks. Verbal bullying can also include threatening language or comments. This can also include excluding someone from a group, rumours, dirty looks, whispering and graffiti. Offensive language and 'banter' must not go unchallenged either.

Physical Bullying: when someone is hit, punched, pushed, threatened or has their personal items stolen. It can also include any other kind of physical/aggressive contact.

Homophobic Bullying: this can take the form of rumour-mongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect young people who identify as LGB (Lesbian, Gay, Bisexual). In schools, homophobic bullying can directly affect any young person whose life choices, interests or needs do not conform to accepted gender norms-this includes choices made by family members. Homophobic abusive language will not be tolerated.

Monitoring and Review

Our Anti-Bullying Policy is monitored on a day-to-day basis by the school staff, with any concerns raised with senior staff. The Head reports to Governors about incidents and the effectiveness of the policy. Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parent/carer communications, in addition to staff observations and ongoing reports on CPOMs. When writing this policy, we have taken into account information from: DfE Guidance: Preventing and Tackling Bullying: Advice for head-teachers, staff and governing bodies: July 2017

The role of the Local Governing Body

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy. The Governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can request the Chair of Governors to look into the matter.

The Governing body will respond within five working days to any request from a parent to investigate incidents of bullying.

In all cases the Governing body notifies the Head Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing body.

The role of the Head Teacher and Senior Leaders

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing body about incidents of bullying on a termly basis, alongside the effectiveness of the anti-bullying policy on request.

The Head Teacher and Senior Leaders ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher and Senior Leaders set 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, and where there are incidents, children will feel safe and secure in sharing their concern.

The role of the teaching and learning staff:

Regular anti-bullying messages are communicated to pupils during anti-bullying week, assemblies, PSHE work and in cross-curricular work e.g. when reading a class novel where bullying is a theme.

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

Promote an environment that is constructive and safe for all pupils through their own practice and actions.

- Follow the procedures set out in this policy when dealing with bullying.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and our Chair of Governors, to help combat bullying.

- Continue to take a Whole School approach-all staff must deal with bullying the same way and teachers report all incidents on CPOMs.
- Give feedback to pupils and, where appropriate

Bullying off the School Premises

Viewley Hill is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from our school action will be taken as if the incident has occurred within the school, and this includes informing parents.

If a child from Viewley Hill is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Viewley Hill will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The role of Parents / Carers

You will be kept informed of our anti-bullying work as and when it is carried out during the academic year. Staff will always do their best to address any concerns you might have and you will be contacted by the end of the day to give reassurance that an incident is being looked into. You will be asked to cooperate with us in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied, you can expect that:

- You and your child will be listened to and believed.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you might have.

If your child is bullying another student, you can expect that:

- You and your child will be listened to.
 - Your child will be treated fairly.
 - Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff.
- This might include Restorative Practice work being carried out with your child. Restorative Practice is a process that proactively builds relationships and a sense of community to prevent conflict and wrong doing.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know. The culture of school also encourages children to be honest about how they feel.

Pupils are invited to tell us their views about a range of school issues, including bullying and behaviour, in the pupil questionnaire, through Junior Leadership Team and regular Pupil Voice sessions, alongside informally whenever it is relevant.

Policy review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the policy. This policy is reviewed annually by the Head Teacher.

This anti-bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records and by discussion with the Head Teacher. Governors analyse information for patterns of children, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Useful websites

NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#bullying>

Kidscape - <https://kidscape.org.uk/advice/facts-about-bullying/what-is-bullying>

The term Senior Leaders refers to Deputy Headteacher and Assistant Headteacher