POLICY	UET Anti-bullying Policy 2022/23
STATUS/DATE OF THIS VERSION	DRAFT 2022/23
APPROVED BY	Board of Trustees
RATIFIED BY	Board of Trustees
REVIEW	September 2023

This policy is operated by all the schools in Unity Education Trust (as listed below).
There may be sections that are specific to one school and these will be added by the school either as an annex or in place of yellow highlighted sections below.

TO BE READ INCONJUNCTION WITH OUR UET BEHAVIOUR PRINCIPLES AND OUR SCHOOL BEHAVIOUR & ATTITUDES POLICY

Any queries about the policy should be directed, in the first instance, to the Headteacher/Head of School:

- **Beeston Primary School**
- **Garvestone Primary School**
- **Grove House Infant and Nursery School**
- **King's Park Infant School**
- **Northgate High School and Dereham Sixth Form College**
- **The Pinetree School**
- **The Short Stay School for Norfolk**
- **Churchill Park Academy**
- **Greyfriars Academy**
- **Highgate Infant School**
- **King's Oak Infant School**
- **Wimbotsham and Stow Academy**
- **Magdalen Academy**
- **St German's Academy**
- **Great Dunham Primary School**

Statement of intent

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.
This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
Our stated commitment as a school within the UET family of schools, is that when a pupil or parent or carer speaks out about bullying:

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated
- Together we will find a way to tackle it
- Someone will be there to help and support

What is Bullying?

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber.   It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone.
Churchill Park Academy is a complex needs school which provides education for children with severe learning disabilities (SLD) including autism spectrum disorders (ASD), profound and multiple learning disabilities (PMLD) and complex needs (CN), aged 3 to 19 years.
As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all learners at Churchill Park will recognise bullying behaviour if they experience it or/and may be unable to express or communicate their aversion to and also to respond appropriately to instances of bullying behaviours. Equally, not all students would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying.
Children at Churchill Park are given every opportunity to express their feelings in the most appropriate form of communication. We aim to support and teach skills to increase desirable behaviours through the development of Personal Learning Goals, bespoke Positive Behaviour Transformation Plans (See Behaviour Policy) and our Pathways Curriculum (See Curriculum Policy).

Bullying can take many forms including:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately.

The Behaviours of Children with SLD and the Characteristics of Bullying Behaviours

The children attending Churchill Park Academy have complex needs. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As the DFE anti-bullying guidance notes, children with special educational needs and disabilities may not be able to articulate their experiences. Therefore, Churchill Park Academy uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Some warning signs that a student is being bullied

- Learners who are being bullied may show changes in behaviour, such as: becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

- It is also possible that one child may develop an obsession with another child or display challenging/undesirable behaviours towards others through high anxiety levels. These may manifest in potentially harmful behaviours such as kicking, biting, pinching, hitting or throwing objects.

Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (They too have been bullied)

How to get help

Who can pupils talk to if they have any concerns about bullying?
- **All school staff** - the likelihood is that a pupil will disclose to a school adult they feel most comfortable with
- Staff have a duty to be vigilant to bullying behaviours and the fear/anxiety that the 'target' child may have. Incidents of bullying with or without intent are recorded on CPOMS (Safeguarding and Child Protection Software for Schools). Any incidents of bullying will be reported immediately to a member of the Senior Leadership Team (SLT). It is important that this information must be shared amongst all members of the class team and other members of staff as soon as possible.

Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- As they may have difficulty communicating about their experiences. Opportunities will be created for the child to communicate with adults how they may be feeling though the use of their preferred communication systems (Verbally, PECs, Signing, symbol books). Social stories may also support the child's understanding of the situation and associated emotions. Emotional Health and Wellbeing interventions will provide targeted support for identified children.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change - Detailed observations will be made of the outcomes of the behaviours and links made to establishing possible functions. This information will then be used to identify appropriate strategies to support the development of desirable behaviours. From this, bespoke BTP's will be developed and shared with all appropriate staff involved with the child/children. The possible functions of the behaviour may include: Attention (from the child or from an adult); Task avoidance (the child may not want to complete the work or demands made); Reinforcement (the child is reinforced by the sensory input); Access to a tangible object (i.e. snatching a toy from another child)
- Informing parents/carers to help change the attitude of the pupil

All pupils at Churchill Park Academy will be provided with a meaningful way to comment and feedback on how safe they feel in school. This will be supported by strategies and resources created through Pupils Voice. This information gained will be used to inform future school improvement.

Recording of Bullying

- All incidents of bullying behaviour must be recorded.
- All incidents are recorded according to type and these are recorded on CPOMS (our online recording system) so that we can monitor the individual incidents, but also monitor incidents across the school.
- We also record prejudiced based incidents using the same system but record them differently so that we can report on two separate data sets.

Responding to Bullying

Responses will vary depending on the nature of the incident, but may include:

- Check in time with an identified adult
- Counselling
- Targeted Support
- BTP
- Involvement of external agencies
- Monitoring by the Leadership Team
- Peer support/peer mentoring
- Use of Behaviour Agreement Contract
- Liaison with parents/guardian/social worker
- Internal exclusion

- Fixed term exclusion
- Permanent exclusion
- Staff are important role models for the children. The behaviour of adults towards each other and towards the children is a potentially highly effective tool for preventing and for decreasing bullying behaviours.

Anti-Bullying Procedures

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

Staff Responsibilities

- To ensure that the whole school is promoting equality and inclusion.

- To read and understand the policy and their responsibilities

- To implement procedures to confront bullying in any form

- To be vigilant and constantly monitor the pupils for bullying – related behaviour and follow the procedure when evidence points towards bullying taking place.

- To model high standards of behaviour and have high expectations from all the students.

- To maintain a positive attitude towards all pupils.

- To teach children to stand up themselves and each other (be an upstander) and not stand by (be a bystander)

- To support and enable pupils to resolve friendship problems and low-level behaviour without adult intervention

- To investigate incidents promptly and as fully as possible

- To listen to all parties involved in incidents

- To take appropriate action and refer all incidents to the Leadership Team

- To share with parents of the victim and bully, incidents of persistent and/or serious bullying

- To implement appropriate procedures for a member of staff

- To promote the use of a range of learning styles and strategies which challenge bullying behaviour

- To record the incident on CPOMS

- To record as a Prejudiced Related Incident if appropriate

- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate

- To model the values our school believes in from our intent statement

Anti Bullying Strategies

- Regular promotion of anti-bullying in assemblies and themed week.
- Analysis of student views on how safe they feel in school through data gathered in student council, annual reviews, Education Health Care Plans, everyday communication with staff.
- Anti-bullying training for all staff
- PSHE lessons on anti-bullying
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Information talks from the School Police Liaison Officer
- CEOP training for staff (Child exploitation online protection)
- Information leaflet for students and parents about E-Safety
- Signposting displays – Childline / CEOP numbers available

Anti-bullying advice for pupils

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Above all always tell someone. Alert an adult in school to any concerns
- Talk to your friends about the situation
- Adults will usually need to intervene to stop bullying behaviour
- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.
- Pupils (if you have been bullied) If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support to inform an adult
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you — and we can make sure you are safe

Anti-bullying advice to Parents / Carers

Close work with the family is essential part of our work at Churchill Park. Parents need to be confident that any concern of bullying will be investigated. Parents / Carers please let the school know if there was an incident at school that your child/ young person is anxious about and we will work together to resolve any issues arising from the incident. If as parent/ carer you are concerned about your child / young person at school please contact the school and ask to speak to a member of SLT or the class teacher.

- Parent/ carers must inform us if they think their child or another child is being bullied, or is a bully, DON'T STAY SILENT

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school

- TALK to your child on a regular basis, so any problem is easier to share

- LISTEN to what they say

- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important

- If your child is a victim assure them that it is not their fault and that you are going to do something to help

- Be realistic in your expectations, sometimes on-going problems can take time to resolve

- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

REMEMBER – IT IS NOT YOUR CHILD'S FAULT

Headteacher Responsibilities

Reports of bullying and prejudiced based incidents will be made by the Head teacher / Senior Teacher to the governing body, with all racist incidents reported to Norfolk County Council as part of their data collection and analysis across the county's schools.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.