



Inspiring All to Excellence



Violet Way Academy

Anti-bullying Policy

Document Control

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Version Control

Version	Date	Amended by	Comments
2	25.10.22	M Kee	Update to wording – see below
3	26.08.23	M Kee	Updated section – see below

Version	Section	Changes Made
2	p4	Changed wording from Peer-on-peer to child-on-child to match other policy changes (Safeguarding/ behaviour). Added link to website – child-on-child abuse information
3	p6	Updated section <i>How does bullying differ from teasing or falling out between friends or other types of aggressive behaviour?</i> providing clearer information about how we distinguish between falling out and bullying.

Introduction

Everyone at Violet Way Academy has the right to feel welcome, secure and happy. We aim to provide a safe, caring, inclusive and positive climate for learning for all our pupils where they can learn, play and communicate with others, building strong relationships. Our inclusive practice includes openly discussing differences between people and celebrating diversity.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe or worried. We also want parents to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and appropriately.

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents and carers and working with other agencies outside the school where appropriate.

By law, schools must have a Behaviour Policy in place that includes measures to prevent all forms of bullying among pupils. Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school. This applies to all schools in England.

Aims

Bullying hurts. No one deserves to be bullied. We therefore do all we can to prevent it, by developing a positive and supportive ethos, culture and environment where children to feel safe and know what to do if they are worried about something and bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Through raising awareness about bullying behaviour we aim to prevent bullying.

At Violet Way Academy, bullying, discrimination, harassment, sexual abuse and sexual violence (online or offline) are not tolerated. Any incidents will be dealt with quickly and effectively.

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 regards to the eradication of bullying in our school.

School reporting of bullying

School staff will not tolerate bullying and any incidents need to be dealt with quickly and effectively.

School leaders might deal with bullying in school, for example through consequences outlined in the behaviour policy, or they might report it to the police or social services if the severity of bullying is beyond normal school experiences.

Any discipline actions must take account of special educational needs or disabilities that the pupils involved may have.

Child-on-Child Abuse

Bullying between two young people can also be viewed as child-on-child abuse. A definition of child-on-child abuse is offered as follows on p.10 of Farrer's toolkit (2019): "...any sign of physical, sexual, emotional & financial abuse, and coercive control between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations".

Staff should recognise that children are capable of abusing their peers inside and outside of school and online. Even if there are no reports of abuse, it does not mean it is not happening. It might be that the abuse is happening, but not being reported and thus all concerns about child-on-child abuse must be taken seriously. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. However, perpetrators of child-on-child abuse are likely to need support as well. While much child-on-child abuse is gendered, all such abuse is treated as a serious matter.

Some types of child-on-child abuse are: bullying (including cyberbullying, prejudice-based and discriminatory bullying) sexual violence and harassment; physical abuse; causing someone to engage in sexual activity without consent; abuse within intimate personal relationships between peers; sexting (i.e. the consensual and non-consensual sharing of nudes and semi-nude images and videos); initiation/ hazing; prejudiced behaviour; online abuse and/or online bullying. In the case of online bullying, it is recognised that young people can be both victims and perpetrators of online abuse. Both victims and perpetrators are likely to need support following an incident. Further information can be found on our website [Violet Way Academy - Child-on-child abuse](#)

Some Signs/ Indicators of Child-on-child Abuse

- Disengaging from classes or struggling to carry out school related tasks to a standard ordinarily expected
- Physical injuries
- Experiencing difficulties with mental health and/ or emotional wellbeing
- Being withdrawn or shy
- Experiencing headaches, stomach aches, anxiety or panic attacks
- Suffering from nightmares or lack of sleep or sleeping too much
- Broader changes in behaviour including alcohol or substance misuse
- Changes in appearance and/or starting to behave in ways which are not appropriate to the child's age
- Abusive behaviour towards others

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment (or "unwanted conduct of a sexual nature") can occur between two children of any age and sex. It can occur through a group of children. Sexual violence and sexual harassment exist on a continuum and the two may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff are advised to be vigilant and maintain the attitude of "it could happen here". Addressing inappropriate behaviour early and adopting a zero tolerance approach can be an important intervention in preventing more problematic, abusive, or even violent behaviour in the future.

All reports by victims will be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. It is recognised that sexual violence and harassment can happen anywhere - inside or outside of school, including online. Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes HSB (or Harmful Sexual Behaviour) or even CSE (or Child Sexual Exploitation). Other factors for staff to consider are: informed consent; any imbalance of power; possible coercion should be held in mind. Staff may need to consult with the DSL, or a DDSL, as well as consulting “Sexual violence & sexual harassment between children in schools & colleges” (DfE, Sept 2021) to help with their decision making. Four scenarios are likely: manage internally; refer for early help; refer to children’s social care; report to the Police. Similarly, four outcome decisions are possible: unsubstantiated, unfounded, false or malicious.

The Trust also has a separate child-on-child abuse policy. As with bullying, we take a no-tolerance approach to peer-or-peer abuse. If any member of staff has any concerns, they should report these verbally to the Headteacher (DSL) or one of the DDSLs. A concern should also be raised on MyConcern.

What is the definition of bullying?

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

The [Anti-Bullying Alliance](#) defines bullying as: “Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying may take many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- online bullying - bullying via mobile devices or online (for example social media, messenger, email, gaming, apps)

Bullying is when one or more pupils systematically and repeatedly target another pupil over a sustained period of time. Bullying can be physical, verbal, or emotional, online, or face to face. Bullying is wrong and damages individual children. At Violet Way Academy, we therefore do all we can to prevent it, by fostering a school ethos in which bullying is regarded as unacceptable and not tolerated.

Bullying can take place between:

- young people
- young people and staff

- between staff
- individuals or groups

How does bullying differ from teasing or 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 person being bullied to defend themselves.
- It is usually persistent.

At Violet Way, all staff encourage, promote and positively reinforce our expectations for learning and behaviour. As a result, children behave well and follow our golden rules. However, children have to grow and learn, with part of this learning including learning about behaviour. As they learn, grow and experience, children will have disagreements with others, struggle sharing, have difficulty with losing and may sometimes say or do things they don't mean. We always seek a peaceful solution to situations of conflict. We encourage children to talk to each other about how they are feeling. Children are encouraged to find a peaceful solution to their issues through talking. Adults can support pupils by guiding them through a restorative conversation, helping them to develop the skills required to discover a friendly resolution.

As children learn and grow, they will learn about emotions and behaviour and their experiences will likely include disagreements, falling out and problems between friends. We support them to navigate these and learn how to respond appropriately. We make sure we take time to remind children of our expectations and how to respond if someone is doing or saying something they don't like. Children are asked to use their words and tell others "Please don't do (or say) that, I don't like it" if they are not happy.

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation / event. Such incidents will be addressed using a restorative approach, where children are encouraged to reflect on their behaviour and settle misunderstandings or disagreements through discussion, leading to a mutual resolution. Examples of this may include, occasional loss of temper, hurting by accident, falling in and out with friends, choosing not to play with others one day and minor disagreements.

We help children to distinguish between falling out and bullying by using the following language: '**fall out**', '**disagreement**', '**accident**', '**nasty incident**', '**bullying**' and always encourage them to talk to an adult if they feel uncomfortable, worried or upset. Even if they have just had a 'fall out' with a friend, this can be upsetting, and they may need some guidance to talk with the other child and resolve the issue.

To support children's understanding of the term 'bullying', we encourage them to think about whether there has been a '**fall out**', '**disagreement**', '**nasty incident**' or '**bullying**'. We use the acronym **STOP**: **S**everal **T**imes **O**n **P**urpose when talking about bullying. This helps children to understand that bullying is when someone (or more than one person) hurts someone else

repeatedly/persistently (i.e. several times on purpose), by using behaviour or words which are meant to frighten or hurt that person.

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 hate crime related bullying and online bullying. If the person being bullied might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be:

Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force. Isolating others, tormenting, threatening gestures, humiliation, manipulation or coercion (making someone do something they don't want to do).

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, making fun of someone's race, ethnic origin, faith, culture, religion, appearance, name, accent or family

Sexual: Unwanted physical contact or sexually abusive comments, exposure to inappropriate films

Homophobic: because of, or focusing on the issue of sexuality. All forms of bullying, including homophobic, biphobic and transphobic (HBT) bullying, is unacceptable

Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual, making unfavourable or negative comments, gestures or actions about someone's disability or special needs.

Online: All areas of online activity, such as email, chat room, social media, gaming, apps misuse, mobile threats by messaging and calls, misuse of associated technology, i.e. camera & video facilities, posting or messaging on social media, sharing photos, social exclusion. 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'.

Signs and symptoms of bullying

A child may indicate, by signs or behaviour, that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- cries themselves to sleep at night or has nightmares
- becomes aggressive, disruptive, or unreasonable
- feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- changes in behaviour

These signs and behaviours could also indicate other problems, but bullying should be considered a possibility and should be investigated. Always speak to the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if you have concerns.

What kind of behaviour is not bullying?

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation / event. Such incidents will be addressed using a restorative approach, where children are encouraged to reflect on their behaviour and settle misunderstandings or disagreements through discussion, leading to a mutual resolution. A shared understanding of what bullying means is important and addressed through assemblies, PSHE, School Council and consistent demonstration of our school values. W

Examples of such incidents include:

- Occasional loss of temper
- Hurting by accident
- Falling in and out with friends, choosing not to play with others one day
- Minor disagreements

We help children to distinguish between falling out and bullying by using the following language: **'fall out', 'disagreement', 'accident', 'nasty incident', 'bullying'** and always encourage them to talk to an adult if they feel uncomfortable, worried or upset. Even if they have just had a 'fall out' with a friend, this can be upsetting, and they may need some guidance to talk with the other child and resolve the issue.

Why are children and young people bullied?

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Specific types of bullying include, but are not limited to:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to governors for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong.

We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Online bullying

The ever increasing use of digital technology and the internet has also provided new and particularly intrusive ways bullying can occur. Online bullying can take many forms and bullying online can often start online and influence behaviours in school or may start in school and then be progressed online.

Whilst most incidents of online bullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat online bullying with the same severity as any other forms of bullying.

Online bullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone online

- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage children to stay safe online through our Computing lessons, PSHE programme, assemblies, school council and internet safety week.

Responses to reports of bullying

Be careful in the language you use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

Staff are advised to use the **5Rs: Reassure - Report - Record - Review - Revisit** when responding to reports of bullying.

1. Take reports and incidents of bullying seriously. **Reassure** the child(ren) who is being bullied and find out as much as you can relating to the incident(s) of bullying. Encourage the child(ren) using bullying behaviours to see the other child's point of view. Make it plain to the child using bullying behaviours that you disapprove
2. **Report** bullying behaviour and incidents to the class teacher or SLT as appropriate.
3. **Record** any incidents and behaviours on MyConcern (Formal recording of bullying reported to Governors)
4. **Review** the school's Behaviour Policy to ensure that it is followed. Where there are confirmed cases of bullying, consequences will be actioned as appropriate and parents of both parties will be informed. The bullying behaviour or threats of bullying must be investigated fully and the bullying stopped quickly. Parents should be informed and may also be invited into school to discuss any reports or incidents of bullying. An attempt will be made to help the child using bullying behaviours to change their behaviour. If necessary and appropriate, police will be consulted.
5. **Revisit** our school values and rules with the children (this could also include children in the whole class or across a year group) and explore why it is important to be respectful to all. Explore whether there needs to be any ongoing support.

Education to prevent bullying

At Violet Way Academy we always seek a peaceful solution to all situations of conflict. Children are encouraged to find a peaceful solution to their issue through "talking" using a series of restorative questions (see below) which will guide them to a friendly resolution, which is mutually acceptable to both parties. See below for further information:

To the person using unkind or bullying behaviours	To the person being harmed or bullied
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since it happened? • Who do you think has been affected by what you did/said? How were they affected? • What do you need to do to make things right? • How can we make sure this doesn't happen again? • What can we do to help you? 	<ul style="list-style-type: none"> • What happened? • What did you think when it happened? • What have you thought about since it happened? • How has it affected you? • What's been the hardest part for you? • What is needed to make things right? • How can we make sure this doesn't happen again? • What can we do to help you?

Our four values, *We care, We are brave, We celebrate individuality, We leave no one behind*, along with our commitment to finding peaceful solutions to conflict, are aimed at preventing bullying behaviour through children's raised awareness of the value of positive learning behaviour.

Through PSHE, RE and assemblies, children learn that we are all different and all differences are respected and celebrated at our school. Children develop a greater knowledge of what is bullying, identify different types of bullying and develop a better understanding of the effects of bullying for both the person being bullied and the person using bullying behaviours. Children learn about online safety as part of their computing lessons. The school PSHE programme contains strategies which encourage children away from bullying i.e. it promotes cooperation, helpfulness and consideration for others.

We promote a variety of ways to minimise bullying within the curriculum and throughout the school year:

Promoting British Values and Social, Moral, Spiritual and Cultural (SMSC) development – Violet Way Academy actively promotes the fundamental British values of: Democracy, The rule of law and Individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is achieved through the effective SMSC development of our pupils, as part of a broad and balanced curriculum and extra-curricular activities, with links to the local community and the wider world. We will enable our learners to understand that while different people may hold different views about what is 'right' and 'wrong' all people living in England are subject to its law. The ethos and teaching of our school, encompassed within our vision, values and golden rules, helps to create a culture where children understand the importance of following rules and being kind to each other.

There are areas within the PSHE curriculum that lend themselves to aspects of education and anti-bullying are highlighted. Teaching strategies include drama, especially role play, discussion, circle time, and thinking and listening skills. One of our challenges is to not only teach children to help themselves, but to teach children to help each other. Children recognised for such achievements will be publicly rewarded by the Headteacher and given positive rewards.

Behaviour Reward system – Children are rewarded ‘Thumbs up’ points through MarvellousMe when they are seen demonstrating any of the school values and five golden rules as well as other acts of kindness towards someone else. These are given out by all members of staff throughout the school day. For further information please refer to the Behaviour Policy.

All staff in our school have high expectations of the children with regards to behaviour and they strive to ensure that all children behave to the best of their ability.

We uphold the ethos of equity, consistency, respect and understanding. In particular, the lunchtime supervisors will commit to the following responsibilities in collaboration with the children:

- to listen, to help, to look out for, to treat kindly, to teach fun games and to organise activities.
- to help solve disagreements at playtimes without the need for teacher/other adult intervention.
- to reward children with positive reward behaviour points in line with the behaviour reward system.

School Council – will be instrumental in not only developing the policy but also in putting the policy into practice. They will reflect the views of their peers and provide further channels of communication for children.

Curriculum – throughout the year there will be focuses on anti-bullying in PSHE and events in school will further raise awareness, for example Odd Socks Day and Anti-bullying week. In addition to learning about online safety in their computing lessons, all year groups participate in Safer Internet Day activities to raise awareness of how to use the internet safely and prevent online bullying.

Anti-bullying Week - during this week there will be a whole school focus on issues related to anti-bullying. We want children and staff to be united against bullying, emphasising the importance of working together and celebrating difference. This can be used to reinforce a culture of inclusiveness and acceptance. By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and parents to understand what bullying is and how to report concerns.

Outside agencies - certain professional bodies will be invited to speak to the children, such as PCSOs, Barnardos, NSPCC, as the opportunities arise.

Circle Time and Well-Being Wednesdays - these provide regular opportunities to develop children’s understanding and awareness of channels of communication. PSHE on Well-Being Wednesdays allow opportunities for discussion about worries and problems and help them to develop effective solutions. For example, teaching children to say, “Please don’t do that, I don’t like it” and sharing worries through worry dolls and worry monsters.

Physical Environment - bullying can take place both inside and outside of school. All staff are aware of the limitations of the environment and places where children are expected to be more independent. Environments both inside and out need to offer children:

- safety;
- engaging activity

- access to adults for immediate help.

Staff are aware of potential 'danger spots' around the building such as the toilets. The children themselves most importantly are made aware of these as well as strategies for maintaining their own personal safety by their class teacher.

Support for parents/carers in the form of parent meetings or events in school and there is information on the school website with signposts to further support.

Support for all school staff in the form of staff training and development for all staff including those involved in lunchtime and breakfast club activities. All staff are encouraged to model expected behaviour.

What happens if bullying is found to be happening in school?

At Violet Way we work closely with all stakeholders to prevent bullying happening. However, we understand that bullying can sometimes occur and, in these cases, we will fully investigate what has happened and seek to find solutions which will stop it and prevent it happening again. We will ensure that all incidents are dealt with fairly and consistently. In all incidents of bullying we will follow the 5 Rs Procedure and the following outcomes may occur as appropriate:

- Restorative questions and conversations with relevant parties including reinforcing our belief that behaviour can be changed and help the person using bullying behaviours to change their behaviour
- Reconciliation where possible
- The child(ren) using bullying behaviours will be asked to genuinely apologise
- Consequences from our Behaviour Policy will be put in place as appropriate
- Liaison with parent / carer / social worker
- Use of home/school diary
- Use of behaviour contract / behaviour reward chart / behaviour report
- Create a network of support for pupils who have experienced bullying
- Peer support
- HOPE or referral to counselling
- Involvement of external agencies (police, ICT specialists)
- In serious cases, fixed term or permanent exclusion will be considered

After any incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The Role of Governors

- The Local Governing Board and the Fierté Trust Board supports the Headteacher in all endeavours to eliminate bullying from Violet Way Academy. The Local Governing Board and the Fierté Academy Trust will not make any allowances for bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately and in line with policy.
- The Local Governing Board monitors incidents of bullying that do occur and review 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 on request about the effectiveness of school antibullying strategies.

- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Local Governing Board must respond in writing within ten days to any request from a parent to investigate incidents of bullying.
- In all cases the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the Local Governing Board.

The Role of the Headteacher

The head teacher 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.

- It is the responsibility of the Headteacher 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.
- In the first instance, the class teacher is responsible for the implementation of the school anti-bullying strategy. He/she will take note of any isolated cases of name calling or physical or verbal incidents against any particular child. If it becomes apparent that a child is becoming systematically and repeatedly targeted (Several Times On Purpose), then the Headteacher will be informed. The Headteacher will then note any other incidents that may take place between the child and his/her peers. If a child is being bullied over a period of time, then the Headteacher will inform the parents of the children concerned following the school behaviour policy in line with this.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Violet Way Academy. 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 type of behavior is wrong.
- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying on a regular basis.
- 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.
- The Headteacher reports to the Local Governing Board about the effectiveness of the Anti-Bullying Policy on request.
- The Headteacher has a record of any incidents/complaints of bullying including online bullying. This record is updated as and when complaints occur. Any incidents are communicated to the Local Governing Board and Trust Board on a termly basis.

The Role of All Adults (including teachers, support staff and lunchtime supervisors)

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of concerns of bullying, reported bullying or witnessed bullying using the school's MyConcern system and ensure that a member of SLT is informed of their concerns (see Appendix 1 for what must be included in the MyConcern incident report).

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Midday Supervisors and other adults inform class teachers of any concerns.

Incidents which are considered to be of a bullying nature are recorded as such on MyConcern (see Appendix 1 for what must be included). Where parents contact school to make allegations of bullying, a parent meeting will be arranged and a record of the conversation and actions to be taken will be recorded on MyConcern.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve support for a child being bullied, and a consequence for the child who has carried out the bullying. We spend time talking to the child who has used bullying behaviours: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. A member of SLT should be informed if bullying behaviours are repeatedly observed or reported. In more extreme cases, for example where initial discussions with parents have proven ineffective, the head teacher may contact external support agencies such as the Social Services.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be displaying bullying behaviours, should contact their child's class teacher immediately.

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

- Parents have opportunities to engage with staff about how we deal with 'bullying' and increase their awareness through discussion.
- 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.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Parents can report their concerns related to a suspected incident of bullying to the Headteacher.

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 including school leaders and trusted members of staff.
- Pupils are encouraged to use the different methods in school for sharing concerns – worry monsters, worry box, talking to an adult.
- Pupils are invited to tell us their views about a range of school issues, including bullying, pupil questionnaires and pupil conferencing.
- Pupil voice is part of our teaching and learning monitoring and Trust monitoring including Collaborative Monitoring and Strategic Peer Reviews always takes pupil voice into account ensuring that the pupil voice regarding keeping safe/ bullying is heard on a regular basis.

School Behaviour Policy

Violet Way Academy has a Behaviour Policy, which underpins the rules of conduct for pupils before and after school as well as during the school day. In addition, the policy states the process/procedures undertaken to report and prevent bullying.

A copy of the Behaviour Policy is available online. A hard copy can also be requested through the Violet Way Academy School Office.

Bullying outside of school

The Headteacher has the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. School staff can also choose to report bullying to the police or the local authority.

Where to get further help or advice

There are lots of organisations that provide support and advice if you are worried about bullying:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

Appendix 1

Recording and reporting an Incident of Bullying on MyConcern

Incidents of bullying MUST be recorded on MyConcern. Staff can use the following to support them with what should be included when they record a MyConcern to report an incident of bullying.

Remember to include the date and location of the incident, for example, recording clearly if the incident occurred:

Inside School/Classroom

On playground or sports field

Away from school e.g., school trip

Travelling to/from school

Outside the school gates

Include information about the person being bullied and the child(ren) who is(are) bullying as well as any other people involved, such as staff that witnessed the incident.

Provide a description of what happened, and the action taken. If further action is required, record it within the concern.

Record any conversations with parents/carers of the child being bullied and the child(ren) displaying bullying behaviours.