

Anti-Bullying Policy

Document Control

Date	Revision amendment details	By whom
Sept 2015	Adopted by TEFAT Board	Trustees
April 2019	Interim review of content	Ops Group
Sept 2019	Proposed date for review subject to any required statutory update	

Table of contents

Table of contents	2
Related policies and documents	3
Definitions	3
Elliot Foundation Academies Trust Vision and Values	4
Policy statement and objectives	5
What is bullying?	5
Types of bullying?	5
Why is it important to respond to bullying?	6
What signs and symptoms should staff, parents & pupil look for when spotting if someone is being bullied?	6
Procedures when seeing or experiencing bullying for pupils, staff and parents	7
Prevention of bullying	7

Related policies and documents

- Department for Education - Preventing and tackling bullying July 2017
- Department for Education - Cyber bullying: advice for headteachers and staff 2014
- Department for Education - Advice for parents and carers on cyber bullying 2014
- Behaviour Policy (locally owned)
- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>.

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.
- Where appropriate the Local Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Elliot Foundation Academies Trust Vision and Values

Vision

The Elliot Foundation was created as a safe place for children and teachers where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and teachers is at the heart of a successful and inclusive society.

Values

For children

We help children to discover themselves and aspire beyond any limitations that their context might appear to place upon them. We help them understand that they can be, 'Heroes of their own lives' building the foundations for healthy and successful lives.

For schools

In addition to the essential functional skills of reading, writing and mathematics, children need to learn how to learn and to believe that they can continue to do so. They must also possess the critical thinking skills to sift fact from fiction to be able to think for themselves, freely and creatively.

For success

To thrive, whatever their chosen path, children need confidence, curiosity and commitment. We will nurture these attitudes across all their learning experiences

For communities

Children at Elliot schools will be raised with an awareness of the world around them and their role in shaping a better future through volunteering and contributing in their communities.

1. Policy statement and objectives

- 1.1. To resist all bullying at any academy and create a positive atmosphere and environment for all pupils to thrive in
- 1.2. To give pupils the confidence to speak out against bullying and make any academy bully free
- 1.3. To raise awareness amongst pupils, parents and staff and give advice on what they should do to help

2. What is bullying?

- 2.1. It is where people's feelings are hurt by other people and it makes them feel insecure. It can happen in or out of the academy and be towards an individual or a group. It can happen over a long period of time and it can happen repeatedly.

3. Types of bullying

- 3.1. Bullying will not be accepted or condoned. Everybody has the responsibility to work together to stop bullying.

All forms of bullying will be addressed. Bullying can include:

- Physical pushing, kicking, hitting, pinching etc
- Cyber bullying
- Name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation and the continual ignoring of individuals
- Sectarian/racial taunts, graffiti, gestures
- Sexual comments and/or suggestions
- Unwanted physical contact
- Racial abuse

Disabled children, young people who identify as LGBT or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

4. Why is it important to respond to bullying?

- 4.1. It can affect pupils by being physically and emotionally hurtful and if it carries on it will get worse and be harder to deal with. It is important as it can affect a child's life and learning and we want to promote a happy academy for everyone.

5. What signs and symptoms should staff, parents & pupils look for when spotting if someone is being bullied?

- 5.1. Not putting their hand up in class, keeping their head down, no eye contact
- 5.2. Lack of confidence – avoiding certain areas of an academy or certain people
- 5.3. Minimising the computer screen – for example when receiving emails or by instant messaging
- 5.4. Not being themselves – change in eating or sleeping habit, becoming withdrawn or too chatty
- 5.5. Not attending the academy regularly – not wanting to go to the academy, feeling ill in the mornings
- 5.6. By themselves – appear lonely, not with the same friends anymore
- 5.7. Self harming
- 5.8. Pretending to be happy – depressed, negative outlook
- 5.9. Unexplained injuries such as bruises/scratches/marks, broken or missing possessions, complaining of headaches or stomach aches, wetting the bed, suddenly doing less well at school

6. Procedures when seeing or experiencing bullying for pupils, staff and parents

6.1. Pupils:

- Take advice and seek help
- Tell someone – friend, mentor(s), cyber mentor, teacher or parent
- Pupils should look out for each other and be caring if a child is alone or upset
Cyber – save the messages, block activity, report it

6.2. Staff:

- Support and respect the victim
- Listen and help the bully to change, staff to be discreet
- Offer the victim a mentor(s) (anti-bullying)
- Take action, do not ignore it. Be discreet

6.3. Parents:

- Look out for signs of bullying
- Help and encourage your child to speak to someone at the Academy
- Speak to someone at the Academy yourself, most likely your child's class teacher in the first instance

7. Prevention of bullying

7.1. Anybody can take steps and be heard by:

- Telling someone: member of staff, parent, mentor(s), or friend
- Contacting National Helplines such as Childline, Young Minds, NSPCC
- Handing in an anonymous note to reception
- Pupils should look out for one another and react appropriately
- Bullies should be helped to see bullying is not the answer and they should stop
- Workshops and assemblies should be held explaining about bullying and why our anti-bullying policy is important
- Consider an annual anti-bullying event
- Anti-bullying posters and information should be displayed around the academy
- Mentors (anti-bullying and Cybermentors) should be in place
- Equalities impact assessment considered