

**Upperwood Primary Academy**

**ANTI-BULLYING  
POLICY**

**Reviewed September 2020  
Date of review September 2021**

## INTRODUCTION

Upperwood Academy is committed to promoting the welfare of all its pupils. Good behaviour is encouraged through mutual respect, praise and rewards.

The Anti-bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community.

In Upperwood Academy Primary School bullying behaviour is contrary to the school ethos.

Upperwood Code

We are Respectful

We are Careful

We are Polite

We try our Best

We are Honest

We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

## AIMS

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.
- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.

- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.

## DEFINITION OF BULLYING BEHAVIOURS

There are variations on the precise definition of bullying behaviours which can include verbal, physical, emotional and social abuse directed at a person or group. It can be carried out by an individual or a number of people against a victim or victims. The majority include at least some of the following key characteristics:

- Aggression causing feelings of distress, fear, loneliness or lack of confidence.
- Deliberately hurtful - intended to intimidate, insult, frighten, humiliate or exclude a person or group.
- Abuse of or imbalance of power (asymmetric conflict) which may not always be apparent
- Repetitive and persistent - although a one-off incident such as posting of an image or sending of a text that is then forwarded to a group can become repetitive and spiral into bullying behaviour.
- Difficult for victims to report it and defend themselves

In advice to head teachers, staff and governing bodies the DfE (Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies - October 2014) defines bullying as:

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case."*

*Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online"*

Research by the NSPCC builds on these characteristics and identifies five essential components:

- Intention to harm: bullying is deliberate, with the intention to cause harm, e.g. friends teasing each other in a 'good-natured' way are not bullying, but a person teasing another with the intention to deliberately upset them is bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally.
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

It is **NOT** Bullying behaviour when:

"Children and young people of a similar age and size find themselves in conflict, disagreeing, arguing or even fighting, without imbalance of power or use of intimidation"

Examples include:

- Teasing between friends without intention to hurt
- Falling out after a quarrel
- Behaviour that all parties have consented to and enjoy (however this needs to be watched as coercion is subtle).

Conflict or disagreement between friends or peers whilst upsetting is not bullying behaviour.

However, unresolved disagreements and failure to manage anger and resentment can escalate when one party constantly retaliates. In such circumstances a pattern of bullying behaviour can emerge if the conflict is not dealt with at an early stage.

Other areas of potential conflict that may arise include differences of opinion about what is considered bullying and what is not and different interpretations of specific incidents. In these cases all parties should attempt to arrive at a common understanding of the presenting issues and the adopted solution to resolve the problem.

What starts as bullying can turn into criminal behaviour e.g. some severe instances of bullying fall into the category of hate crime where prejudice is a key factor in determining the victim. In extreme cases of physical and psychological assault, e.g. threatening behaviour, sexual, homophobic or racial harassment, criminal damage and assault, cyber defamation - bullying behaviour becomes criminal and should be reported to the police.

See Appendix 1 for more details of bullying behaviours.

## **CHILDREN WITH ADDITIONAL NEEDS**

We recognise that particular groups of young people are more vulnerable and therefore at increased risk of bullying The 2010 Department for Education report, "[Reducing bullying amongst the worst affected](#)", states that bullying is more prevalent amongst groups of school pupils with Special Educational Needs (SEN). The report also correlates with data from the report "[Characteristics of Bullying Victims in Schools](#)" (2010). These reports identified that:

- Young people with a Special Educational Need and Disability (SEND) have nearly twice the chance of reporting being continually being bullied across the three years of the study.
- The higher the proportion of SEND pupils in a school, the higher the risk of being called names amongst all groups.

- SEND pupils are twice as likely to be made victims of social exclusion by their peers.
- SEND pupils are more likely to have their money or possessions taken and be victims of actual or threatened violence.

Similar principles also apply to children with disabilities. In "[Bullying Wrecks Lives](#)" (2016) Mencap identified

- 66% of learning disabled children and young people who are bullied experience it on a regular basis.
- 60% of those who were bullied had been subjected to physical attack.
- 77% had been verbally abused.
- 40% had been stolen from or left out.
- 80% were scared to leave their homes.

## APPENDIX 1

### TYPES OF BULLYING BEHAVIOURS

Behaviour	Personal aspects	Social aspects	Criminal
<p><b>Verbal bullying</b> Deliberately intended to hurt, intimidate, frighten, harm or exclude or group</p>	<ul style="list-style-type: none"> <li>• name calling</li> <li>• belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender</li> <li>• nasty teasing</li> <li>• hurting a person's feelings</li> <li>• sexual harassment</li> <li>• making personal threats</li> </ul>	<ul style="list-style-type: none"> <li>• alienating a person from their friends and social groups</li> <li>• damaging a reputation</li> <li>• excluding and not including in small or larger group activities</li> <li>• spreading rumours</li> <li>• using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group</li> <li>• ostracising</li> <li>• malicious gossiping</li> </ul>	<ul style="list-style-type: none"> <li>• coercing people or daring them to do illegal acts</li> <li>• inciting others to do dangerous things</li> <li>• inciting hatred towards an individual or group base on faith, race, sexual orientation or towards those with special needs or disabilities</li> <li>• sexual harassment and "sexting"</li> <li>• threats about damaging a person, their family, friends or property, including inflicting physical harm</li> <li>• intimidating telephone calls</li> <li>• Taunting based on faith, race, special needs, disabilities or sexual orientation.</li> </ul>

<p><b>Non verbal bullying</b> Deliberately intended to hurt, intimidate, harm, frighten or exclude a person or group</p>	<ul style="list-style-type: none"> <li>• intimidation through gesture</li> <li>• hiding, stealing or damaging a personal belongings.</li> <li>• dirty looks</li> <li>• sending written threats</li> </ul>		<ul style="list-style-type: none"> <li>• setting someone up to take the blame publicly</li> <li>• shunning someone - not speaking with or interacting with them</li> </ul>	<ul style="list-style-type: none"> <li>• theft</li> <li>• stalking</li> </ul>
<p><b>Physical bullying</b></p> <ul style="list-style-type: none"> <li>• a direct physical attack on a person</li> <li>• an indirect attack on property or belongings</li> </ul>	<ul style="list-style-type: none"> <li>• beating</li> <li>• biting</li> <li>• choking</li> <li>• kicking</li> <li>• punching</li> <li>• shaking</li> <li>• slapping</li> <li>• shoving</li> <li>• urinating</li> </ul>	<ul style="list-style-type: none"> <li>• tripping</li> <li>• spitting</li> <li>• hitting</li> <li>• poking</li> <li>• throwing</li> <li>• ignoring</li> <li>• groping or unwanted touching</li> </ul>	<p><b>Social aspects</b> of physical bullying include embarrassment and public humiliation</p> <p><b>Group bullying</b> is when a child or young person is outnumbered or picked on in some of the following ways:</p> <ul style="list-style-type: none"> <li>• blocking the way</li> <li>• forced to participate in initiation rites</li> <li>• forced to do unwanted things in front of others</li> <li>• having belongings destroyed, stolen and / or ridiculed</li> <li>• demanding money</li> </ul>	<ul style="list-style-type: none"> <li>• extortion with threats</li> <li>• sexual abuse, sexual violence</li> <li>• threatening with a weapon</li> <li>• using a weapon to inflict harm (assault)</li> <li>• physical assault</li> <li>• stealing</li> <li>• 'happy slapping'</li> <li>• criminal damage</li> </ul>

<p><b>Technological Bullying</b></p> <p>The majority of verbal and non verbal behaviours can be carried out using new forms of technology therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously and may have wide reach.</p>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> <li>• email</li> <li>• text messages</li> <li>• internet forums</li> <li>• making malicious or prank phone calls</li> <li>• instant messaging</li> <li>• internet chat rooms</li> <li>• personal websites</li> <li>• creating web pages which aim to intimidate psychologically and / or physically threaten, or socially damage an individual or group</li> </ul>	<ul style="list-style-type: none"> <li>• taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent to or shared with others</li> <li>• setting up or contributing to online forums or websites, where users post malicious comments about a person or group</li> <li>• prolonged campaigns of harassment may occur aimed at both students and staff,.</li> <li>• Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator</li> </ul>	<ul style="list-style-type: none"> <li>• using any of these technological methods to threaten, intimidate or harass an individual or group</li> </ul> <p>Flash mobbing at a designated place with malicious intent is a criminal offence.</p>
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Government guidance is clear that there is no tolerance of bullying behaviours in any form. Head teachers and schools have powers to intervene in serious bullying cases. Anyone can be a target and we recognise that bullying is not confined to children and young people. Some young people report that they are being bullied by an adult who could include a parent or staff. Teachers have reported being bullied especially by technological means by young people and other staff. All concerns should be addressed and dealt with appropriately and victims should be referred for sources of help and support.

## CATEGORIES OF BULLYING BEHAVIORS

### **Bullying related to race, religion or culture**

This can be defined as "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, culture, faith community, national origin or national status" Surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to be a factor in bullying and harassment. Research suggests that where black and ethnic minority children experience bullying it is likely to be severe.

### **Bullying related to special educational needs (SEND) or disabilities**

As stated above, children and young people with SEN and disabilities are at higher risk of bullying than their peers. Whether in mainstream or special schools such children do not always have the levels of social confidence and competence and robust friendship bonds that can protect against bullying. Prejudice evident in primary years is resistant to change in secondary years. Schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and it is specifically covered in anti-bullying policies. Where children with SEN and disabilities are perpetrators schools should expect the same standards of behaviour and apply to the rest of the school community. Although children with SEN and disabilities may suffer the common forms of bullying such as name calling they can also be subject to additional forms such as:

- Manipulative bullying where the perpetrator entices the victim to act in a certain way and do something they should not do when they might not be able to recognise that the action is wrong.
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sound.
- Conditional friendship where the victim is "allowed" to be in the friendship group only on certain conditions which are intended to get the victim into trouble, humiliate them or put them in danger.
- Persistent apparently "low level" bullying with no relief which eventually causes the victim to "snap". This is common for children on the autistic spectrum who may become very angry when this occurs.
- A hierarchy, based on skills, can develop amongst children with disabilities of various kinds with bullying within the hierarchy.
- High levels of bullying are typical between children with emotional and behavioural difficulties as well as bullying of them by other children.
- Young people with disabilities report being bullied in the street, on the bus and in their neighbourhoods e.g. in shops or public places.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions such as facial disfigurement may be more likely to become targets for bullying behaviour. Perceived physical limitations such as size, weight or other body image issues can result in bullying. Obvious signs of affluence or lack of it can also be exploited.

### **Sexual, sexist and transphobic bullying**

Sexual bullying includes behaviour where sexuality is used as a weapon by both genders. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. It may involve name calling, comments, overt looks about appearance or attractiveness, uninvited touching, innuendos, pornographic imagery, badges and clothing or inappropriate sexual material. In extreme forms it may lead to sexual assault

or be linked to domestic violence. Transphobic bullying refers to someone thought to be transgender or gender dysphoric.

### **Homophobic bullying**

This is bullying linked to sexual orientation. Young people who are, or who are perceived to be, lesbian, gay or bisexual face a higher risk of discrimination. It is the least likely to be self reported since disclosure carries risks not associated with other forms of bullying.

### **Bullying of young carers or children in care or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers, undertaking practical emotional caring responsibilities face difficulties including ill health, stress and fatigue, especially when they provide care during the night. Children in care may be vulnerable to bullying as they are not living with their birth parents or have fallen behind with their studies.

### **Environmental and family influences**

Young people may be heavily influenced by their communities or homes where bullying and abuse are common features. Bullying at school may arise from trauma or instability at home related to domestic violence. There is a clear link between bullying and domestic violence as both involve an imbalance of power. Children in domestic abuse situations can model the perpetrator's behaviour and become bullies themselves. Bereavement or being part of a refugee family are other instability factors making a child more susceptible to bullying. Siblings of vulnerable children may be the subject of bullying by association.

#### **Signs of stress in pupils which may indicate Bullying**

- Child's unwillingness to attend school / lateness /erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home - bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems - bullying may be one reason)

## STRATEGIES TO PREVENT OR REDUCE BULLYING

Upperwood Academy School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

- Promote School Ethos at all times (as regards Bullying - be a TELLING / LISTENING / RESPONDING school).
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Behaviour Policy.
- School assemblies - addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision - playground / general school environment.
- Consultation with School Council.
- PSHE
- Good parental communication.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies - NSPCC, Childline, pastoral and behaviour Support Team.
- Effective communication.
- Encourage good behaviour and respect for others.
- Tolerance of different faiths and beliefs.

### Reactive Strategies

The following steps will be taken when dealing with incidents:

- Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (eg classroom rules, posters, displays, incentives, pupil awards, school assemblies, workshops)
- School Curriculum which addresses prejudice, discrimination and Social/Emotional Learning
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing Positive Peer Relationships (Circle time strategies and training provided re. Peer Support/Playground Friends schemes and Class/School Council)

## PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.

2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

At Upperwood Academy if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages:

#### STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, , Vice-Principal, Principal. Incidents will be recorded as appropriate by the Safeguarding Team.
- A follow-up meeting/discussion to find out whether the solution has been effective or not.

#### STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Behaviour Policy).
2. Continue to monitor the situation and follow procedures as agreed. (See Appendix 1 Procedure for reporting an incident - significant/repeated/or serious one-off incident).
3. Record details as appropriate.
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying via . phone call by the Head Principle, Deputy Principal and Safeguarding leads.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour and pastoral Support Team .

#### INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Upperwood Academy. It is important that there is a

collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

## RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- . Promote British Values.
- Democracy,
- The rule of law,
- Individual Liberty,
- Mutual respect and Tolerance of those of different faiths and beliefs.
  
- At Upperwood Academy pupils have numerous opportunities to have their views heard, through pupil questionnaires, pupils voice interviews and pupil elected school council.

## LINKS WITH OTHER POLICIES

- Safeguarding & Child Protection
  
- Special Educational Needs
  
- Behaviour
  
- Inclusion
  
- PSHE
  
- Anti-radicalisation

## RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can

achieve their full potential and are committed to creating a positive environment that will enable everyone to work free from racial intimidation and harassment.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

## Appendix 1

### Alleged Bullying Incident Form (i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above)			
Alleged child (children) who has displayed bullying behaviour			
Date of incident:			
Location of incident:			
<p><b>Type of incident: Please tick/circle appropriate types</b></p> <p><input type="checkbox"/> <b>Physical Bullying</b> (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)</p> <p><input type="checkbox"/> <b>Verbal Bullying</b> (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)</p> <p><input type="checkbox"/> <b>Emotional Bullying</b> (includes isolation, refusal to work with/talk to/play with/help others, , belittling another's abilities, or achievements, menacing looks, stares or rude gestures)</p> <p><input type="checkbox"/> <b>Cyber Bullying</b> (please specify) _____</p> <p>_____</p>			

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*Homophobic*

**Details of Incident**

*Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)*

*Parental involvement (please specify e.g. dates and details of information received)*

NAME OF STAFF MEMBER(S) INVOLVED

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Date: \_\_\_\_\_

## LEGISLATIVE AND NATIONAL GUIDANCE

## National and International Legislation

- [United Nations Convention on the Right of the Child 1991](#)
- [Human Rights Act 1998](#)
- [Race Relations \(Amendment\) Act 2000](#)
- [Local Government Act 2000 - Section 104](#)
- [The Crime and Disorder Act 1998](#)
- [The Anti-Social Behaviour Act 2003](#)

## Department for Education

- [School Standards and Framework Act 1998 - Section 61](#)
- [Education Act 2002 - Sections 157 and 175](#)
- [Children Act 2004](#)
- [Safe to Learn](#)
  - Embedding Anti-bullying work in Schools (DCSF 2007)
  - Cyber bullying
  - Homophobic bullying
  - Racist bullying
  - Children with Special Educational Needs and Disability
- [Equalities Act 2010](#)
- [Bullying - A charter for Action](#)
- [Safe from Bullying guidance for local authorities and other strategic leaders on reducing bullying in the community](#)
  - Safe from bullying on journeys
  - Safe from bullying in FE Colleges
  - Safe from Bullying in Extended Services in and around Schools
  - Safe from Bullying in Children's Homes
  - Safe from Bullying in Youth Activities
  - Safe from Bullying in Play and Leisure Provision
- [DfE Behaviour and Discipline in Schools Guidance](#)

## Other useful sites

Yorkshire and Humberside Grid for Learning

BeatBullying

The Diana Award: Anti-Bullying Ambassadors programme

The Bullying Intervention Group (BIG)

Restorative Justice Council

ChildNet International

Think U Know - resources from Child Exploitation and Online Protection (CEOP)

Changing Faces

Show Racism the Red Card

Kick it Out