



HALEWOOD
ACADEMY

WE SEEK THE BEST

ANTI-BULLYING POLICY 2024-2025

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Academy Link: Mrs Cross
Governor Link: Mrs C Roe

A GREAT
PLACE
TO BE A
PART OF

MEMBER OF THE WADE DEACON TRUST



This policy should be read in conjunction with the Behaviour for Learning Policy, Safeguarding and Child Protection Policy and Curriculum Policies

Rationale

Halewood Academy is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy:

- To ensure consistency in all our professional practices and to raise standards continuously.
- To strive towards our commitment to achieving 'We Seek the Best'.
- All pupils and staff at Halewood Academy are immersed in learning (see Teaching and Learning Policy).

Purpose

For the purpose of this policy, the term 'parent' includes adults who are in a parenting role, for example, step parents, foster parents, adoptive parents, guardians and carers. Also, the terms 'child/pupil' and 'children/pupils' are interchangeable.

The purpose of this policy is to eliminate the incidence of bullying and create an environment in which everyone feels safe, secure and respected. Accordingly, Halewood Academy will:

- Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.
- Anti-bullying initiatives are an integral part of the schools' enrichment programme for all years.
- Ensure all staff act upon any signs of bullying immediately.
- Ensure the anti-bullying message remains high profile via school council, displays and noticeboards.
- Provide appropriate CPD for all staff.
- Provide a physical environment which is closely supervised and where pupils feel safe and secure.
- Enlist the help and active support of parents/carers and outside agencies.
- Ensure pupils have access to the school mentoring service and additional interventions.
- Ensure bullying is challenged and awareness is raised on enrichment days and lessons.



Definition of Bullying

Bullying is a form of anti-social behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem.

The main types of bullying are:

- Physical e.g. assaulting a person or property.
- Verbal e.g. name-calling or teasing.
- Psychological e.g. damaging the reputation of the character of the victim or socially excluding them from games or conversation.
- Cyber-bullying e.g. using technology particularly mobile phones, games consoles and the internet, deliberately to upset someone else.

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

Dealing with Bullying

We actively encourage pupils to report any incidents of bullying to a teacher or other adult within the school. Halewood Academy is fully committed to creating a safe environment where young people can learn and thrive, can talk about their worries, confident that an adult will listen and will offer help. We will endeavour to make it clear to pupils, staff, parents/carers and governors that when bullying happens, we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully. Parents/carers of both victim and perpetrator will be kept informed of our actions and follow-up procedures.

Halewood Academy will take an active approach to tackle all kinds of bullying, including: Homophobic, Biphobic and Transphobic (HBT) bullying.

Homophobic, biphobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBTQ+) people and can be experienced by:

- Young people who are or who are thought to be LGBTQ+
- Young people who have gay friends or family or their parents/carers are LGBTQ+
- Teachers who may or may not be LGBTQ+



Halewood Academy recognises that homophobic, biphobic and transphobic bullying looks like other bullying and may include:

- Verbal abuse – including use of general homophobic, biphobic and transphobic language and attitudes which may be offensive to the LGBTQ+ pupils.
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyber-bullying – using online spaces to spread rumours about someone or exclude them (this can include text messaging, including picture and video messaging)
- Psychological abuse – spreading rumours and purposefully excluding others and public humiliation.

Staff will challenge HBT bullying and will also tackle casual HBT language and will ensure anyone who makes persistent remarks are tackled using the Behaviour for Learning (BfL) Policy and made to understand the consequences of their behaviour in terms of sanctions.

Transgender Bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Sexist and Sexual Bullying – Sexual Violence and Sexual Harassment (SVSH)

Sexist Bullying

This is bullying based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.



Sexual Bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may be directed at any gender.

Cyber Bullying and the Internet

Halewood Academy will follow the Department for Education (DfE) guidance on preventing and dealing with cyber bullying, (DfE: Preventing and Tracking Bullying, July 2017). Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyber bullying staff will:

- Ensure the whole school community understands and talks about cyber bullying.
- Ensure all policies and practices, including Acceptable Use Policies, are shared with all staff, pupils, parents/carers.
- Make reporting cyber bullying easier by providing and publicising different ways of reporting it.
- Promoting the positive use of technology including e-safety and digital literacy.

Bullying by Text Message and Mobile Phones

- Pupils will be warned about the need for care when giving out their mobile phone number.
- A record or 'screen shots' should be kept in order to try and deal with the matter effectively.
- Pupils should be encouraged to show the messages to a member of staff.
- Pupils who report cyber bullying will be taken seriously.
- The pupil's family may need to contact the Police if the cyber bullying is serious and if a potential criminal offence has been committed.
- If such bullying is carried out on a persistent basis, or if there is threat of violence, it will be treated as any other serious bullying incident.
- Malicious emails will be dealt with in the same manner.



- Pupils who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.
- Where necessary, Halewood Academy will refer to DfE guidance on Searching, Screening and Confiscation, 2022.
- Schools have the powers to discipline pupils for behaviours outside of school, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring off the school premises, such as on school or public transport, outside the local shops, or in a town or village. Centre.
- Further advice may well be sought in these circumstances, especially from local police or anti-social behaviour co-ordinator that is linked to the local authority.

Bullying around Race, Religion or Culture

We recognise our school needs to be a tolerant and diverse community where racism and bullying should have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern society values diversity and mutual respect. We also know that racist bullying is an aspect of bullying that schools find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism.

Prevention Strategies

Staff will not misuse a position of power to dominate the pupils this school. Staff receive up to date training and are adept at responding to the signs of bullying and these are dealt with at the time or passed immediately to an appropriate member of staff in line with the Behaviour for Learning Policy.

We will avoid:

- Sarcastic comments.
- Derogatory nicknames.
- Dominating and humiliating behaviour.

We will listen to pupils when they are willing to talk about bullying.

We will be sensitive to a pupil's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

Staff will support the 'Behaviour for Learning Policy'.

Pupils



Pupils will recognise each other's rights to:

- Be physically safe.
- Keep their own possessions and money.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with other young people for companionship and friendship.

The culture of the school will encourage pupils to ensure the:

- Physical safety of others.
- Security of everyone's personal possessions and money.
- Freedom from hurt by name-calling, teasing.
- Inclusion of all pupils in the play and learning activities, both in school and within the community.

The Curriculum

We aim to make anti-bullying an integral part of the curriculum for all years. Where appropriate subject teachers should encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues. Bullying must never be kept a secret. Assemblies will deal with the issues surrounding bullying and the extensive Personal Development programme incorporates bullying and its negative effects. Personal Development lessons deal with the issues surrounding bullying and pupils are made aware of the places they can go to seek help and support should they need to broaden and strengthen their knowledge, tolerance and understanding in all aspects of diversity.

Dealing with Bullying

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victim of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, school staff will:

- Not ignore it.
- Not make premature assumptions.



- Listen to all account of the incident.
- Adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves.
- Make regular follow-up checks to ensure that bullying has not resumed.
- Ensure that all relevant personnel within school have been informed.
- Ensure that any issues are discussed openly, where appropriate with parents and carers.
- Record the incident promptly, as soon as practically possible, after the incident, ideally within the day. Ensure that the incident is logged on the appropriate system.
- Where necessary, work with the wider community and services to ensure all parties are supported.
- Review incidents to identify pupils, type, style and location of bullying. This will enable the school to identify consequences as appropriate and in consultation with all parties concerned.
- Implement consequences as appropriate and in consultation with all parties concerned.

Procedure to Support a Pupil who has been Bullied

- Talk to the pupil away from other pupils, but with other staff close by.
- Listen to the pupil's account of the incident.
- Reassure the pupil that reporting the bullying incident was the right thing to do.
- Make it clear to the pupil that she/he is not to blame for what has happened.
- Allow the pupil to write a statement or make a note of what the pupil said.
- Explain that the pupil should report any further incidents to a teacher or other member of staff immediately.

Ask the pupil:

- What happened?



- Whether or not this was the first incident, or if not, how many other incidents have there been.
- Who was involved?
- Where it happened?
- Who saw what happened (staff as well as pupils)?
- What the pupil has already done about it and who has given advice?

Pupils who have Bullied

It is important for the bully to receive help and support, to prevent further incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role. They will:

- Talk to the pupil about how things are going, their progress and friends.
- Ask why they acted as they did.
- Explain that bullying is wrong and makes others unhappy.
- Discuss with the pupil how to join in with others without bullying.
- Give the pupil praise and encouragement for the times when she/he is being kind and considerate to others.
- Inform and involve parents/carers when appropriate.
- Where necessary, work with the wider community and services to ensure all parties are supported.
- If appropriate, organise a meeting between the victim and the bully to enable the bully to apologise/explain why, i.e. process of restorative justice.



Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to consider types of harassing or threatening behaviour – or communications – could be a criminal offence, i.e. under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

School staff will consult with the on-site school's liaison officer to contact the local police for advice if required.

Reporting and Recording Incidents

Bearing in mind the seriousness of these incidents, it is imperative that all incidents be:

- Promptly dealt with.
- Reported promptly to the relevant people well before the end of the day.

All incidents will be recorded on the whole school behaviour system on SIMS.

Dealing with Persistent Bullying

If counselling and other preventative measures, such as support strategies and sanctions, do not succeed, persistent bullying will be dealt with under the school Behaviour for Learning Policy. The bully may for example:

- Be removed from the group.
- Be put on detention.
- Be banned from a school trip or other events where these are not an essential part of the curriculum.
- Internally excluded for a period of time.

In the most serious cases, suspension or permanent exclusions may be considered.

See Exclusion Policy for exclusion protocol.