



**Phoenix**  
**Learning Alliance**  
*"Be the best you can be"*

# **Anti-Bullying & Hate Incidents Policy**

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1/11/2020	Kim Hoodless	Reviewed & Updated Document	1.1d
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30/8/2022	Rawdon Cowley	Updated to reflect name change	1.1
26/9/2022	Rawdon Cowley	Changed to 3 yearly review	1.1
18/10/2022	Kim Hoodless	Updated and approved at TB	1.2

## **Introduction**

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff and trustees. It was written with reference to the Equality Act 2010.

At The Phoenix Learning Alliance we are committed to providing a caring, friendly and safe environment for all of our pupils so learning can take place in a relaxed and secure atmosphere. Bullying of any form is unacceptable and not tolerated at our schools.

Anyone who knows that bullying is happening is expected to tell a member of staff.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and discussed and overseen by the head of school or member of the senior leadership team. A clear account of the incident will be recorded on our recording and reporting system 'CPOMS'. Staff will be informed so that close monitoring of the victim and bully can take place. Parents of both parties will be informed.

## **Objectives of this Policy**

- To provide a framework of anti-bullying strategies which is supported and implemented by the whole school community, i.e. staff, pupils, parents and governors
- To raise awareness and develop the understanding of governors/trustees, teaching and non-teaching staff, pupils and parents, as to what bullying is.
- To ensure that the staff know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure that pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To outline procedures that will be followed and action taken when cases of bullying have occurred

## **Roles and Responsibilities**

- The Head of school in consultation with staff, governors, pupils and parents is responsible for drawing up and monitoring the anti-bullying policy.
- All staff are responsible for responding to accusations of bullying from a pupil by informing the Head of school or a member of the senior leadership team and supporting the investigational process.
- All pupils have a responsibility to their peers and know to report any forms of bullying to a member of staff.

## **What Is Bullying?**

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In The Phoenix Learning Alliance, our definition of 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”*



National research has shown that some groups of pupils are particularly vulnerable to bullying: pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, looked after children, those who are or perceived to be LGBT.

**Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

### **Types of bullying behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – All areas of internet use, including social media, messaging and calls. Misuse of associated technology e.g. photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity
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### **What are hate incidents?**

A hate **Incident** is **any** incident, which **may or may not** constitute a criminal offence (Hate Crime), which is perceived by the victim or any other person as being motivated by prejudice or hate based on a person’s race or perceived race, religion or perceived religion, sexual orientation or perceived sexual orientation, disability or perceived disability, or who is transgender or perceived to be transgender. These can take many forms such as:

- Verbal abuse like name-calling and offensive jokes

- Bullying or intimidation by children, adults, neighbours or strangers
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things / belongings
- Graffiti

### **Why is it Important to Respond to Bullying and Hate Incidents?**

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement in schools and can lead to mental health concerns such as anxiety and depression. Everybody has the right to be treated with respect. Schools have a responsibility to respond promptly and effectively to issues of bullying and hate incidents.

### **Signs and Symptoms of Bullying**

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

- is frightened of walking to or from school or begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

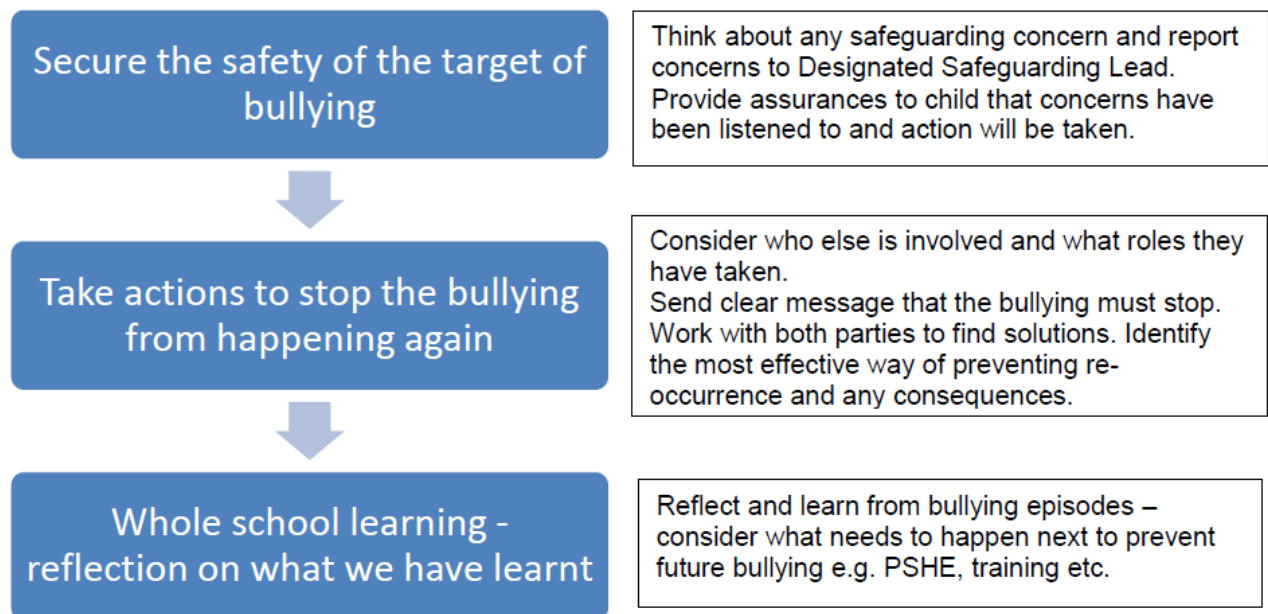
### Reporting bullying

In our schools pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our schools understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Restorative stars or playground buddies

Within school there is a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher in the first instance, but can also be a senior leader or Head of School. When pupils report their concerns; our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

### Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and pupil conferencing.

Staff must log all incidents of bullying on our recording system CPOMS and monitor to ensure bullying is not repeated.

Pupils and parents will be made aware of organisations that they may access should they need advice and support separately to that provided by the school (see appendix 1).

### **Procedures for parents:**

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to a member of the senior leadership team or Head of School. The Head of School is always informed of any bullying concerns and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with a member of the senior leadership team or Head of School.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

### **Bullying outside of school**

Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school *“to such an extent that is reasonable.”*

DfE’s Preventing and Tackling Bullying guidance says about schools duties to tackle bullying outside of schools:

*Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.*

*In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.*

At Phoenix Learning Alliance, this guidance will be followed when responding to reports of bullying outside of school.

## **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

Involving the school community in developing our policy including sharing it with the children in a child/pupil friendly way

Using assemblies, circle time and class circles to ensure that pupils understand the differences between relational conflict and bullying.

Building a positive ethos based on respecting and celebrating all types of difference in our school.

Creating a safe and happy environment, with positive relationships that have an impact on learning and achievement.

Having a positive ethos underpinned by our school code and BEST values that all pupils, staff and parents understand.

Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, circle time, restorative stars.

Think about any safeguarding concern and reporting concerns to the Designated Safeguarding Lead (or deputy designated safeguarding lead).

Provide assurances to the child that concerns have been listened to and action will be taken.

Consider who else is involved and what roles they have taken.

Send clear message that the bullying must stop.

Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.

Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

Raising awareness of online bullying through regular e-safety lessons.

Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

Focused work with individuals and groups of pupils where required to support understanding and development of social skills (e.g. interventions, Thrive, lunchtime club).

Ensuring staff are trained and we have a range of activities at lunchtime to promote positive play.



Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

### **Review and Monitoring of policy**

This policy has been developed through discussion/consultation with staff, pupils, parents and trustees (governing body). The implementation of this policy will be monitored by the CEO, Heads of School and trustees.

**Date of policy review:           October 2022**

**Date of next policy review:   October 2024**

Linked policies: Safeguarding, PSHE & RSE policy, internet safety and acceptable user policy, behaviour and restorative practice policy, SEND policy.

### **APPENDIX 1 - HELP ORGANISATIONS:**

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204 / [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Child Line 0800 1111