

Anti-bullying Policy – appendix

Tuxford Primary Academy

September 2023

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1 Policy appendix statement

Vision, mission, and values

To achieve and maintain outstanding safeguarding practice, Tuxford Primary Academy is committed to pupil wellbeing through:

Communicating our vision:

To inspire. To raise aspiration. To create brighter tomorrows.

Our mission:

We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities and in the lives of those who learn with us and work with us.

Articulating our values

We empower. We respect. We care.

2 Purpose and intent

This policy appendix, adheres to the [Diverse Academies Anti-bullying Policy](#) and to the latest guidance found in [Preventing and Tackling Bullying \(DfE 2017\)](#).

In creating a safe and positive culture our academy:

Staff support and model good behaviours and always promote anti-bullying measures.

We support children who have been subject to bullying and / or discrimination.

We effectively manage bullying episodes and incidents for all children, including those with special educational needs and disabilities (SEND) through recognising the importance of inclusivity.

Our graduated response is consistent in our approach to sanctions for specific bullying issues (including misbehaviour online and suspected criminal behaviour)

Staff sanction pupil bullying episodes using appropriate steps in accordance with the academy sanctions procedures.

We work closely with parents and carers in upholding our zero-tolerance approach to bullying and discrimination apply the policy, under paragraph 7 of Schedule 1 to the [Education \(Independent School Standards\) \(England\) Regulations 2010](#) we ensure that arrangements are made to always safeguard and promote the welfare of children.

3 Roles and responsibilities

At Tuxford Primary Academy, all staff have a duty to ensure that we have a healthy and safe environment. Staff build a culture of healthy relationships where children feel safe and confident to pass on their worries and concerns. We weave our messages of tackling bullying through the curriculum to ensure that children know the strategies that they can use to report any concerns. Staff are clear that they log and report incidents on MyConcern and pass their concerns to the Senior Leadership Team.

Tracy Blacknell (Principal) with the support of the Gareth Letton (Executive Principal) will:

- communicate this policy appendix to the Tuxford Primary Academy community, to ensure that disciplinary measures are applied fairly, consistently, and that a member of the senior leadership team has been identified to take overall responsibility.
- recognise that some members of our community may be more vulnerable to bullying and its impact than others; they develop and deliver effective strategies to prevent bullying from happening and provide appropriate support, if required.
- commit to facilitating intervention by identifying and tackling bullying behaviour appropriately and promptly.

- ensure that children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- ensure all staff and other adults consistently follow the Policy.
- report back to parents/carers regarding concerns on bullying and deal promptly with complaints.
- support staff to promote positive relationships, to help prevent bullying.
- ensure incidents are investigated promptly and as fully as possible.
- support the management of bullying issues through facilitating communication and consultation within parents / carers and relevant agencies when appropriate.
- utilise support from the Local Authority and other relevant organisations when appropriate.
- learn from good anti-bullying practice elsewhere and share this with the senior leadership leaders and wider staff at the academy.

Local academy committee:

The local academy committee regularly review incidents of bullying and challenges and reviews the academy policy and procedures in line with the [Diverse Academies Anti-bullying Policy](#)

Children:

At Tuxford Primary, we value the voice of our young children. We will:

- regularly canvas children and young people's views on the extent and nature of bullying and build this as part of curriculum offer.

- ensure that all children know how to express worries and anxieties about bullying through our PHSE curriculum and using safe spaces around school with adults.
- ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- involve children in anti-bullying campaigns in schools and embed messages in the wider academy curriculum through specific collapsed curriculum days and charity awareness.
- publicise the details of helplines and websites.
- offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

Parents/carers

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats such as sharing information on the Weduc platform.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying.
- ensure that parents work with the academy to role model positive behaviour for children, both on and offline.

4 Preventing bullying procedures

We seek to prevent bullying by:

- creating and supporting an inclusive environment which promotes a culture of mutual respect through the modelling and teaching of our 5Rs.
- consideration and care for others which will be upheld by all.
- actively providing systematic opportunities to develop children' social and emotional skills, including their resilience.
- providing a range of approaches for children, staff and parents/carers to access support and report concerns.
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.

- consider all opportunities for addressing bullying in all forms throughout the curriculum and support with a range of approaches such as through displays, assemblies, peer support and the Pupil Leadership Team.
- regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- actively create safe spaces for vulnerable children and young people
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- celebrate success and achievements to promote and build a positive academy ethos.

5 Responding to bullying procedures

Our academy will reflect on and review our protocols and procedures regarding incidents of bullying at regular intervals, to ensure that any problems have been resolved in the long term. Children should initially report bullying to their class teacher or a trusted adult.

In response to an incident, the academy will take appropriate action.

- Parents or guardians should report their initial concerns about possible bullying to their child's teacher. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Principal and/or designated behaviour lead and logged on MyConcern.
- The Principal/designated behaviour lead will interview all concerned and will record the incident, updating MyConcern.
- The class teacher will be kept informed.
- When responding to cyberbullying concerns, the academy will take all available steps to identify the bully, including looking at the academy systems, identifying and interviewing possible witnesses and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the academy site, then the academy will ensure that the concern is investigated, and that appropriate action is taken in accordance with the academy's behaviour policy.
- Parents/Carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

- Visitors or bystanders should report bullying at the academy's main reception and it will be passed on to the appropriate member of staff and the incident will be dealt with using the same protocols.

6 Reporting and recording bullying procedures

Anti-bullying personnel/key contacts

Staff contacts

- 2.1 Principal – Tracy Blacknell tblacknell@tuxfordprimary-ac.org.uk
- 2.2 Mental Health Lead – Rachael Cottam rcottam@tuxfordprimary-ac.org.uk
- 2.3 Academy Counselling / ELSA staff – Bev Le-Floch
- 2.4 Online Safety Lead – Stephanie Cupit
- 2.5 Family Support Advisor – Julia Farrell

Obligatory action	Practice/procedure / actions that are specific to Tuxford Primary Academy
Pastoral Lead/ Behaviour Lead/ DSL informed – determination of case. Is it bullying?	Teachers and staff members may also be involved in this process.
Statements taken from alleged victim, perpetrator, and witnesses. Ensuring immediate safe space for alleged victim(s).	Statements should be standardised, signed, and dated and reflect objectively what has occurred.
Parents/ carers of all parties informed at the appropriate opportunity.	The medium of communication may be verbal /phone or Weduc if needed for communication/translation.
Full recording of incident logged on My Concern – same day.	By staff member receiving original concern supported by DSL/DDSL team
Follow up meetings arranged with parents/ carers where appropriate.	There may be instances where meetings raise the need for broader interventions such as 'Early Help' etc

Potential PCSO involvement in serious cases or as an ongoing intervention for individuals/groups.	There may be cases where the seriousness merits police involvement or where parents/ carers have made that contact themselves
Specific and compulsory, intervention work with the perpetrator(s)	e.g., anger management; empathy programme; behaviour contract; use of 'Peer Mentors'; restorative justice

7 Cyber / online bullying

Tuxford Primary Academy has a specific [Online Safety Policy Academy Appendix](#)

8 Supporting children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- reassuring the pupil and providing continuous support
- restoring self-esteem and confidence
- working with the wider community and local/national organisations to provide further or specialist advice and guidance

Children who have bullied will be helped by:

- discussing what happened and establishing the concern and the need to change.
- informing parents/carers to help change the attitude and behaviour of the child.
- providing appropriate education and support from the class teacher and pastoral team.
- sanctioning in line with the [Academy Behaviour Appendix](#) This may include official warnings, reflections, internal exclusions, fixed-term and permanent exclusions.
- speaking with police or local services.

9 Education and training

Our academy will provide opportunities to:

Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the respective academy policy and procedures (including resources on identifying bullying and recording and reporting incidents).

Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – Online, child-on-child abuse, Child Sexual Exploitation and County Lines), within the context of contextual safeguarding.

Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the School Council and our PSHE and Computing curriculum.

Develop children' social and emotional skills, including building their resilience and self-esteem through a comprehensive Relationships, Sex and Health Education and PSHE offer.

10 Communication with parents and carers (including complaints procedure)

If parents/carers or guardians are worried about bullying, they should contact the named academy leads or the child's class teacher.

A copy of the [Diverse Academies Concerns and Complaints Policy](#) will be shared.

11 Monitoring

The academy Local Academy Committee Member with responsibility for anti-bullying will work with the designated staff member to report on specific academy bullying issues, via appropriate forums including, Local Academy Committee meetings.

12 Review of the policy appendix

Tracy Blacknell

Autumn term 2024