



Preventing and Tackling Bullying Policy

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Introduction

The Acorns Primary & Nursery and Whitley Village Federation are both committed to providing a caring, friendly and safe environment for all of our children. The Federation understands that bullying can sometimes occur. This can lead to feelings of worthlessness, fear and upset and can have lasting effects on individuals and their parents.

Bullying needs to be explored in the context of the relationships children and young people have with each other. Any incident perceived as bullying by a child/young person must be treated as such. The Federation's Anti-bullying Policy is linked very closely with the Relationship Policy.

The Federation uses the following definition of Bullying:

'Bullying is a conscious, deliberate and calculated act, repeated over a period of time, which intentionally hurts an individual physically or emotionally.'

There are numerous types of bullying including –

Emotional: excluding from a group, tormenting, ridiculing, humiliating.

Physical: hitting, punching, pinching, kicking or taking someone's belongings.

Verbal: name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone.

Racist: racial taunts, gestures, making fun of someone's culture or religion.

Sexual: unwanted physical contact, sexually abusive or sexist comments.

Cyber: mobile threats on text and calls, setting up hate websites, sending offensive e-mails or posts on social media

Bullying is not a one off incident of name calling, falling out or the odd argument. It may be bullying if these incidents happen repeatedly, on purpose, over a period of time.

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Purpose

The purpose of this policy is to ensure the provision a safe and calm environment that is free from disruption and in which education is the primary focus.

Responsibilities

1. The Federation is committed to:

- creating an environment where children can learn and play, happily and safely;
- challenging and preventing all forms of bullying amongst pupils and adults;
- positively promoting good relationships within school through an extensive reward scheme (see Relationships Policy);
- working with the school community to promote and support positive behaviour.

2. The Federation should:

- reflect the ethos and atmosphere of the schools by outlining the Federation's Relationship Policy and ways of preventing anti-social behaviour;
- ensure that all staff (teaching and non-teaching) and parents/carers are aware of the Federation policy for the prevention of and dealing with any form of bullying;
- train all members of staff to enable each to be a contact person to receive in confidence the initial communication from a pupil and/or parent/carer;
- be fully aware of the DfE 'Preventing and Tackling Bullying' advice;
- make provision for ongoing training for existing staff and the incorporation of training into the induction arrangements of all new staff;
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed;
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying;
- make pupils aware that they can confide in any member of staff;
- include discussion of all forms of anti-social behaviour in a conscious, systematic way as part of the social skills curriculum so that pupils learn to deal with adverse situations;
- explicitly teach e-safety and make pupils aware of their online actions;
- raise awareness for perpetrators to appreciate the victim's position and help build an atmosphere where anti-social behaviour is not acceptable;
- **involve parents/carers in formulating preventative measures for anti-social behaviour;**
- involve pupils in developing policy and practice so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- formulate a step-by-step procedure to respond to a complaint of alleged anti-social behaviour (including that which occurs outside of school) informing the complainant of the result of each completed step;
- record incidents in a consistent manner on CPOMS which allows effective monitoring of the behaviour, ensuring counselling is given on an understanding but rational basis;
- contact parents/ carers to inform them of their child's unwanted behaviour;

- ensure absolute confidentiality is maintained when dealing with any issue which may be considered within the jurisdiction of this policy;
- implement disciplinary sanctions.

3. Parents/Carers should:

- ensure the correct social behaviour and attitude is learned first at home and then within the shared responsibility of home and school;
- support the school's Preventing & Tackling Bullying Policy and actively encourage their children to be positive members of the school community;
- support their children to learn and accept correct social behaviour within the context of the school community;
- be involved with school representatives to formulate preventative measures for anti-social behaviour;
- take an active interest in their child's social life, e.g. discuss friendships, how playtime is spent;
- take the necessary steps to ensure that their child is safe online and acts appropriately;
- request a meeting with a member of the teaching staff if it is suspected that their child is a victim of anti-social behaviour;
- assist teaching staff members to devise strategies that will help the child and provide support both inside and outside school;
- contact the Headteacher if they are not satisfied that their concerns have not been dealt with appropriately;
- allow the school to resolve the problem with the bully/bullies and their parents - all parents are strongly requested that they do not involve themselves in any investigation to bullying.

4. Federation Governors should ensure:

- that the curriculum incorporates a practical strategy, materials and a deliverable plan for teaching preventative anti-social techniques;
- they are fully aware of the DfE 'Preventing and Tackling Bullying' advice;
- that an observation system is in place to give early recognition of a potential perpetrator/victim situation and the preventative measures to be taken;
- that the Federation has an effective step-by-step procedure to deal with complaints from either pupils or parents/carers, which is fair, well-publicised and effective, and has the commitment of the whole school;
- teaching staff are supported to deal with anti-social issues by appropriate training, curriculum support and materials;
- all complaints of any incidents of anti-social behaviour are thoroughly investigated and the complainant kept well-informed of each step in the procedure;
- forward planning for budget allowance and allocating appropriate funds for training and materials;
- that they monitor incidents of bullying that do occur;
- that they review the effectiveness of this policy, along with associated policies such as Relationships and eSafety/ Acceptable Use, annually and analyse information for patterns of people, places or groups.

Reporting and Responding to Bullying Incidents

Allegations and incidents of bullying within the Federation will be taken seriously by all staff and dealt with promptly. Staff will support all children involved whilst the allegations and incidents are investigated and resolved. Please refer to Appendix B to see the full procedures which are followed if incidents of bullying or observed in school or are reported to a member of school staff.

Vulnerable Pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

As a result, the Federation shall:

- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities;
- invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBTQ+) pupils;
- work closely with our vulnerable children, especially Looked After Children;

Monitoring and Review of Policy

This policy is reviewed annually, unless there is the need to review it sooner.

APPENDIX A

Methods of Preventing Anti-Social Behaviour

Early Observation

Regular staff discussions take place to give early recognition of a potential situation to be monitored. In addition, school staff and parents should be alert for children showing changes from usual behaviour such as

- signs of distress, becoming shy and nervous, lacking concentration;
- becoming withdrawn, anxious, or lacking in confidence;
- becoming aggressive, disruptive or unreasonable;
- an unwillingness to attend school;
- feigning illness;
- damaged clothing or bruising;
- standard of school work decreasing;
- seeking the company of an adult, for example at playtime.

Practical Methods

The Federation will ensure that teaching and learning promotes British Values and fosters kindness. This will be done in a range of ways.

For example:

- PSICHE (Personal, Social, Citizenship, Health, Education) Curriculum;
- School's Religious Education curriculum;
- No Outsiders curriculum;
- Rights Respecting curriculum;
- Rainbow Flag curriculum;
- Weekly whole school assemblies throughout the year;
- Anti-Bullying week each November;
- Circle time activities;
- Increasing confidence of individuals;
- Group work encouraging inter-dependency;
- School Councillors regularly discuss bullying in meetings;
- Playground Friends for children to go to during playtimes if worried or concerned;
- Pupil conferencing carried out by teaching staff and members of senior management.

Appendix B

Procedure to Deal with Anti-Social Behaviour Issues

The Federation will implement the following procedure following an incident of anti-social behaviour:

- If anti-social behaviour is observed, the incident will be dealt with immediately by the observer.
- A clear, detailed account of the incident will be recorded on CPOMS and brought to the attention of Senior Management Team (SMT).
- SMT will interview all concerned and will record the incident in detail.
- Teaching staff and school family liaison officers will be alerted to monitor future behaviour.
- For persistent bullying behaviour, parents/carers will be informed in writing.
- Parents/carers should assist School in formulating measures to correct the behaviour and for supporting victim.
- Disciplinary measures (reference Relationship Policy and/or any individualised behaviour plans) will be used, as appropriate, in consultation with all parties concerned. The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Teachers and/or SMT will complete any follow up work within the class or school to reduce further incidents.
- A restorative process will take place to repair the situation.

In the event the school receives a report from a parent/carer of an alleged incident of anti-social behaviour, the following will apply:

- Parent/carer to request an interview with a member of the teaching staff and school family liaison officer.
- Strategies will be agreed to help the child and provide support both within and outside school.
- A clear, detailed account of the alleged incident will be recorded and passed to SMT.
- An investigation will be conducted to ascertain facts.
- The procedure outlined above will be followed.
- Parent/Carer will be informed of the outcome of each completed step of the investigation.