

Llangrove CE Academy



'From Little Acorns Great Oaks Grow'

"A tree is known by the kind of fruit it bears." – Matthew 12 v33.

"Keep your roots deep in Him and your lives built on Him." – Colossians 2:7

Achievements Creativity Opportunity Resilience Nurture Service

Anti-Bullying Policy

2021-2022

Next Review Due: September 2022

Llangrove CE Academy Suspensions and Permanent Exclusions Policy

Please read this policy in conjunction with the peer on peer abuse policy.

Ethos

We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community.

Vision

To be the best we can be for every child; keeping them safe, happy and equipped to achieve their full potential.

Growing together in knowledge, wisdom and faith. We are centered upon the love and teaching of Jesus. We inspire children to grow in the knowledge of God and his world, and to live in wisdom and faith. We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community. Our Christian character impacts upon the achievement of each child in its widest sense, including the academic and personal development of all learners, together with their well-being and spiritual, moral, social and cultural development. In partnership with parents, carers and our wider community we are committed to providing an inspirational education and environment that nourishes all children's need.

At Llangrove CE Academy we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Introduction

Llangrove CE Academy is committed to working with staff, pupils, parents and outside agencies to create a school community where pupils feel safe throughout the school day.

Bullying is not tolerated.

Our promises

- We aim to stop all bullying at our school and promote friendship.
- We want to make sure all pupils understand it is wrong to be a bully.
- We will support bullies to change their behaviour and become responsible members of our school community. We need to help the bully to stop and realise!
- We will have a consistent system to deal with bullies so everyone knows what will happen if there is a problem.
- We will publicise our policy to everyone including parents/carers, children and staff.

Every Child Matters

Every incident is dealt with individually and measures appropriate to each incident will be adjusted accordingly.

All children and young people deserve the opportunity to achieve their full potential. The five outcomes, as defined in the Every Child Matters agenda (DfES 2004), key to children and young people's wellbeing, are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

- **Definition of Bullying**

All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Equally the whole school community and bystanders have a duty to be mindful of situations and to act in line with this policy.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying is different to the normal falling out and arguments children often have with their friends at play as they grow up.

It is the sustained intimidation of a victim that is emotionally carried out by a person or group in order to cause physical and/or emotional hurt. It can be a single, unresolved, intimidating incident or a series of intimidating incidents. Bullying is a deliberate act, carried out to cause distress in order to give the bully (or bullies) the feeling of power status or some other gratification.

From time to time children fall out with each other. How we deal with conflict is part of our social development. Llangrove CE Academy actively promotes Christian Values and positive behaviour, which are the skills needed to work collaboratively and make a positive contribution to a team.

Intimidation can be:

Physical:	threats, any form of violence e.g. pushing, kicking, hitting, pinching
Verbal:	name-calling, sarcasm, spreading rumours, persistent teasing
Emotional:	tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
Racist:	This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
Sexual:	unwanted physical contact, abusive comments.
Cyber bullying:	Bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms, for example: <ul style="list-style-type: none"> ○ Sending threatening or abusive text messages or emails, personally or anonymously ○ Making insulting comments about someone on a website, social networking site or online diary (blog) ○ Making or sharing derogatory or embarrassing videos of someone via mobile phone or email
Homophobic Bullying	This occurs when bullying is motivated by a prejudice against LGBT+ people.

All forms of bullying will be dealt with equally, seriously and dealt with appropriately. It is recognized that bullying is not confined to the school premises and can take place in the community, on the way to and from school and at home.

Prevention of Bullying

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through collective worship and PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Encouraging friendships

- All pupils will take part in positive group work in class because it develops good communication skills and teaches us to work together as friends and team members.
- In class we will make use of circle times and PSHE lessons to develop friendship bonds and understand their value and importance. This ethos will be reinforced in collective worship and the whole school culture.

Building the confidence of all pupils

- We will create a culture where children feel able to talk about weaknesses and worries in a supportive, caring environment. Our worry box is used to share feelings.
- We will use social groups and nurture groups to work with specific children.
- Our school ethos is based on positive reinforcement. We are always looking for good behaviour, excellent work and kindness which we can all reward.
- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships. Pupils will be taught how to cope with what happens when friendships go wrong and given strategies to deal with conflict, understanding that it is not necessarily bullying when friendships go wrong.
- Pupils will all be made aware of the school's anti-bullying policy and the high expectations of their behaviour.
- In the first week back after the summer holidays pupils will be responsible for writing and agreeing to a set of class rules which support our anti-bullying and behaviour policies.

What happens when bullying does occur

We will encourage an environment where ALL incidents of bullying are reported to an adult.

If a pupil reports an incident of bullying they need to know the adult will ALWAYS treat it seriously and with discretion. All incidents will be investigated.

To begin with the teacher will speak to the pupils involved to establish exactly what has been happening. If the teacher thinks they can deal with it with a warning then they will. If the incident requires further investigation it will be dealt with by Head Teacher or Assistant Headteacher. The Headteacher will always be informed and all incidents will be recorded on an incident form and logged.

- Bullies will always be given the support they need to understand why their behaviour is inappropriate.
- If the bullying continues the bully faces the risk of seclusion and ultimately exclusion.
- After a report of bullying the adult will always ensure that there are follow up meetings with the victim to check everything is alright.

Individual Responsibilities

All staff in Llangrove CE Academy have a responsibility to respond to allegations of bullying, and all pupils will be covered by this policy.

Pupils

Pupils are expected to: -

- report all incidents of bullying using the procedures in place,
- act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents that the victim(s) may be afraid to report. A vehicle for this may be Circle Time, collective worship, Role Play sessions or School Council,

- remain calm and tell them to stop; remove themselves from the situation as quickly as possible, tell someone,
- adhere to and promote the aims and objectives of this statement,
- refrain at all times from any behaviour which may constitute bullying of fellow pupils.

Staff

It is the responsibility of all staff to ensure that they:

- adhere to the policy and apply it consistently themselves,
- carry out their responsibilities for supervision of children at all times with a rigour that will lessen the opportunities for bullying behaviour to occur,
- deal with **ALL** suspected/reported incidents in a serious and sensitive manner,
- monitor pupil performance and note any significant changes, which may be the result of bullying behaviour.
- Inform the Head teacher of any incidents

Whilst recognising that there are constraints on time, it must be appreciated that the benefits of these actions will greatly outweigh the burden put upon teachers, and if **all** incidents are dealt with **effectively**, then their number will **decrease**.

Parents / Carers

If a child appears very unhappy, always complains of pains, is reluctant to go to school or displays significant changes in behaviour it **MAY** be they are a victim of bullying. However, children may display these symptoms for a variety of reasons and they are not necessarily being bullied. For example, they may be having difficulty with some aspect of work in school, experiencing friendship difficulties, feeling tired or unwell, experiencing changes to home or school routines etc. It is therefore important that parents/carers discuss these issues with teachers so that support can be offered.

In all instances we ask parents/carers to :

- encourage children to talk to them, their friends or teachers about their concerns,
- report any concerns to the school as soon as possible.

It is important that parents realise that they have a vital role to play in the good conduct of their children at school. They have a responsibility to:

- stress the importance of sociable behaviour,
- report any misgivings they may have concerning either victims or perpetrators of bullying to the school,
- actively endorse and support the Anti-Bullying Policy.

The school will discuss with the parents/carers of the victims and perpetrators actions taken. However, due regard will be given to confidentiality in the event of referrals to outside agencies.

Governors

It is the responsibility of the Governing Body to monitor the progress being made by the school in relation to incidents of bullying and the effectiveness of this policy. This may take the form of periodic reports from the Head teacher & Jan McColl (HMFA Pastoral and Safeguarding Lead) to the Governing Body as appropriate. They may have access to the Bullying log as appropriate. Termly returns to the Local Authority will be made. If no incidents of bullying have occurred a nil return will be logged.

What to do if an incident of bullying is reported to you

Teaching Staff

Explain to the child that they have done the correct and mature thing in reporting the problem to you.

Try to get a clear picture of: -

1. what has happened
2. to who
3. by whom
4. where
5. when
6. over how long
7. names of witnesses

Make brief notes, if possible, and encourage the child (who is possibly the victim of bullying) to re-count as much as they can. The important factor to remember is that the child may have been bottling up all of this upset for some time and it may have taken a great deal of courage to report these incidents.

After every incident is re-counted then repeat back to the child what you believe the situation to be. This ensures that you have the situation clear in your head, and assures the child that you have listened to them properly. Listening is very important at this stage as the child will often be experiencing extremely low self-esteem and the time you spend with them is extremely important in the counselling process.

Once these facts, as the child sees them, have been ascertained, the next step is to call in the perpetrators of the bullying and question them. If there is more than one then it is necessary to try to interview each child separately, so that there is the opportunity to allow a child who has been caught up in events that they do not really want to be involved in, to relate the series of events with anonymity. This also means that suggestion/influence of one or more of the group will not interfere with the series of events as re-counted by others.

Whilst recognising that time is precious, with support from teaching assistants and others, it is necessary to make the time to resolve these situations.

Try not to use leading questions but allow them to re-count their version of the events. It is important once again to repeat what they have said so that they realise that you are listening to their interpretation of the facts.

They should also be asked if there are any witnesses that they can think of that might substantiate their accounts.

Where there are discrepancies between the accounts it will be necessary to call in witnesses from both sides to verify the facts.

Once the facts have been established then it is necessary to resolve the conflict in a sensitive and fair manner. This usually takes the form of asking those responsible to try to appreciate the hurt and upset they have caused, by doing your best to help them to empathise with the other child's feelings.

As the process continues it is advisable to keep notes and refer to them so that the children feel that you have noted down the situation and that a record of what is said is being kept.

The final stage of the resolution is to explain that a close eye will be kept on the situation, that a member of the Senior Management Team (Headteacher & Assistant Headteacher) will need to be informed and that a record will be logged in the Bullying log for future reference if needed.

It must be explained that the first instance of the bullying continuing must be reported to any member of staff who will then refer it on as necessary.

Where there is clear evidence of a case of bullying, then the agreed sanctions will come into effect.

Having said a close eye will be kept on the situation it must be made clear that this applies to all involved. The setting up of a mentoring system to monitor all cases is essential in this process. The Headteacher & Pastoral and Safeguarding Manager must be a key member of this system.

A record of all incidents and interventions must be kept, if for no other reason than to facilitate the monitoring of the frequency of incidents of bullying, so that the effectiveness of the policy may be monitored.

If any staff need any help or guidance then they must approach the Headteacher and/or Assistant Headteacher who will provide assistance in the form of support with relevant literature, training opportunities as available, or just advice.

Lunchtime staff:

- **LISTEN** carefully to what is being said in a calm and sensitive manner.
- Find out **who** is involved.
- Find out **where** and **when** it has been happening.
- Find out if there are any witnesses.
- Call those being accused of bullying to you and give them a chance to tell you their version of what has happened. **DO NOT ACCUSE – LISTEN.**
- Ensure they have a chance to answer any accusations made of them.
- If there is a problem then this should be reported to the class teacher who will proceed in the appropriate manner.

Parents & Carers:

We will deal with all accounts of bullying reported to us in a serious and confidential manner.

We regard bullying as “behaviour by one or more people that produces damaging or hurtful effects, physically or emotionally, to any individual(s).”

What to do if your child reports that they feel they are being bullied in school: -

- **LISTEN** carefully to what they have to say.
- Tell them they have done the right thing in telling you.
- Try to explain to them that although they are part of a problem it is **not** their fault, and steps can be taken to resolve the problem without escalating it.
- Try to be supportive; **do not advise them to retaliate.** (This often makes the situation worse.)
- Try to get as many facts as possible –

Who is involved?

When is it taking place?

Where is it taking place?

How often is it occurring?

WRITE THESE DOWN.

- Ask if they have told anyone in school and what the outcome was.
- Come into school, email or telephone (for the attention of the Headteacher or Assistant headteacher) and report the facts that you have to the Class Teacher.
- Check periodically, to find out if the bullying has recurred; if so, report it immediately to the school. This will be referred on to the appropriate members of staff who will then investigate the matter.

It has always been, and will continue to be, our aim to provide a safe, secure and happy environment in which all children can learn, play and develop without fear of bullying. Working in partnership with parents we will endeavour to fulfil this aim.