



LATCHMERE
ACADEMY TRUST

Anti-Bullying Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

Anti-Bullying Policy

This policy is written with reference to Preventing and Tackling Bullying, DfE 2011 and is linked to the Positive Behaviour Policy.

At school, we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility is available. Bullying of any kind is unacceptable in our school. Our Anti-Bullying Policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

Aims

- To promote the well-being of all pupils.
- To prevent and eradicate all forms of bullying.
- To recognise that it is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

What is bullying?

- Bullying is behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or group either physically, emotionally or mentally.
- Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.
- We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Personal – making negative comments, gestures or actions which are: racist (making fun of culture, religion, skin or hair colour), homophobic (making an issue of sexuality) or gender related.
- Sexual - unwanted physical contact related to disability, health conditions, special educational needs (including gifted and able) or any physical feature.
- Cyber – sending or posting harmful or upsetting texts, images or other messages, using the internet, mobile phones or other communication technology.

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above. All staff should also be aware of the

possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head teacher. This also includes any incidents of adult bullying by staff or parents. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

What bullying is not

It is important to understand that bullying is **not** falling out with friends on the odd occasion. Children are naturally sociable; it is vital for them to select and build friendships. The forming of and breakdown of friendships is an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention is necessary. **Bullying is defined as Several Times on Purpose.**

Signs and Symptoms

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:

- changes their usual routine
- feels ill in the morning
- is continually sat by themselves or left out of games
- is unwilling to go to school
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- becomes withdrawn, anxious, or lacking in confidence
- begins to underachieve in school work
- develops a stammer
- stops eating
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
- has possessions which are damaged or "go missing"
- comes home with clothes torn or books damaged
- has unexplained cuts or bruises
- cries themselves to sleep at night or has nightmares
- begins to bully other children or siblings
- gives improbable excuses for any of the above
- attempts or threatens suicide or runs away

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

Prevention

At school we aim to help children prevent and stand up to bullying. As and when appropriate, children may:

- write and sign class rules at the start of each year
- write stories or poems or draw pictures about bullying
- read stories about bullying or have them read to them during a lesson or assembly
- use role play and 'hot-seating' to help create feelings of empathy

- live our values of Inspiration, Collaboration, Empathy and Excellence

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

1. We acknowledge the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
2. We also take part in E-safety week each year to promote the safe and positive use of ICT. Both children and parents are made aware of how to use the internet safely and the possibilities of cyber bullying.
3. We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
4. The school has a clear Positive behaviour policy that rewards positive behaviour. The four school rules are clear and straightforward and focus on positive attitudes.
5. The school takes a pro-active stance towards challenging behaviour at all times.
6. The playground staff ensure consistency and continuity for children during break times and lunch times.
7. Parents are encouraged to talk to staff about any concerns in behaviour they may have.

ACTION AGAINST BULLYING

For the child who has been bullied:

- Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and for them. They need to feel secure that their feelings will be respected and that the bullying should come to an end. Staff will make sure that the child who has been bullied feels safe and secure by responding in a calm, sensitive and reassuring manner.
- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted about how to rebuild relationships with the person who has bullied them if this is something that they want to do.
- Referral to a counsellor may be considered appropriate.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

For the child who has been bullying:

- Behaviour is recorded
- The child should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence
- The child is helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour. This may be through structured lunchtimes including pastoral support (by the peer mentor co-ordinator) and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of golden time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

For parents:

- Parents / carers of both the child who has been bullied and the child who has been bullied will be kept informed throughout the process.
- Close contact will be maintained with the child's parents or carers to ensure that he/she adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condone the bullying.

Reconciliation:

- If appropriate the child who has bullied will be asked at a suitable point to apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Reporting**Children**

- Children are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- If the child is finding it difficult to vocalise their concern they may post a message in the Worry box to voice any concerns in KS2.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying to an adult.

Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. Teaching Assistants should report to a class teacher if they have any concerns about potential bullying.
- The same procedures are in place at lunchtime if there are any concerns relating to a child's behaviour.
- All staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.

Parents

- Parents are encouraged to share any concerns with their child's class teacher.
- In serious cases parents will be informed and will be asked to come in for a meeting to discuss the issue.

Procedures – Recording

All staff will respond calmly and consistently to all allegations and incidents of bullying at school. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support everyone involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for responding to bullying allegations or incidents:

1. Incidents are recorded on a form.

2. The concern is then shared with the parents/carers of the child who has been bullied and the child who has bullied to ensure all parties are informed.
3. Action to be taken is mutually agreed between the teacher, child and parent/carer.
4. The class teacher has responsibility to monitor behaviour regularly and a meets with Best Practice Manager to check for patterns of behaviour.
5. Follow up meetings may be necessary to review the situation and one of the Deputy Heads may be asked to attend.
6. The Head teacher is then informed about the incident and issued with a second copy of the incident form.
7. The Senior Leadership Team are responsible for monitoring any issues related to or arising from the forms of bullying and will liaise with class teachers and other staff to ensure that incidents of bullying are not missed.
8. All sanctions are related and consistent with the Behaviour Policy unless stated by the Senior Leadership Team.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying	www.actagainstbullying.org
Advisory Centre for Education (ACE)	www.ace-ed.org.uk
Childline	www.childline.org.uk
Anti-Bullying Alliance (ABA)	www.anti-bullyingalliance.org.uk
Anti-bullying Network	www.antibullying.net
Bully Free Zone	www.bullyfreezone.co.uk
Beatbullying	www.beatbullying.org.uk
Bullying Online	www.bullying.co.uk
Kidscape	www.kidscape.org.uk
NSPCC	www.nspcc.org.uk
Parentline Plus	www.parentlineplus.org.uk