



**Tadpole Farm**  
CE Primary Academy

## **Anti Bullying TFCEPA Policy VN1**

### **This Policy is a 4 level policy**

DBAT policy where EITHER scope for academy specific elements OR **separate academy policy/procedures required**

### **This policy is to be reviewed:**

Annually / **every two years** / every three years / other

**Drafted by:** School Office Manager in conjunction with the Premises Board Members

By signing on physical paper copy, signatories give consent to digital signatures being added to digital documents.

<b>Date approved / adopted by LB</b>	31st Jan 2017	
<b>Signed By:</b>	 Chair of Local Board	 School Principal
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# Anti-bullying Policy

## Overall aims

We at Tadpole Farm CE Primary Academy recognise that bullying happens in many contexts and in many ways. We do our best to prevent bullying, however our aim is to ensure that it is dealt with sensitively and effectively if and when it arises. As a Church of England Academy, our Christian values are at the core of everything we do. This policy also reflects these values.

## Values

We aim to live, on a daily basis, by these Christian Values and they run as threads through all we do. We recognise that these values are also those which people of other faiths and people of no faith live by and we ensure that that is reflected in the way the children learn about the values - using, not only stories from the Bible, but also stories from other faiths and stories about people of no particular faith who have shown this value. We encourage all the members of our community to think about how these values can be shown in their own lives to benefit all members of our community.



We aim to ensure that every child progresses through Tadpole Farm CE Primary Academy feeling happy, safe secure and fully knowledgeable of procedures that are in place to help make this happen. There needs to be a whole school understanding of procedures, to ensure that all stakeholders are able to report concerns whilst being confident the matter will be successfully resolved and addressed. We want our children to develop life skills based upon our 12 core values to enable them to live harmoniously within our diverse and multi-cultural world.

## Definitions of bullying

Although there is no legal definition of bullying, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of ethnicity, religion, gender, disability or sexual orientation

## **Types of Bullying**

Bullying takes on many forms and there are several different types of bully. However, they all have the same result; they cause misery to their victims, which can lead to stress-related conditions.

The following are examples of types of bullying:

- **Physical bullying**
- **Direct Verbal Bullying:** This includes taunts, name-calling and verbal threats to the victim's face.
- **Indirect Verbal Bullying:** This includes cruel comments behind the victim's back intended for the victim to overhear, unkind notes, letters or graffiti.
- **Exclusion & Isolation Bullying:** This is deliberate exclusion from playground activities and friendship groups, or total ignorance of the victim. The victim is often alone at playtimes and is avoided in the classroom.
- **Racial Bullying:** The victim is targeted because of his or her race and this can encompass all the other types of bullying. Verbal attacks usually make reference and fun of the child's ethnic origin
- **Digital Bullying** ext messaging, mobile phone calls and messages, e-mail.

Not all aggression is bullying, nor all name-calling, it may be a one off act of unkindness. It becomes bullying when there are a number of unkind acts directed towards the victim over time. Bullying is exercised through the use of power rather than an exchange between equals. This power might be due to:

- Greater physical strength
- Greater number
- Use of psychological power

## **Who might bully?**

Both boys and girls can bully others. Studies show that 75% of bullying takes place in the playground. Reasons for being a bully may include:

- Previous experience of being bullied
- Feeling of inadequacy
- Life situation feeling out of control / unhappy
- Copying behaviour from home/TV

## **Preventative work and establishing an anti-bullying culture**

The most important aspect of our strategy to combat bullying is the creation of a positive and inclusive school ethos. This begins with how adults in the school treat each other, parents, and pupils: with respect and understanding, even in difficult situations. Concerns expressed by pupils and parents are always listened to carefully and taken seriously.

We have a very clear Behaviour Policy which states the behaviours we want to promote, and the rewards which go along with those behaviours. Within the school curriculum there are many opportunities to promote the understanding of feelings and emotions, most specifically through Collective Worship, class discussions and PSHE lessons. Monday's Collective Worship is led by a member of SLT who addresses a core value and links this to social interaction, self-reflection and a deeper understanding. This is then followed up in class Collective Worship. We have an annual 'Say No to Bullying' week which raises the profile of anti-bullying, providing

opportunities to explore issues and ensuring all of the school community know our policy and procedures.

### **Our Approach to tackling bullying: the 'problem-solving' approach**

Where a case of bullying has been identified, our principal aim is to restore relationships between the victim and the bully. Our approach is based on the widely accepted understanding that the most effective strategies to combat bullying include the following:

- Involvement of the wider school community in finding a solution to the problem/s
- Consistency in prevention and response
- Taking all issues seriously
- Not seeking in the first instance to apportion blame
- Involving parents/carers at an early stage

The most successful intervention strategies all involve a problem-solving, restorative justice approach.

#### **What we aim to do:**

- Encouraging reporting We encourage children, parents/carers and staff to report **any** suspected instances of bullying to one of the teaching staff or to the Principal. Children in particular need to be assured not to keep worries to themselves, but to tell their parent/carer and/or a teacher. The whole school community needs to be assured that all instances are taken very seriously, and investigated thoroughly.
- Response It is essential that the first adult involved in the situation reassures the 'victim' and informs a member of the Senior Leadership Team who will deal with bullying as soon as possible. The SLT member (Lead Adult) then takes the following steps:

#### **Step one - interview with the victim**

When the Lead Adult finds out that bullying has happened they start by talking to the 'victim' about what the victim sees as the problem, and how they feel about it. The Lead Adult makes notes about the bullied child's feelings/'symptoms' - not wanting to come to school etc., as well as the version of events as described by the child. They will then obtain permission from the child to arrange a meeting with the bully/bullies/ spectators. A list of those involved is drawn up by the Lead Adult. The Lead Adult then tells the 'victim' that they will arrange a meeting with these children.

#### **Step two - convene a meeting with the people involved**

The meeting takes place led by the Lead Adult. Those present will be the victim (if happy to attend) and the child(ren) identified in Step 1. The first point made, even as the meeting is being set up, is that it is a meeting - not a telling off. The tone set should be a friendly one: "we have a problem here in school, let's see if we can solve it." It is important to say that the people invited to the meeting are there because they may be able to help and that nobody is in trouble.

#### **Step three - explain the problem**

The Lead Adult tells them about the way the 'victim' is feeling, mentioning what has been told to him/her at the previous meeting. If appropriate, an example of the behaviour that led to these feelings may be mentioned, and the group invited to comment on their perceptions. At this stage, no blame is to be ascribed. With very young children it can be told almost as a story.

#### **Step four - share responsibility**

The Lead Adult does not attribute blame but states that s/he knows that the group could help resolve the situation.

#### **Step five - ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Lead Adult gives positive responses, and guides the discussion as appropriate. A commitment to change from the group may be one outcome.

#### **Step six - leave it up to them**

The Lead Adult ends the meeting by passing over the responsibility to the group to solve the problem. The Lead Adult arranges to meet with them again to see how things are going.

#### **Step seven - meet them again**

About a week later the Lead Adult discusses with each child including the victim, how things have been going. This allows the Lead Adult to monitor the bullying and keeps the children involved in the process. Further reviews may be decided on as necessary.

#### **Additional guidelines**

- **Communication** It is important that there is on-going communication during this process between the Lead Adult and class teachers of all children involved. The Principal and Assistant Principal should also be informed, if they are not involved at this stage already. Other members of staff (e.g. SMSAs) are also likely to need to be kept informed.
- **Involving Parents/carers** Parents/carers of all children involved should be informed at the earliest opportunity, so that their support can be encouraged. Parents/carers are encouraged to:
  - Listen carefully to their child, and reassure them that their concerns will be taken seriously.
  - Stay calm whatever the concerns
  - Discuss issues with the school at the earliest opportunity, and review actions regularly
  - Give the school time to address the issues. The school will ensure that they share actions taken to resolve the issues.
- **Monitoring** Informal monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully - eg. help in developing friendship or assertiveness skills or self-esteem training. Circle Time can also be used as a vehicle to prevent further problems arising. Our Reward System can also be used to reinforce positive behaviour and to raise self-esteem.
- **Formal Monitoring** A written record of those involved and the action taken should be made on CPOMs.( CPOMS is the school's online monitoring system)
- **Training** All staff are to have regular training in the development of anti-bullying strategies. All new teachers will be trained in the use of class discussions and living the Values. SMSAs will receive training aimed at developing their skills in promoting positive playground behaviour.
- **Looked After Children** Where children involved, either as victim or bully, are looked after by the Local Authority, it is essential that their Social Worker is involved at the earliest opportunity.
- **Bullying by adults** Where an instance of adult or child bullying by a member of staff is reported to the school, appropriate measures should be taken in accordance with the

Academy Complaints Policy and will be reported to the LADO (local authority designated officer) and DBAT.

### **Racial Incidents/homophobic Incidents**

**Type of Incidents** The actions the school takes in response to any incident are in line with the guidance contained in the LA guidelines on dealing with Racist/homophobic incidents. These guidelines cover a range of possible incidents, some of which are unlikely to occur within a Primary School. The type of incident more likely to occur might be one of the following:

- Racist/homophobic comment or verbal abuse.
- Ridicule of an individual for cultural difference (e.g. food, music, dress)
- Refusal to cooperate with an individual because of their race, sexuality, family set up, ethnicity, language etc.

**Procedures** The procedure for any incident should be as follows:

- Incident to be reported to the Principal/ Assistant Principal (the designated person) immediately.
  - Principal/ Assistant Principal investigates incident as quickly as is practicable: written report made.
  - Principal/ Assistant Principal reports incident to victim's and perpetrator's parents/carers.
  - Support offered to the victim and action taken to address the perpetrator's behaviour. This may simply be a discussion/counselling, or it may take the form of an Individual Education Plan or Personal Support Plan. The approach taken may be a 'problem-solving one' (see anti-bullying procedures for further details) or a more direct approach, depending on the situation. Outside agencies may be involved as necessary (e.g. Education Welfare/ Pupil Referral Service).
  - Incident reported to Local Board for monitoring purposes.
  - Situation is monitored closely over ensuing weeks. Checks up to also be recorded on CPOMs. (CPOMs is the school's online monitoring system)
- **Complaints** Any complaints in respect of this policy should be addressed in the first instance to the Principal (see also **Complaints Policy**)

### **Continuation of Bullying**

In the event that any child involved continues to bully others, then it will be necessary to initiate further action. The child/ren may need to have daily contact with a member of the SLT for a period of time, or an Individual Education Plan may need to be drawn up and a behaviour modification programme initiated, which could need support from outside agencies, such as the Psychology Service, Learning Support Service, Education Welfare Service or Behaviour Support Team. Further parental involvement would be essential. If all of these strategies were tried and failed, then the school would invoke its staged disciplinary procedure. Ultimately this can lead to permanent exclusion from the school. However, it would always remain the intention of the school to endeavour to restore the relationships and support both parties to find an agreeable solution.

### **The development of positive playground behaviour**

Given that the majority of bullying incidents are found to occur at break times, it is essential that staff and children are both involved closely in:

- o The development of an attractive playground environment

- o Supervision of any 'hidden corners'
- o The development of playground games
- o Developing alternative lunchtime activities, e.g.: use of lunch club or involving older children with younger children.

### **Promotion of this policy**

It is essential that all governors( local board members), staff, parents and children are aware of this policy.

- o Local Board: All Local Board members will receive a copy of this policy.
- o Staff: New staff should be made aware of the policy as part of their Induction process. The policy and procedures will be discussed with staff and revised as necessary on a bi- annual basis.
- o Parents/carers: All parents/carers will be informed through the newsletter when the policy has been reviewed. Copies of the policy will be available on request. Comments from parents/carers are very much welcomed. This policy will also be available on the School Website.
- o Children: All children need to be made aware of the contents of this policy, on a level appropriate to their age and understanding. This will be part of the school's PSHE curriculum, as well as through school assemblies and the annual 'Say No to Bullying Week.' The school council is also a key vehicle for promoting an anti-bullying message.

### **Monitoring and Evaluation**

The Principal and Assistant Principal monitor the Policy on an ongoing basis.

Evaluation takes place through:

- o Regular discussions with children (especially through School Council)
- o Regular discussion with staff (including meetings with Playleaders)
- o Feedback from Parental Survey

***Created: December 2016***

***Review Date: December 2018***

## **Appendix to Bullying Policy**

### **Key References**

This policy draws heavily on the **Local Authority (LA) Anti-Bullying Guidance**. Copies of this are available from

<http://children.mycaremysupport.co.uk/i-need-help-with/parents/anti-bullying-advice-and-support.aspx> .

Specific note should be made of:

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444864/Supporting\\_bullied\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)
- [www.antibullying.net](http://www.antibullying.net)
- Childline: *Confidential free helpline for children* 0800 1111
- Anti-Bullying Campaign :*Advice for parents and children* 0207 378 1446
- Stonewall project against homophobic bullying.
- The CofE report on Valuing All God's Children, authored by Katy Staples