

LITTLETOWN PRIMARY ACADEMY ANTI-BULLYING POLICY

**DATE APPROVED BY FGB -July 2015
NEXT REVIEW DATE - July 2018**

BACKGROUND INFORMATION

Littletown Primary Academy is a school for girls and boys aged 4-11. The school presently has 460 children on roll. In each year there are a number of children identified with Special Educational Needs. There is a wide social mix and very varied family backgrounds including single parent, dual parent and same sex. The school covers an urban residential area. The school has an active PTA, which involves itself mostly in fund-raising and supporting the teachers.

POLICY FORMATION AND CONSULTATION PROCESS

A working party of governors, parents/carers and staff met to discuss amendments needed to update and extend the policy statement, taking account of the information from the whole school survey undertaken in May 2015, which revealed that over 12% of pupils had encountered some form of bullying in the month prior to completing the questionnaire.

LEGAL REQUIREMENTS

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY

The school will aim to:

- Prevent or reduce the incidence of bullying in school
- Create an emotionally safe environment where positive relationships can develop
- Reduce the use of homophobic and racist language
- Better reflect pupils' different families in school
- Ensure that all pupils, parents/carers and staff are aware of this policy and their roles and responsibilities in contributing to its success.

The Anti-bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community. In Littleton Primary Academy bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Other school policies which have relevance to the anti-bullying policy are:

- Anti-Racism
- Attendance
- Behaviour and Discipline
- Child Protection
- Children in Care (CiC)
- Confidentiality
- Drugs Education and Incident Management
- English as an Additional Language
- Equality and Diversity
- Health and Safety
- Partnership
- PSHE
- Sex and Relationships Education (SRE)
- Special Educational Needs and Disability (SEND)

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Littletown Primary Academy. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied - TELL SOMEONE)
- Follow the school's code of conduct
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others

Parents/carers should:

- Work in partnership with the school

- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

STAFF SUPPORTING CHILDREN AND ADULTS

Nurture Coordinator: works directly to support families and children.

Pastoral support worker: works during playtimes to help children sort out any difficulties and then liaise with teachers.

Nurture club leaders: works with specific children to provide structured/quiet play and support during break times.

Thrive leaders: lead individualized programmes to support personal/social development.

Sports play leader: organises sports activities to support whole team games and model positive sportsmanship.

Key stage leaders and mentors: support and give guidance/advice to staff around workload and managing school issues.

MORAL AND VALUES FRAMEWORK

The school believes that all staff and children have the right to feel safe and secure in the school environment. The school encourages the following values:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, school and wider community.

EQUAL OPPORTUNITIES

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

CONTENT

The anti-bullying education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self-esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The content of the anti-bullying education programme recommended by the LA and will be based on '*Health for Life*' and '*SEAL - Social and Emotional Aspect of Learning*' as a framework.

Topics will include:

Key Stage 1:

- Awareness of different forms of bullying
- Personal strategies to resist unwanted behaviour

Key Stage 2:

- Recognise, discuss and understand the nature of bullying and the harm that can result from it
- Homophobic language in school

ORGANISATION

Anti-bullying education will be co-ordinated by the SLT and school improvement teams.

Delivery will be:

- As topics.
- Addressed occasionally in assembly time.
- Through pastoral time.
- Through circle time.
- Through SEAL activities.
- Through PSHE activities.
- Through small group work.

Active learning methods which involve children's full participation will be used.

A SAFETY week will also take place each term which will include revisiting anti-bullying.

SPECIFIC ISSUES

The role of outside organisations and procedures for their involvement

Representatives from outside organisations will be used to support and assist teachers in the development of the classroom based work and on a one-to-one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the children will be DBS checked.

Confidentiality

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

Be Healthy Primary School has a Child Protection policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the anti-bullying procedures or programme should be made to the Deputy Headteacher who will report to the governors via the link governor.

Disciplinary procedures

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed
- Incidents and actions taken will be recorded in the school bullying record book and on the LA Bullying and Prejudice Related Incident form.
- The completed form will be returned to the LA at:
reducingbullyinginschools@babcockinternational.com
- All incidents of bullying involving CiC will also be recorded on the Devon Virtual School Bullying Incident Form and returned to the LA at:
reducingbullyinginschools@babcockinternational.com

Incidents outside school

Section 89(5) of the Education and Inspections Act 2006 gives head-teachers the power to regulate pupils' conduct (including bullying incidents) when they are not on school premises. Where bullying outside school is reported to school staff these incidents will be investigated and acted on. Parents/carers will be informed as will the police if the head-teacher deems it appropriate.

Strategies to support a whole school approach

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board
- Appropriate leaflets and literature will be provided for the children
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practice the skills they need to avoid bullying
- Use of 'Listening TA' envelopes monitored by the class teacher
- An annual bullying survey will be undertaken
- Peer support is offered from year 6 children trained as 'Peer mentors', Guardian angels and play leaders.
- The playgrounds have friendship stops and games set up to include lonely or vulnerable children.

Monitoring procedures

Records will be kept of all reported bullying incidents by the Deputy Headteacher including details of the age and gender of the children involved, the nature of the incident and actions taken. The bullying record book will be regularly monitored.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school

- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

An annual report will be made by the deputy head to the governors and a summary will be given in the annual report to the parents/carers.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the main office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.

REVIEW OF THE POLICY

Signature of Headteacher and Chair of Governors

_____ Headteacher

_____ Chair of Governors

Policy approved by governing body - July 2015

The policy will be reviewed in July 2018