



The Diocese of Chelmsford

Vine Schools Trust

Preventing and Tackling Bullying

Policy

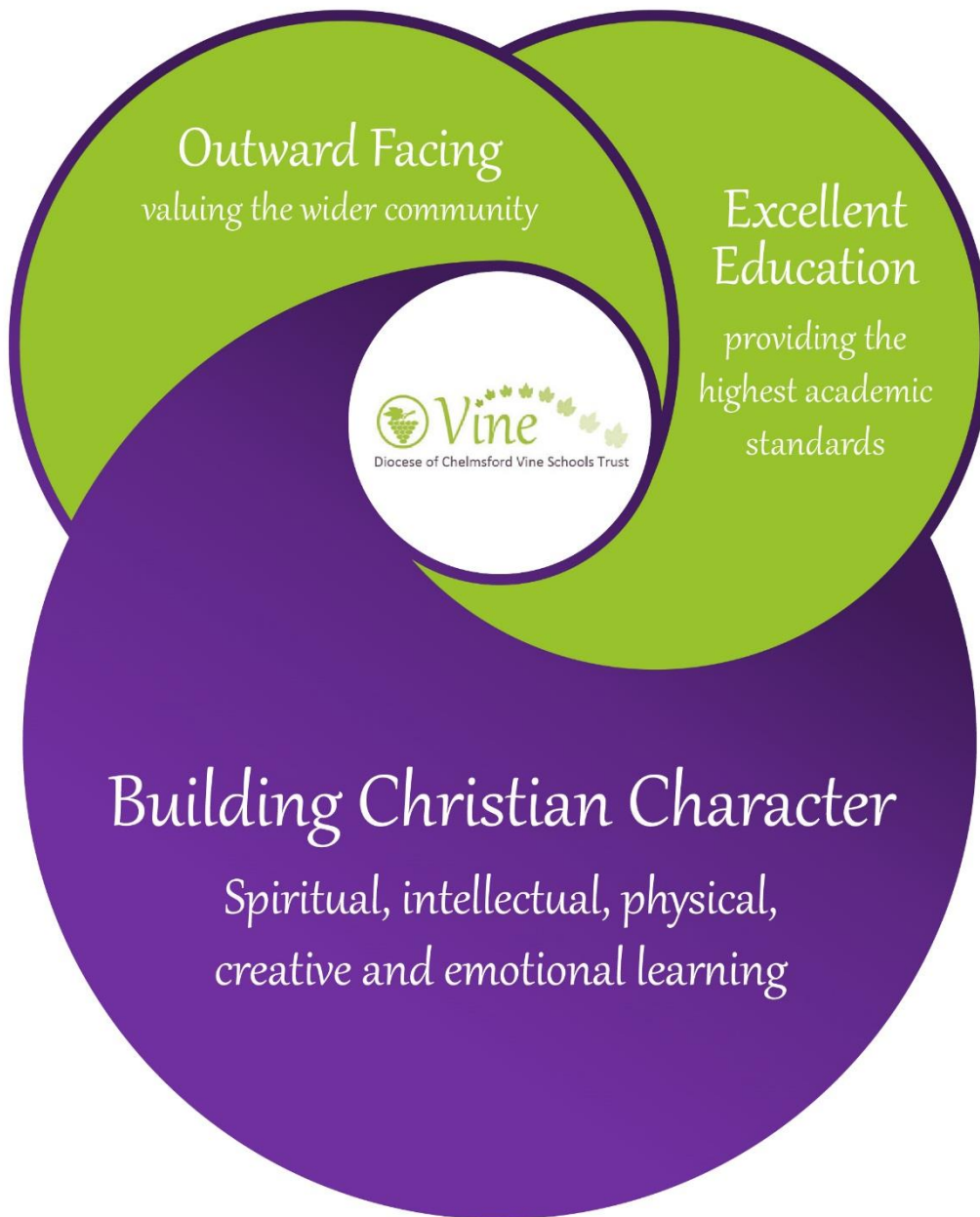
This policy is a model policy that has been reviewed and customised by
Latchingdon CE Primary School.

The Diocese of Chelmsford Vine Schools Trust	
Approved by:	The Vine Schools Trust
Signature:	Chairman
Date:	21 st September 2018

Latchingdon CE Primary School	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	AM Garrigan
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Our Vision and Values



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1. Introduction

- 1.1 This policy has been produced to help our academies prevent and respond to bullying as part of their overall behaviour policy. It outlines the Government's approach to bullying, relevant legal obligations, the powers academies have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies.
- 1.2 Our academies have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Therefore, the importance of having a strong and consistent bullying policy in place, allows us to educate staff to identify any situation which is likely to result in conflict or bullying behaviour before it happens and before it becomes a significantly more serious issue.
- 1.3 This policy should be read in conjunction with the Behaviour Policy and Child Protection Policy. This Policy is also compliant with statutory guidance on Keeping Children Safe in Education.

2. Safeguarding Children and Young People

- 2.1 Under the Children's 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'. Where this is the case, staff should report their concerns to their local authority children's social care.
- 2.2 Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

3. What is Bullying?

- 3.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 3.2 Stopping violence and ensuring immediate physical safety is our first priority, but emotional bullying can sometimes be more damaging than physical - so teachers will have to make their own judgements about each specific case.

4. Cyberbullying

- 4.1 The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside the Academy. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click.
- 4.2 The wider search powers included in the Education Act 2010 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5. Dealing with Bullying

- 5.1 Academies should have clear and consistent policies in place to deal with bullying and poor behaviour, which should be available to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. **See Appendix for Latchingdon CE Primary School**
- 5.2 Academies seek to create an environment that prevents bullying from being a serious problem in the first place, by educating our staff to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

- 5.3 Academy staff and Headteachers are best placed to decide how best to respond to the particular issues that affect our pupils. There is no single solution to bullying.

6. Prevention

- 6.1 We believe that responding to bullying should not start at the point at which a child has been bullied. Developing more sophisticated approaches in which Academy staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.
- 6.2 Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.
- 6.3 Creating an ethos of good behaviour where pupils treat one another and the Academy staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole Academy environment and are reinforced by staff and older pupils who set a good example to the rest.

7. Intervention

- 7.1 At Latchingdon we follow the school Behaviour Policy consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- 7.2 It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.
- 7.3 In terms of intervention academies should also consider:
- 7.3.1 Involving parents to ensure that they are clear that the Academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;
 - 7.3.2 Involving pupils. All pupils understand the Academy's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
 - 7.3.3 Regularly evaluating and updating the approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
 - 7.3.4 The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
 - 7.3.5 Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities;
 - 7.3.6 Provide effective staff training. Anti-bullying policies are most effective when all Academy staff understand the principles and purpose of the Academy's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
 - 7.3.7 Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed;
 - 7.3.8 Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside the Academy including cyber-bullying;

- 7.3.9 Create an inclusive environment. We seek to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- 7.3.10 We celebrate success. Celebrating success is an important way of creating a positive Academy ethos around the issue.

Appendix for Latchingdon CE Primary School

The Curriculum

The PSHE curriculum and assembly themes include work on self-esteem, assertiveness, respect for self and others and teach that differences should be accepted. The Christian values of the school also inform planning. Discussion times in classes provide pupils with the opportunity to discuss matters of importance to them.

Curriculum time is used to raise awareness of bullying and to develop personal as well as school strategies for dealing with it. Children are encouraged to talk to someone if they are being bullied.

Pupils

It is the responsibility of pupils to behave in a caring manner towards other members of the school community and to report to staff any incidents of bullying. School Council discusses issues that are of concern to pupils within the school and considers ways to improve matters.

Pupils are encouraged to tell a member of staff if they are experiencing problems. They should be confident that they will be listened to and that the matter will be dealt with.

Parents

Parents are encouraged to speak to class teachers if they have any concerns. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a socially positive and co-operative member of the school.

School Staff

All staff will intervene to prevent incidents from taking place. The school runs Support groups and SMART Thinking for pupils experiencing problems.

The Headteacher

It is the responsibility of the Headteacher to implement this policy and to ensure that all staff are aware of the policy, know how incidents should be dealt with and have appropriate training to enable them to do so. The Headteacher reports to the governing body on the effectiveness of the policy on request.

The Governing Body

The Governing Body supports the Headteacher with the implementation of this policy and monitors its effectiveness. The Governing Body will respond to any request from a parent to investigate incidents of bullying within 10 days. In all cases, the Headteacher will be notified and asked to carry out an investigation and report back to a nominated representative of the Governing Body.

Dealing with Incidents

- All staff will listen to pupils with concerns. If class teachers are unable to deal with an incident, the matter will be reported to the SLT. They will take action to ensure the safety of pupils in the immediate circumstances.
- All reports of suspected bullying will be investigated and reported to the Headteacher/Deputy. A record of incidents will be kept.
- Incidents at lunch time will be reported to the Headteacher/Deputy.
- The perceptions of all pupils involved will be listened to and taken seriously. Where appropriate, the Support Group Approach will be used.
- The 'Support Group Approach' will be used by a trained member of staff who will be decided upon at the time, depending upon the pupils involved. The situation will be monitored and reported to the headteacher.
- If bullying persists despite this intervention the parents of the pupil responsible for the bullying will be asked to come into school to discuss the situation. Parents of both the pupil who is being bullied and the pupil bullying will be informed of action that has been taken regarding their own child.

WHAT IF THE SUPPORT GROUP APPROACH DOES NOT WORK?

If problems persist the school will seek advice from ECC Specialist Teacher Team.

Monitoring and Evaluation

This policy is monitored on a day-to-day basis by the Headteacher through discussions with pupils, staff, and pupils, including School Council. The policy is reviewed formally annually.

Appendix I

The Support Group Approach

Step one - meet with the target pupil

After a bullying incident has been referred for the Support Group intervention, the facilitator will talk to the targeted pupil about his feelings. No questions are asked about the incidents but information is needed about who was involved.

Step two - convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and either friends of the target or good role models. A group of six to eight young people is recommended.

Step three - explain the problem

The facilitator tells the group about the way the target pupil is feeling and might use a poem, piece of writing or a drawing to emphasise his / her distress.

Step four - share responsibility

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the target feel happy and safe.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the target could be helped to feel happier. The facilitator gives out some positive responses but does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. They arrange to 'catch up' with each of the group the following week to see how things are going.

Step seven - meet them later

About a week later the facilitator discusses with each pupil, including the target, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.