

Leading Learning Trust – Anti-bullying policy

**Applies to: Selwyn Primary School
and Portway Primary School**

Date reviewed:	October 2019
Reviewed by:	Leadership team
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Policy ratified by the CEO (as per Scheme of Delegation):	December 2019





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1 - OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1 Document history

Date	Document title	Version
1/11/16	Initial release as a Selwyn Policy (with a very similar version issued by Portway)	1.0
08/01/18	Review with reference to the DfE updated guidance; Preventing and tackling bullying – Advice for headteachers, staff and governing bodies, July 2017. Updated school reporting procedures and included a more comprehensive definition of bullying. Selwyn and Portway policies have now been amalgamated into this Leading Learning Trust Policy, which is applicable at both schools.	2.0
Nov 2019	Review undertaken; no additional updates	2.0

1.2 Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the Trust's schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed biennially by the School Leadership Team, and is then approved by the CEO.



2 - THE POLICY

2.1 Introduction

At the Leading Learning Trust, we believe that every member of our school communities should feel safe and respected. This policy is designed to support children, staff and parents to recognise, report and address any bullying issues across Selwyn Primary School and Portway Primary School. We aim to promote a caring environment where every child matters and support is given to both victims and perpetrators of bullying.

This policy explains the ways in which we work together to ensure a consistent approach to tackling bullying behaviour and developing a school ethos in which bullying is regarded as anti-social behaviour and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

2.2 Aims

- Produce a safe and secure environment where all can learn without anxiety and this is at the forefront of school improvement planning;
- Encourage a positive and caring ethos between adults and children where all feel safe to report any incidents of bullying, know they will be taken seriously and issues dealt with appropriately;
- Raise awareness of the different types of bullying and reasons for becoming a victim;
- Help children, staff and parents understand the reasons why a child or group of children may become bullies;
- Raise awareness of early signs of distress;
- Ensure all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our school, and
- Have a consistent approach to bullying throughout the school making clear what is and what is not bullying behaviour.

2.3 What is bullying?

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 (see below) and is often motivated by prejudice against particular groups for example on the grounds of race, religion, gender sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.



The chart below details some of the main types of bullying.

Type of Bullying Behaviour	Signs of Bullying Behaviour
Physical	Hits, pinches, kicks, jostling, damages belongings, steals
Direct Verbal	Threats, insults, nasty teasing, intimidation, racist or homophobic remarks
Indirect Verbal	Rumours, social exclusion
Cyber	Internet, mobile phone - or any other connected device

2.4 Who might be victimised?

There are many, complex reasons that children may be particularly susceptible to bullying. Some reasons might include:

- Race
- Gender
- Religion or Culture
- SEN or disabilities
- Appearance or health conditions
- Home circumstances or family crisis
- Sexual orientation
- Sexist or sexual
- New child in school

Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

2.5 Who might the perpetrators be?

Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in others and the power they may gain.



2.6 What signs might indicate that bullying is taking place?

Bullying is complex, and every child will necessarily react differently. The following are a (not exhaustive) list of behaviours that could indicate that a child is being bullied. However, staff are also aware that these behaviours may equally be as a result of a variety of other factors, therefore careful investigation is always undertaken. Signs might be:

- Withdrawing
- Progress deteriorates
- “Made up” illnesses
- Isolated
- Desires to stay with adults
- Irregular attendance
- General unhappiness/anxiety/fear
- Poor time-keeping
- Bed wetting

In all cases, it is a *change in the behaviour typical of the individual* that staff are trained to be aware of and investigate accordingly.

2.7 Implementation

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and children. A successful policy is widely available, and understood by all stakeholders. At the Leading Learning Trust, our policy is published on our school websites, and is also available internally.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

2.7.1 School staff

If bullying is suspected or reported:

- the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded, on safeguard software where it will be actioned by the safeguard team
- the adult will interview all concerned and will record the incident;
- class teachers will be kept informed and if it persists they will report it immediately to a member of the Leadership Team and/or a Learning Mentor;



- parents will be kept informed;
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Furthermore, in support of the school ethos, staff will:

- use Reflection Time or group work to discuss bullying issues, encouraging children to be caring, co-operative and make good friendships with one another;
- ensure adequate supervision in the playground;
- provide opportunities for small group work on social skills and self- esteem;
- be consistent in following the formal and informal procedures to deal with bullying issues;
- be aware of the distress signs and, listen and respond to any concerns children or adults bring to your attention;
- work with the Peer Mentors to help them fulfil their role, and
- support subject co-ordinators to work towards achieving nationally recognised awards.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSCE, ICT (E-Safety), registration time, collective worship and the Topic, Anti-Bullying Week, as appropriate, in an attempt to eradicate such behaviour.

2.7.2 Children

Children are encouraged to report any incidents of bullying to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns. In addition, peers within the playground may be approached to support the child to report the incident. A Peer Mentor scheme will be developed to support children who are struggling with confidence issues or social skills. This will help strengthen links between those children and their peers in social settings (for example, the playground or after-school club).

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the child;
- offering continuous support, and
- restoring self-esteem and confidence.

Children who have bullied will be helped by:

- discussing honestly what happened and work with the adult to resolve it;



- discovering why the child became involved;
- establishing the wrongdoing and need to change;
- show that they understand and display appropriate behaviour at all times;
- informing parents or guardians to help change the attitude of the child, and
- offering continuous support.

The following disciplinary steps could be taken:

- official warnings to cease offending;
- detention;
- exclusion from certain areas of school premises;
- minor fixed-term exclusion;
- major fixed-term exclusion, or
- permanent exclusion.

2.7.3 Parents and carers

At the Leading Learning Trust, we work closely with parents and carers; this area is no exception. In particular, we ask that parents and carers:

- support the school's anti-bullying policy, displayed on the school website and to actively encourage their child to be a positive member of the school;
- discuss friendships and problems that their child tells them about;
- be aware of early signs of distress;
- support their child and not simply say, "Boys will be boys" or "Go and hit him/her back" (if the complaints are frequent);
- speak to their child's class teacher or any member of school staff about any concerns they have;
- support the school's sanctions if their child has bullied;
- feedback to the school following incidents of their child being bullied or has bullied, and
- take opportunities to attend training organised by the school and subject co-ordinators to support their understanding of school policies and bullying in a wider context.

2.8 Other relevant policies

Both Selwyn Primary School and Portway Primary School have comprehensive Behaviour policies. These are published on each school's website, and are reviewed and approved by the Executive Head teacher on a biennial basis. These policies support this trust-wide Anti-bullying Policy.



2.9 Monitoring and review

The Executive Head teacher and Head teacher, both supported by their respective Leadership Teams, review the policy on a regular basis and, if necessary, they make recommendations for further improvements.

The school's Safeguarding Officer and local governing body governor who are responsible for Safeguarding and Inclusion also meet regularly to monitor and review the policy.

Any incidences of bullying are reported to the local governing bodies and to the trust board each term through the Executive Head/Head teacher's Report.

The policy is reviewed biennially, as well as and when new advice is received/any incidents occur which necessitate review. As a trust, we aim to regularly consult with parents, staff, local governors and children. We use pupil and parent surveys to canvas their views on behaviour, bullying and being safe to inform reviews. All staff are given appropriate training and support and the coordinators will have access to specialist training. Coordinators will plan and lead an Anti-Bullying Week which will address misconceptions, terminology and decision making based around the different types of bullying.