



ANTI-BULLYING POLICY

In November 2016, a survey was sent to all parents and carers about our Anti-Bullying Policy.

We received 57 replies. An increase from 18 replies in the last survey.

12% of these parents and carers said their child had been a victim of bullying while they had been at The Flying Bull Academy. This is a drop of 5% from the last survey.

98.5% of these parents and carers felt that the academy dealt with the situation satisfactorily. This is an increase of 4.5% from the last survey.

At The Flying Bull Academy, when dealing with the bullying of children in school, we believe that;

- no one deserves to be bullied whilst at the academy;
- all of us should feel safe and secure in the academy;
- everybody should have the opportunity to talk to somebody if they feel they have a problem;
- all adults in school should deal with bullying in the same way;
- if everyone works together, we can stop bullying!

This policy and the guidelines refer to BehaviourWatch which is an online tool for recording all positive and negative behaviour incidences. This website is only accessed by adults working in the academy.

All adults who deal with any incidents of bullying MUST complete an online **incident** form on BehaviourWatch.

The policy and procedures refer to copying the online form to the relevant people. These are the Headteacher, Deputy Headteachers, classteacher and the relevant Pastoral Team Leader. This may be the Team Leader for the Learning and Pastoral Team for mainstream children or the Team Leader for the Alternative Provision for the provision children.

The LAPS Team/Provison Team will then decide the next course of action. The Headteacher may be involved in these discussions.

The Headteacher has collated this Anti-Bullying Policy after discussions with school staff, parents, carers, governors and the children. All staff are aware of this final version of the policy.

GUIDELINES

Definition of Bullying

This definition has been agreed by all staff, parents/carers, governors and children.

Bullying is the repeated intimidating behaviour that causes discomfort and even fear for the victim, leaving them feeling vulnerable. This behaviour can be physical or psychological. Both can cause emotional distress. It is usually dominating behaviour by those who have a low self-esteem themselves. Bullying behaviour involves someone imposing what they want on someone else, without their consent, while not respecting other people's individuality.

Bullying can be child-child, adult-child, child-adult or adult-adult.

Types of Bullying

We must remember that one off incidences of any of these behaviours may not make the perpetrator, a bully. If the perpetrator repeats any of these behaviours regularly albeit to one particular child, or a different child each time, this could be considered bullying.

- Demanding things / extortion
- Ganging up
- Picking on someone
- Threatening behaviour
- Beating someone up for no reason
- Picking on superficial differences, e.g. name calling
- Remarks / actions that attack a person's protected characteristics (2010 Equality Act) e.g. race, sex, disability, religion, sexual orientation...
- Malicious intervention
- Intimidating behaviour
- Laughing at or belittling someone
- Excluding a person from a group or game
- Coercion
- Cyber Bullying

This is not a definitive list. It can be added to.

Management of incidents

All incidents of bullying should be recorded on BehaviourWatch, copying in the relevant people above. Either the HT, DHT or Team Leaders will then investigate the incident.

When an episode of bullying is reported, the adult dealing with the situation must ensure that they provide a secure environment in which the incident may be recorded confidentially. The person who has been bullied should be made to feel safe.

Everybody should be shown that the academy does not accept bullying in any form.

Adults should respond calmly and consistently to all incidents of bullying.

The academy should protect and support all parties while the issues are resolved.

The perpetrator and those who may have colluded should be encouraged to behave in a more acceptable way.

Interventions should be monitored and followed up appropriately at the individual, group or whole school level.

If an allegation of bullying is made we must follow this routine.

- **Be available**
Make it known that you are ready to listen. Provide immediate support.
- **Listen to the child**
Ask the bullied child how he or she is feeling and who else was involved.
- **Record**
Ensure the incident is recorded on BehaviourWatch, copying in the relevant people listed above.
- **Respond**
Ensure that your response is non-aggressive and provides models of positive behaviour.
Identify pupils with long-term needs requiring a development programme, e.g. Pastoral Support Plans or Learning Mentor involvement.

The Headteacher should be informed of all potential bullying incidents.

Dealing with Parental Concerns

If a parent or carer comes into the academy with a concern about bullying, they should preferably see the class teacher first. The class teacher will then deal with the situation, recording all details on BehaviourWatch copying in the relevant people listed above. The LAPS team then decide what appropriate action should be taken. If the class teacher is unavailable, the parent/carer should see the Phase Leader. If the Phase Leader is unavailable, the parent/carer should see a member of the Senior Leadership Team.

Hierarchy when dealing with bullying

- Bullying in class - may be dealt with by the class teacher or Phase Leader. If the incident is seen as bullying, a record should be made on BehaviourWatch and the relevant people listed above should be copied in.
- Bullying at play times - the duty teachers should deal with the incident. If the incident is seen as bullying, a record should be made on BehaviourWatch and the relevant people listed above should be copied in.
- Bullying at lunch times - the lunchtime supervisors should inform the senior supervisory assistants. The Senior Supervisory Assistants should then speak to a member of the LAPS Team or the Senior Leadership Team.

The Headteacher should be informed of all potential bullying incidents.

Dealing with bullying behaviour

The perpetrator must not be treated as a criminal. When a potential incident of bullying has arisen, understanding should be shown and the accused should be given the opportunity to explain their actions in a quiet and calm atmosphere.

If it is then decided that they are guilty of bullying, they should be made aware of why their actions were wrong.

The adult dealing with the matter should then complete an online form on BehaviourWatch and copy in the relevant people listed above.

The LAPS team will then decide on the appropriate course of action according to the seriousness of the incident. Parents/Carers of both parties will then be informed by telephone or letter.

Whatever happens, all information should be recorded on Behaviour Watch.

If the anti-social behaviour continues, the parents/carers will be informed and a meeting called for all the relevant parties to discuss the matter.

In this event;

- Parents/carers must be clear about the joint problem solving focus;
- they must have been given enough notice of any meetings;
- the meeting must be minuted and uninterrupted;
- all relevant information should be available;
- parents/carers must have an opportunity to have their say and express their feelings about the situation;
- the meeting must be purposeful and end on a positive note.

If the parents/carers do not attend, this should be recorded.

After this, if the child is still involved in further bullying incidents, the Headteacher should be informed immediately.

Supporting the victim

It is important that the victim of an incident is made to feel safe and secure as soon as possible. They should be given a chance to talk in confidence to the adult dealing with the incident. They may be given strategies to help them deal with another occurrence of the incident. The victim's reaction should be noted down when the adult dealing with the situation records the incident. Peer partnership may be appropriate. This is where another child is asked to play with, talk to, or just be with them.

Parents/carers will be informed of the incident.

Strategies for Prevention

There are many strategies for preventing bullying. These can help build up self-esteem of all class members. This is important as both the bully and their victims could be suffering from low self-esteem.

- Role-Play activities can teach the children how to deal with situations where bullying can arise.
- Other Emotional Intelligence tools can be used including Circle Time, P4C sessions and P.S.H.C.E lessons. These are ideal opportunities for dealing with bullying issues. Assemblies may also be used.
- Rewards and sanctions can play a major part in preventing bullying.

- The use of Pastoral Support Plans for those children who have shown signs of anti-social behaviour are a good method for monitoring their behaviour. Target cards could also be used.
- The use of Learning Mentors for both the perpetrator and the victim could help to prevent further incidents.
- Persona Doll in the Early Years.

Maintaining our Anti-Bullying Policy

As staff, we should always use positive supervision at play times and lunch times. We should watch identified trouble spots in the academy. We should be seen to be rewarding non-aggressive behaviour and punishing aggressive behaviour. Classroom displays, assemblies, focus days/weeks and contact with parents/carers are just a few ways of reminding the children about our anti-bullying policy.

Evaluation of the Policy

Annually, the staff and governors will review the Anti-Bullying Policy. Every other year, this will be an in depth review as part of the academy's Respect Week. If staff have any concerns through the year, they can bring them to a professional development meeting after consultation with the Headteacher. Parents/carers are welcome to comment at any time. A questionnaire may also be sent out to parents/carers when we are reviewing the policy. Our pupil council will regularly review and discuss issues regarding bullying behaviour.

Conclusion

When people feel safe to talk about bullying they are more likely to report incidents to staff, expecting some helpful intervention. This means that there may be an increase in the number of times staff are asked to respond, even though hopefully there may be less bullying.

At The Flying Bull Academy, we are aiming to create a secure environment with no bullying, so we need to be consistent at all times when dealing with situations where bullying is involved.

Policy reviewed by D. Hewett-Dale, Headteacher, after consultation with staff, parents, carers, children and governors.

November 2017

To have in-depth review November 2018 as part of Respect Week.

The
Flying Bull
Academy