



ANTI-BULLYING POLICY

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 all incidents of bullying effectively, in line with this policy and to the satisfaction of all parties involved;*
- *the academy should protect and support all parties while the issues are resolved;*
- *the perpetrator and others who may be involved will be encouraged and supported to behave in a more acceptable way.*

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

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 recurring over a period of time.

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 constitute bullying behaviour. 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)
- 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 CPOMS, copying in the relevant people. Either the HT, DHT or Team Leaders will then investigate the incident.

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

- Be available to victim, bystander and perpetrator
Make it known that you are ready to listen. Provide immediate support and a secure environment in which the incident may be recorded confidentially.
- Listen to the child
Ask the bullied child how he or she is feeling and who else was involved. Ensure that the whole incident (including previous incidents) are explored.
- Record
Ensure the incident is recorded on CPOMS quoting what the child has said wherever possible, copying in the relevant people to ensure the incident is dealt with appropriately.
- Respond
Ensure that your response is non-aggressive and provides models of positive behaviour following a restorative approach. If it is then decided that they are guilty of bullying, they should be made aware of why their actions were wrong. In responding to the incident it is vital that the appropriate parents/carers are informed about the incident and action taken within school.

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 CPOMS copying in the relevant people who will then decide what appropriate action should be taken. If the class teacher is unavailable, the parent/carer should see the Phase Leader or LaPS team. If the Phase Leader or LaPS team is unavailable, the parent/carer should see a member of the Senior Leadership Team.

Dealing with bullying or isolated incidents throughout the school day

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 CPOMS and the relevant people should be copied in.

Bullying at play times - the duty teachers should deal with the incident and inform class teacher. If the incident is seen as bullying, a record should be made on CPOMS and the relevant people 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 who will involve the class teacher.

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 restorative atmosphere.

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 leads the continued work with the individuals involved.

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 to the adult dealing with the incident. They will be given appropriate support to help them deal with the impact of their experiences. The victim's reaction should be noted down when the adult dealing with the situation records 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.
- Emotional Intelligence tools are used throughout the year across the academy including: Circle Time, P4C sessions, Focus Weeks, School Council activities, assemblies and P.S.H.C.E lessons. These are ideal opportunities for approaching issues regarding bullying with an emphasis on the behaviour of bystanders as well as the bullying behaviour.
- 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 and promoting positive behaviour towards others.
- The use of Learning Mentors for both the perpetrator and the victim could help to prevent further incidents.
- Persona Doll, puppet, teddy in the Early Years.

Evaluation of the Policy

The staff and governors will review the Anti-Bullying Policy. 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 will 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 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 written by D. Hewett-Dale, Headteacher, after consultation with staff, parents, carers, children and governors.

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Flying Bull
Academy