



Anti-Bullying Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY





Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff 	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours 	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy 	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied 	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
<p>Implementation</p>				
<p>6 Consistency is key</p>  <ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 				

Our Rules:

- Ready
- Safe
- Respectful



Larkholme Anti-bullying Policy

Aims and Objectives

As stated in the school's Behaviour Policy, bullying behaviour is unacceptable and will not be tolerated. We encourage children to work against it and to report any incidents of bullying. Through assemblies, circle time and discussion times, pupils are made aware of the school's Anti-bullying Policy.

Emphasis is placed on the fact that action on bullying can only be taken if it is brought to someone's attention. The school promises its pupils that it will act positively in all instances of bullying. Whenever appropriate, the parents of the bully will be involved and kept closely informed about the situation. Sanctions for bullying will usually be appropriate to the nature of the incident. All cases should be treated with the utmost sensitivity.

In line with this statement:

- All bullying, of any sort, is therefore unacceptable.
- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

OUR INTENTIONS IN PRODUCING THIS POLICY ARE

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of bullying.
- To respond effectively to all instances of bullying that are reported to us.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.

OUR DEFINITION OF BULLYING

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another’s belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong.

Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

Our school’s Behaviour and Rewards Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other’s emotional and social well-being; and where they include and support each other.

We also draw on the school’s curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised.

Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others. Circle Time, assemblies, role-plays and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

- We will publish our anti-bullying policy on the school website.
- Posters around school will tell pupils what to do if they are bullied, or see others being bullied, and information about Childline and other sources of confidential help will also be displayed.
- Our Anti-bullying Ambassador’s meetings offer a forum in which concerns about bullying can be discussed on a regular basis.
- We will regularly ask pupils whether they feel safe in school and we will supervise, and try to eliminate, any unsafe areas which they report to us.
- We will provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

STRATEGIES FOR DEALING WITH BULLYING

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school -To encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- Circle Time - To set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.
- Circle of friends - To build relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship.
- Befriending - To appoint a specific pupil(s) as a support / friend [appointed by a member of staff]
- Mediation by Anti-bullying Ambassadors.
- Mediation by adults - To establish ground rules that will enable the bully and the person being bullied to co-exist in school.
- 1-1 or small group work with Family Learning Mentor.

RESPONDING TO INCIDENTS WHEN THEY OCCUR

Pupils who have been bullied should report this to:

- Their identified trusted adult in school /any member of staff (teachers, teaching assistants or midday supervisors), their parents and a school friend.

Pupils who see others being bullied should report this to:

- Any of the above.

Members of staff who receive reports that a pupil has been bullied will:

- Record this on CPOMS and alert members of the Senior Leadership Team and Family Learning Mentor. Each recorded incident will then be followed up in line with the school's Anti-bullying Policy.

Larkholme's Procedures on Dealing with Bullying Incidents

- If a member of staff is witness to a bullying incident or one is brought to their attention they must record it on CPOMS and alert the Headteacher/Deputy Headteacher.
- If a lunchtime assistant is aware of a bullying incident they will report it to the welfare supervisor who will then discuss the issue with the Headteacher/Deputy Headteacher/Family Learning Mentor. This is then logged on CPOMS.
- If an accusation is made by parents about their child being a victim of bullying the class teacher always asks for time to monitor the situation. This allows the class teacher time to interview the children involved and any adults who may have information and then the situation is monitored closely e.g. playtime observations. The class teacher will always feed back to the parents on their findings.
- Incidents will be recorded on CPOMS and findings will be analysed by SLT as part of on-going safeguarding processes.
- Every term bullying incidents are shared at the Safeguarding Committee meeting and outcomes are discussed. This report is then shared each Full Governors' meeting.

Dealing with Bullying Incidents (General information)

- Don't over react even though you might want to sympathise with the victim and feel annoyed with the bully.
- When talking to a child, who has bullied, label the behaviour not the child.
- Avoid shouting as this makes both you and the child bad tempered.
- Develop good relationships by talking in a friendly way, using names, using friendly gestures, smiles etc.
- Keep calm. Think quickly, act slowly.
- Try to be fair, offer solutions you can agree to.
- Keep control of conversation. Don't allow child to side-track you by putting the blame on another.
- Give support to both victim and bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition). Do not "bully" the bully – find out why they are bullying.

WHEN TOUGHER MEASURES ARE NEEDED

If necessary, we will invoke the following range of sanctions that are in line with the school's Behaviour & Rewards Policy. These include:

- Removal from the group (within the class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in school events that are not an essential part of the curriculum.
- In extreme cases we will also consider fixed term and / or permanent exclusion from school.

OUR RESPONSIBILITIES

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another
- Adhere to and to promote the objectives of this policy.

Pupils are expected to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and happy and nobody feels excluded or afraid in school.

Parents can help by:

- Supporting our Anti-bullying Policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or if they are unhappy in some other way.
- Helping to establish an anti-bullying culture outside of school.

BULLYING OUTSIDE THE SCHOOL PREMISES

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all.

Where a pupil or parent informs us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of any other school whose pupils are bullying.

- Talk to the police where this is deemed necessary.

Cyber-bullying

- The school acknowledges that cyber-bullying may take place in a variety of ways, using a variety of electronic means including: email/messenger, mobile phone calls, instant messaging, using someone else's account or phone, chatrooms, websites (including defamatory blogs), social networking sites, electronic games played online, twitter, identity harvesting (where sites and games collect personal details which may leave a child open to stalking/predatory harm), flaming (online fights with angry and vulgar language), harassment, sending or posting gossip or rumours about someone in order to damage their reputation, impersonation, 'outing' (sharing someone's potentially embarrassing information/image online), manipulation online with intent to exploit, isolation (i.e. intentionally and cruelly excluding someone from an online group), cyberstalking and sexting (sending explicit or suggestive images via any new technology).
- Incidents of cyberbullying will be dealt with according to the school's Anti-bullying Policy. In the case of serious incidents, the Online-Safety Incident/Escalation Procedure document may be used as a framework for responding to cyber-bullying.
- Online-Safety incidents will be recorded on CPOMS and findings will be analysed by SLT as part of on-going safeguarding processes.

Refer to Online Safety Policy for additional information

CONCERNS, COMPLAINTS ... AND COMPLIMENTS

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure, a copy of which may be obtained from the School Office. We would also be pleased to receive Compliments – feedback from parents when things have gone well.

EVALUATING OUR POLICY

The school will monitor and evaluate bullying by:

- Keeping records of all incidents on CPOMS and analysing patterns
- A range of data from pupil surveys eg during anti-bullying week
- Records of peer mentoring initiatives e.g. buddy schemes
- Parental complaints
- Information and evidence collected for the Healthy Schools Programme (emotional health and wellbeing)
- Discussions at staff/SLT/Governor meetings

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Review: Annually