



# THE LIMES

## PRIMARY ACADEMY

*“Growing Learners for Life”*

### Anti-Bullying Policy

February 2018

Author:	REAch2
Date:	February 2018
Review Date:	February 2019
Ratified by:	Date:
On behalf of:	Local Governing Body

Collaboration Curiosity Responsibility Resourcefulness Resilience Reflectiveness



## Introduction

### Our ethos

At The Limes Primary Academy we are all committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The Limes is a **TELLING academy**. This means that anyone who knows that bullying is happening is expected to tell the staff.

Parents, pupils, staff and Governors will have input into the adaptation of this policy as the academy grows in order to meet the needs of The Limes Primary Academy community.

### 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 may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies.

Hate websites.

## Context

During their academy life, children may at some point be bullied, bully others or will witness bullying. We at The Limes are committed to ensuring that every child is educated in a safe, happy and caring environment. We believe that everyone has the right to be treated with respect. Bullying is likely to adversely affect a child's sense of well-being as well as the learning environment. Consequently, a child's educational progress and achievement can suffer, in some cases significantly, if bullying is not addressed. We take bullying very seriously. Our academy Aims, our Values Statement, the Behaviour for Learning Policy and the Home Academy Agreement all support the need for good behaviour, brought about through working in partnership with parents.

## Aims

In establishing an Anti-Bullying policy we aim:

- To reduce and, where possible, eradicate incidents of bullying in our academy.
- To further strengthen home/academy links through a shared approach to responding to and preventing bullying.
- To ensure that all pupils, staff, parents and governors have a clear understanding of what bullying is and are aware of procedures to follow, in order to fulfil their responsibilities.
- To provide children with strategies and to teach them skills that may be helpful when responding to and challenging bullying behaviour.

## Why is it important to respond to bullying?

Bullying is damaging. No-one deserves to be the victim of bullying. Everyone has the right to be treated with respect. Pupils who bully need to be educated in the consequences of their actions and learn a different way of behaving. The Limes Primary Academy will do its utmost to respond promptly and effectively to issues of bullying.

## Objectives of this Policy

- All Governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and support staff should know what the academy policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises. This is given to new parents and available on our academy website [www.thelimesacademy.org](http://www.thelimesacademy.org)
- At The Limes we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

*These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.*

Please also refer to The Limes Primary Academy Behaviour for Learning Policy for additional guidance.

## Prevention

At The Limes we aim to teach children about prevention of bullying through the varied curriculum which is provided. As and when appropriate, these may include:

- anti-bullying week which is marked each year during which we have special assemblies and PSHE & C sessions to further understand bullying
- our values programme which includes dealing with bullying and respect for others and promoting developing emotional literacy throughout the academy
- in our academy expectations for behaviour, as well as their own individual classes devising class rules regarding bullying. These are displayed in classrooms and a copy will be sent home
- signing a behaviour contract, as part of the home-academy agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- use of message in a box/worry box
- assertiveness training
- use of buddies
- annual staff training
- staff to maintain strict control over children's access to and use of the internet, especially in the academy's wireless environment where going online is relatively straightforward
- an online safety policy, curriculum and agreement, to be signed by the children and parents
- Children are not permitted to go on the internet at wet playtimes.

## Improving playtimes

The children will be given opportunities to share their views about improving playtimes. As an academy we work hard to ensure that as far as possible playtimes are happy and incident free and we do this in a variety of ways.

Lunchtime supervisors are encouraged to teach the children how to use equipment. They might also teach them new games. Markings on the playground are maintained to encourage games. A 'Quiet Area' will provide for alternative activities. Football is permitted on a rotation basis making playtimes fairer and safer for everyone. The grounds and the playground furniture will be continually developed in order to enhance the playtime environment.

Our academy Behaviour Expectations are prominently displayed around the academy, indoors and outdoors, to remind the children what is and is not acceptable behaviour.

Over time, the oldest children in the academy (commonly Year Six) will have training at the beginning of each year to help them support positive relationships in the playground. Monitors from the eldest classes will undertake specific duties:

- To look out for children who are having difficulty or who are unhappy at playtime and to help them.

- To collect and tidy playtime equipment.
- To inform lunchtime supervisors about incidents which they have not seen.
- To pass on helpful information and advice to subsequent monitors.

### **Procedures for dealing with incidents of bullying**

#### **Implementation**

1. In the first instance, report bullying incidents to the class teacher
2. If bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached
3. A clear account of the incident will be recorded and brought to the attention of a senior Leader, which may be the Headteacher. This is summarised on the ABC format (see Behaviour for Learning Policy) in order to unpick underlying reasons for the bullying behaviour, in order to plan to prevent further occurrences.
4. The class teacher will interview all concerned and will record the incident.  
The following questions will be asked:
  - What happened to you?
  - How often has it happened?
  - Where did it happen?
  - What have you done about it already?
  - Have you told anyone else?
5. If necessary, parents will be informed and will be asked to come in to a meeting to discuss the problem.
6. Parents will be kept informed and a future appointment made to discuss actions and find out if it has stopped.
7. Consequences will be used as appropriate and in consultation with all parties concerned and in line with the Behaviour for Learning Policy.
8. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
9. Every effort will be made to help the bully (bullies) change their behaviour and a sorry sheet (see Behaviour for Learning Policy) will be completed.
10. If necessary and appropriate, police will be consulted.
11. Reports against staff of bullying will need to be dealt with differently through our staff disciplinary policy.

#### **Pupils who have been bullied will be supported by:**

- being given the opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- helping to restore self-esteem and confidence
- moving where the child sits if necessary
- discussing next steps
- use of a home academy link book if necessary

#### **Pupils who have bullied will be helped by:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- if necessary, informing parents or guardians to help change the attitude of the pupil

- use of a home academy link book
- deciding and planning the way in which the child is to be helped to change

Members of staff who become aware of bullying inform the class teacher or the Headteacher who will then record the incident and date it. This is to ensure they are true bullying incidents and not one off behaviour issues.

Children are encouraged to speak out if they are being bullied or if they witness bullying. Victims of bullying often need reassurance that intervention by staff will not worsen the problem. Opportunities for teaching children about the effects of bullying and strategies for dealing with bullies are predominately built into assemblies and PSHE & C sessions, which include Circle Times. These sessions can also help to build confidence and self-esteem. Staff have worry boxes in classrooms so that children can communicate with them without fear of repercussions.

Lunchtime staff are made aware that bullying often takes place during the lunch hour when there is less supervision than in lesson time. Incidents causing concern are verbalised or written down and passed on to the class teacher immediately after the mid-day break, or during the break to a member of the Senior Leadership Team. Class teachers are informed so that further action may be taken in line with the agreed behaviour procedures. Children are regularly praised and rewarded for positive behaviour and their efforts are publicly celebrated.

### Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. For example:
  - detention
  - missing non curricular activities
  - missing educational academy visits
  - removal from specific lessons
  - having break time in a different playground for a specific length of time
  - internal exclusion
  - accompanied around academy by a member of staff during transition times
  - in extreme cases, exclusion
  - if it is a group of bullies the children concerned may be separated at break times
- 2) In serious cases, suspension or even exclusion will be considered. **This is a last resort.**
- 3) If possible, the pupils will be reconciled
- 4) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Any future incidents will be recorded and followed up as appropriate.

### Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

## **Key roles and responsibilities**

### **The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from the academy. This policy statement makes it very clear that the governing body does not allow bullying to take place in our academy, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a child is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher appoints an Anti-Bullying Lead.

### **The role of the teacher**

Teachers in our academy take all forms of bullying seriously. Teachers intervene to prevent incidents from taking place and effectively deal with incidents when they do take place. Teachers record all incidents that occur using the correct academy form.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Anti-Bullying Lead, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. If a child is repeatedly involved in bullying other children, we consult with the Anti-Bullying Lead and/or Inclusion Leader. We then invite the child's parents into the academy to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Inclusion Leader may contact external support agencies such as Social Services, and a Behaviour Support Plan may be decided to be initiated to try and prevent a possible permanent exclusion in the future.

Teachers attend training as directed by the Headteacher, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents/carers**

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with, they should make an appointment to see the Headteacher. Should the concern remain, a parent should contact the chair of governors in writing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to behave in accordance with the academy behaviour policy.

### Monitoring, evaluation and review

This policy is reviewed by the Headteacher, who reports to the Local Governing Body about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### Monitoring and evaluation of anti-bullying includes:

- analysis of bullying and racist incident data
- evaluation of consistency of response of staff (e.g. prompt response to pupil concerns, following academy procedures for reporting/recording, appropriate support provided to vulnerable pupils over time)
- parent feedback (including that of parents of those involved in bullying cases)
- pupil feedback
- follow up data on the impact on and progress of those involved in bullying
- Headteacher's report to governors prepared termly includes bullying statistics

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### Useful websites

- [www.antibullying.net](http://www.antibullying.net) – Established by the Scottish Executive for parents, teachers and young people
- [www.bbcllc.com](http://www.bbcllc.com) - Website for children and young people includes case studies, games, gallery and advice
- [www.beatbullying.org](http://www.beatbullying.org) - Information and support
- [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk) - Raises awareness of alternative ways of resolving conflict and of reducing incidences of bullying
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.teenagehealthfreak.org](http://www.teenagehealthfreak.org) - Information on wide range of issues for teens including bullying