

# Anti-Bullying Policy

Little Acorns School



Growth Learning Therapies

Approved by:	Barbara Dansey	Date: January 2022
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*Children do not identify bullying as a problem within the school. Staff and Children understand bullying is unacceptable. Staff working in the school understand their role in helping to prevent and counter bullying by any adult or child working in the school.*

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” and supporting documents “Supporting children and young people who are bullied: advice for schools”, “Cyberbullying: advice for headteachers and school staff”, “Advice for parents and carers on cyberbullying” November 2014 . It also takes into account the DfE statutory guidance, “Keeping Children Safe in Education” 2023

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Little Acorns does not ever condone or allow bullying within the School. It is the task of this Service to provide safe and nurturing experiences of care and belonging for Children who have often suffered highly unpredictable, persecutory and unpredictable relationships and environments. Bullying in all of its forms is counter to the ethos of the work that we conduct in support of these Children’s positive experience of Childhood.

This Policy explains all of the forms that bullying can take, and how we can think about countering a Child or persons need to bully others. Our Behaviour Management Policy is a useful reference on how to approach behaviours which can be considered unkind, disruptive and emotionally or physically aggressive. It is of the utmost importance that while addressing bullying behaviours firmly and in a timely fashion, we also maintain an understanding of why a Child or person may feel the need to belittle others or highlight inadequacies in order to protect themselves from their familiar, historic or perceived threats.

Within the School, Little Acorns displays posters with details of how to access Childline if a Child feels unable to talk to those around them.

Some of the children we care for, particularly our Looked After Children, have experienced adults in their lives who have not treated them and their loved ones well. We must model to them respectful, appropriate and positive relationships through not only our interactions with them directly, but also our interactions with each other. Bullying can happen to anybody, Child or adult. If anyone feels that any person within Little Acorns is subject to bullying

it is their responsibility to act or talk to a senior member of staff if it is not appropriate to speak directly to those involved.

Bullying is defined by the Department of Health, Department for Education as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves”.

#### Statement of Intent:

We are committed to providing a caring, friendly and safe environment for all of our Children so they can learn in a relaxed, safe and secure atmosphere. Bullying of any kind is unacceptable in our Service. If bullying does occur, all Children and Young People should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** environment. This means that anyone who knows that bullying is happening is expected to tell senior members of staff.

#### What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress for the victim.

Bullying can be:

- **Emotional:** Being unfriendly, excluding, tormenting. E.g. Hiding books or personal belongings, threatening gestures.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence.
- **Racist:** Racial taunts, graffiti, gestures.
- **Sexual:** Unwanted physical contact or sexually abusive comments.
- **Homophobic:** Because of, or focussing on the issue of sexuality.
- **Verbal:** Name calling, sarcasm, spreading rumours, teasing.
- **Cyber:** All areas of internet, e-mail and chat-room misuse.
- **Digital:** Threats through SMS or calls, misuse of associated technology such as camera's and voice recorders.

#### Why it is important for us to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children, Young People and others who are bullying need to learn different ways of behaving. This is an important aspect of our work. The schools staff have a responsibility to protect their pupils and must respond promptly and effectively to incidents of bullying.

#### Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, peer support and hearing the childrens' voices.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns. • Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

### Preventative Strategies:

- i. High levels of Supervision i.e. a) Playground – 1:1 support or 2:1 support whilst the children are playing outside. b) 2:1 or 1:1 supervision and support in the classroom. c) Ensuring adequate adult/child ratio when going on school trip/walk etc
- ii. Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground. Reinforce caring for each other through stories and games. Parents called for 'good' days and 'kind' behaviour.
- iii. Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet.
- iv. Community Meeting/Assembly - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do? This will be only where appropriate and suitable depending on the emotional state of the child.
- v. Records of behaviour kept in Daily Logs and/or incident Incidents of bullying also recorded on CPOMS with the appropriate heading highlighted. Alison Neal and the rest of the team to look for patterns of behaviour.

### Involvement of pupils

We will:

- Regularly discuss children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
  - Through our PSHE plans, themes such as bullying, friendship and behaviour are discussed.

## Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on the school website.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.

## Signs and Symptoms:

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

- Is frightened of walking to or from a place or room.
- Doesn't want to go out or spend time with a particular person.
- Is adamant to be chaperoned.
- Changes their usual routine without obvious cause.
- Is unwilling to return school.
- Begins to abscond.
- Becomes withdrawn, anxious or lacking in confidence.
- Cries uncharacteristically or has nightmares.
- Begins to do poorly in School.
- Has possessions which are damaged or 'go missing'.
- Has unexplained cuts or bruises.
- Is bullying others uncharacteristically.

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

## Procedures:

- Report bullying incidents or suspicions to Senior staff.
- In cases of bullying the incidents will be recorded.
- Parents will be notified and called in for meetings should this be necessary.
- In severe cases the Social Worker of our LAC will be informed and will be asked to come for a meeting to discuss the problem. If necessary and appropriate Kent Safeguarding Board will be consulted.
- An attempt must be made to help the bully to recognise their behaviours as damaging. Where mediation is safe and suitable this will

be led by the Head Teacher. Where reparation on behalf of the bully is safe, suitable and voluntary this should be recognised and supported.

### Outcomes:

- The Bully (Bullies) may be asked to apologise if they have recognised their behaviours, consequences may be appropriate and should be in line with the Behaviour Management Policy.
- In serious and on-going cases suspension or exclusion may be considered in consultation with the Child's parents, carers or Social Worker. This is only ever as a very last resort.
- If possible the Children will be reconciled within the group.
- After incidents of bullying, on-going monitoring will be implemented to ensure repeated bullying does not take place. This will be recorded on CPOMS using the category 'Bullying'.
- Bullying will then be addressed as part of the daily Community Meetings agenda to make transparent the wishes of the group and engage the vigilance and protection of the Community. **The Bully must not be stigmatised or made to feel persecuted by the group for their actions. This is merely revisiting the bullying gesture upon them.**

Remember that if a Child is being bullied by another Child, we are here to help them both. When a Child bullies they are often very unhappy or angry about something significant. It is our task to protect and care for both parties.

### Responsibilities

It is the responsibility of:

- Alison Neal to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990