



The Glapton Academy

A L.E.A.D. Academy

Anti- Bullying Policy

2023/24

Head Teacher – Mrs. C Hurst

Anti-Bullying Policy Statement

The purpose and scope of this policy statement

The Glapton Academy works with children and families as a LEAD Primary Academy.

The purpose of this policy statement is:

- To prevent bullying from happening between children and young people who are a part of our academy.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of The Glapton Academy including senior managers, paid staff, volunteers, agency staff and pupils.

A Separate document sets out:

- Our Behaviour Policy for children
- Code of Conduct for adults working within the academy

What is bullying?

Bullying includes a range of abusive behaviour that is

- Repeated
- Intended to hurt someone either physically or emotionally.

More detailed information about bullying is available from [learning.nspcc.org.uk/child-abuse-and neglect/bullying](https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:

- Bullying learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- Online abuse learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse
- Child protection learning.nspcc.org.uk/child-protection-system

We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm

- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying

We seek to prevent bullying by:

1. Using a code of behaviour that sets out how everyone involved in our academy is expected to behave, in face-to-face contact and online, and within and outside of our activities
2. Holding regular discussions with staff, volunteers, children, young people and families who use our academy about bullying and how to prevent it. These discussions will focus on:
 - Stakeholders' responsibilities to look after one another and uphold the behaviour policy
 - Practising skills such as listening to each other
 - Respecting the fact that we are all different
 - Making sure that no one is without friends
 - Dealing with problems in a positive way
 - Checking that our anti-bullying measures are working well
 - Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
 - Putting clear and robust anti-bullying procedures in place

We will make sure our response to incidents of bullying takes into account:

1. The needs of the person being bullied
2. The needs of the person displaying bullying behaviour
3. Needs of any bystanders
4. Our academy as a whole.
5. Reviewing the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members to our academy

We will operate a method of dealing with bullying called ABC which is based around peer to peer support. (See Appendix 1)

Details will be available on our website and sent to any families whose child is referred for ABC.

Procedures

1. Report bullying incidents to staff.
2. In all cases of bullying, incidents will be recorded by staff.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. Our ABC (Anti-Bullying Campaign) will be put into place.
5. ABC will ensure that bullying behaviour or threats of bullying are investigated and the bullying stopped quickly.
6. ABC will attempt to help the bully (bullies) change their behaviour.
7. ABC guidelines will be issued to parents/carers on an individual case basis.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other behaviour policy sanctions may take place.
- 2) In serious cases, suspension or even exclusion will be considered.
- 3) If possible, the pupils will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, ABC will ensure each case is monitored to ensure repeated bullying does not take place.
- 5) Parents and the pupil will have a named staff contact in school throughout the whole process.

Prevention

We will use a variety of methods to help children to prevent bullying. These include:

- High profile of school rules
- Our own Anti-Bullying poster
- National Anti-bullying week activities
- Assembly Focus
- PSHE Focus
- Buddy systems
- Play-leaders
- Friendship Stop

Regular discussion and activity with our pupils ensures that they are clear about whom to tell if they are, or know someone who is, the victim of bullying.

Related policies and procedures

This policy statement should be read alongside our academy policies and procedures including:

- Child protection/safeguarding policy.
- Procedures for responding to concerns about a child or young person's wellbeing.
- Dealing with allegations made against a child or young person.
- Managing allegations against staff and volunteers.
- Code of conduct for staff and volunteers.
- Online safety policy and procedures for responding to concerns about online Abuse
- ABC

Contact details

Nominated anti-bullying lead

Name: Barry Payne

Phone/email: admin@glaptonacademy.co.uk / 0115 9152936

Senior lead for safeguarding and child protection

Name: Helen Oliver

Phone/email: admin@glaptonacademy.co.uk / 0115 9152936

NSPCC Helpline

0808 800 5000

More information about responding effectively to bullying is available:

Protecting children from bullying and cyberbullying

[learning.nspcc.org.uk/child-abuse-and neglect/Bullying](https://learning.nspcc.org.uk/child-abuse-and-neglect/Bullying)

Recognising and responding to abuse

learning.nspcc.org.uk/child-abuse-andneglect/recognising-and-responding-to-abuse

We are committed to reviewing our policy and good practice annually.

This policy was agreed in November 2022

Signed: Cal Hurst

Review Date: September 2023

Appendix 1

SOLUTION FOCUSED ANTI-BULLYING CAMPAIGN

What is A.B.C.?

A.B.C. is the terminology to be used for our Anti-Bullying Campaign. The approach to bullying will be via solution focused support groups. There is evidence to suggest that, using this approach, the problem is solved immediately in over 90% of referrals; the vast majority of cases being solved rapidly.

When do we need A.B.C.?

If pupils, parents/carers and/or members of staff are becoming increasingly concerned about bullying.

If bullying has been given as a reason for the non-attendance of any pupils.

Who will A.B.C. involve?

Due to an ever-expanding workload, class teachers are often so busy that they find it increasingly difficult to take time out of the school day to talk at length with children who feel they are being bullied. For this reason we use an A.B.C counsellor.

Miss Cosway is our A.B.C. counsellor.

When will A.B.C. sessions take place?

Counselling sessions will be arranged at times that will cause the least disruption to class teachers. SLT will monitor all referrals and liaise with class teachers to arrange for SHORT periods of release time (up to 15 minutes) for Miss Cosway to conduct the A.B.C. sessions.

How will pupils access A.B.C. support?

Referrals may come from pupils, parents/carers or members of staff. All A.B.C. referrals should be passed on to SLT. Every referral to A.B.C. will be treated seriously and given urgent attention. Parents/carers will be kept informed throughout the intervention.

The 'Solution focused' support group approach

Interview the Victim

The counsellor begins with non-problem talk, possibly a compliment about something

the child is wearing or an enquiry about what she/he was doing in the lesson she/he has just left. This is to avoid giving the impression that the counsellor only sees him/her in terms of a problem.

Then the counsellor spends a couple of minutes asking questions that the child will have no difficulty answering, such as, "How old are you?", "When is your birthday?" etc. To introduce the main part of the session, the counsellor might say something like, "I've been speaking to your teacher/mum/friend - s/he's worried about you isn't s/he?"

Children feeling bullied often find it difficult to tell someone; it is easier for them to admit that someone else is worried.

The counsellor might then say, "Do you think s/he is right to be worried?" The child is then encouraged to think about the way s/he is feeling and to give it a rating, 0 being the worst they have ever felt and 10 being the best they have ever felt.

There are three essential questions, which need to be asked next. It may be necessary to reassure pupils that anyone they name will not automatically get into trouble; otherwise they may fear retribution and be reluctant to answer.

- **"Who is making you feel unhappy?"**

Usually between two and five names are mentioned. There is no need to question how or why the child finds any one of these pupils difficult to deal with.

- **"Who else is around when this is happening?"**

It is important to include bystanders as part of the support group. Usually two or three names are mentioned.

- **"Who are your friends?" / "Who would you like to have as friends?"**

If bullying has been going on for an extended time, the child may have no friends left. It is not unusual for a child to give a name that has already been mentioned as a bystander or even a bully. Bully-victim relationships can be the result of friendship gone awry.

The support group is selected from these names. If possible it should include all the pupils who are causing the child difficulties, plus a couple of bystanders and any friends or potential friends. The group should consist of five to seven pupils. The counsellor might say something like "I am going to ask some children to help me by making you happier at school". The session ends with the reassurance that things will improve and the counsellor tells the child that they will meet the following week so that the child can say what she/he has noticed improving.

2) Convene the support group

The selected pupils are asked to go to see the counsellor, who is smiling and welcoming towards them.

For example: "Come in, let's sit round this table . . . Have you got enough room? . . . Can I see all your faces? . . . Thank you for coming, I need your help with something."

The counsellor then explains to the group, "Part of my job is to help children if they are not happy in school. Today I am hoping that you will help me to help a friend of

ours. The reason you have been chosen is because I know you can all help."

This is the easiest and most accurate way of explaining the selection and articulating the aim without being at all judgmental. The counsellor would NOT say that X is being bullied in school, because this would probably make several members of the group defensive or resentful.

3) Raise empathy

In order to raise empathy with the child, the counsellor asks if any of the group have ever been unhappy in school. There follows a very short discussion of occasions when they might have been unhappy. They usually relate incidents of bullying and everyone will show some knowledge of the subject.

The counsellor may then say something like, 'its not nice being unhappy in school is it? That's why I am asking you to help me to make a friend of ours happier.'" The child is not mentioned by name at this point, but the counsellor will drop hints until the group has guessed for themselves who the 'friend' is, the child may then be referred to by name.

4) Ask for suggestions

The counsellor asks if the group can suggest anything that they can do to help make X happier. Some groups are full of ideas, some are not so forthcoming at first, but every suggestion is welcomed and praised, unless it is clearly unacceptable. After the first couple of suggestions have been made and reinforced as appropriate, every member of the group is encouraged to think of a way that they personally can help. Sometimes there may be one or two pupils at the end who cannot think of any different suggestions, so they may choose to help another member of the group. The essential point is that they make the suggestions and choose to do it, rather than the counsellor making suggestions that the group agrees to. The counsellor checks that pupils really can do what they have suggested, e.g. "That's a good idea, would that be difficult for you to do?" This gives an opportunity to praise them about their kindness when they say that they can and will carry out their suggestion. The counsellor writes names alongside the suggestions as they go along, but only as a means of valuing and validating.

The counsellor NEVER gives jobs, makes group members promise to do something or asks them to be friends with the target pupil.

5) Pass over responsibility and arrange to review

The counsellor ends the session by thanking the group for all their good ideas and reassuring them, "Your suggestions make a very good plan and I am sure you will be successful in making X happier in school over the next week." A review is arranged for the next week to see how the group is getting on.

Review - one week later

First the counsellor meets with the victim. This can be a very short meeting since hopefully everything is getting better. The child is asked to think about the way s/he is feeling now and to give it a rating using the same 0-10 scale as before. Invariably things are

improving and the counsellor can congratulate the pupil in having a positive and instrumental role in the solution, e.g. how did you manage that?

The pupil is then asked "Is everything going to be fine now, or would it be helpful if we talked like this again?" Another review meeting may be arranged, but this is not normally necessary.

Next the counsellor meets with the support group. Again, this is usually not lengthy, but enough time is given so that each member of the group has a chance to say what they have done. Everyone is praised individually as well as together as a group. The counsellor does not *refer* back to suggestions made previously to check whether or not they have been done - that is not important. Sometimes one or two who previously were named as bullies are quiet during this session and the counsellor does not insist on contributions. The important outcome is that they have not bothered the child any further and they can be fully included in the praise for this reason alone. It is not unusual for the group to report that there has been some bullying from someone not in the group and that they have 'protected' the victim.

The future

The counsellor congratulates the support group for a job well done and asks if they would like to carry on for another week. Invariably the group is keen to continue. If arrangements are made to review again, the group is NOT asked to watch for and report back any problems - we don't want them to be searching for difficulties or thinking that we like to hear about problems.

If all goes well, the situation needs no more than two reviews. After each review, the counsellor contacts the parents/carers of the victim to gather their views and let them know how things are going.

When school staff are no longer aware of any difficulties, the target pupil says s/he is happy in school, the support group is happy with how things are and the parents/carers are happy that the bullying has stopped, that referral is closed.