



Anti Bullying Policy

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Last Review	March 22
Next Scheduled Review	March 24

Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

Statement of Intent

We at Abington Vale Primary School are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is hurting someone physically or emotionally several times on purpose.

Bullying can be:

Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, 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, such as email & internet chat room misuse

Mobile threats from text messaging & calls

Misuse of associated technology, i.e. camera & video facilities

All pupils, parents and adults in the school should know that bullying is a behaviour which uses verbal or physical behaviour with the intention to cause emotional or physical harm to another person.

Any member of the school community can be a victim of bullying. Bullying can be direct – physical or verbal. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on websites. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances, gender or sexual orientation. Bullying can sometimes be unwitting, but the effect on the victim is still the same. When pupils with the same power, numbers and strength fight or argue, this is not bullying.

A simple way that children are taught to remember about how to respond to bullying is:

Several	Start
Times	Telling
On	Other
Purpose	People

Differences between bullying behaviour and poor behaviour and aggression that is not deemed bullying:

. The key difference as mentioned above is the regularity and pattern.

Very serious behaviour which will be dealt with under the Behaviour Policy may not be bullying for this very reason.

. It is important that parents, staff and pupils understand the differences so that incidents can be dealt with appropriately.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. This not only includes every child in the school, but also every member of the school community. Pupils who are bullying need to learn different ways of behaving.

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 school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

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 should investigate changes in a child's behaviour. These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- 1. Report bullying incidents to staff and record on My Concern.**
- 2. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly**
- 3. Parents are informed.**
- 4. Support systems are put in place for both the victim and the bully e.g. Protective Behaviours, nurture support**
- 5. The governing body monitors incidents of bullying and regularly reviews the effectiveness of this policy.**
- 6. Parents can make a request to the CoG for a bullying incident to be investigated.**

Outcomes

- . The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- . In serious cases, exclusion will be considered
- . If possible, the pupils will be reconciled
- . After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We use a range of resources and methods for helping children to prevent bullying. Our main PSHE scheme is JIGSAW which provides age appropriate activities for children from Foundation Stage up to Year 6.

- . Anti Bullying displays around the school
- . Writing school and class rules
- . Signing a Home/School Agreement
- . Whole School Approach to Anti-Bullying Week.
- . PHSE lessons based on JIGSAW
- . Worry boxes and feeling charts utilised around the school
- . All children aware of the need to tell, not to be a bystander
- . Support available at lunch times to address children's issues/behaviours, managed by LM and Senior Staff
- . Lunch Friendship Club run for part of the lunch hour.
- . Cyberbullying assembly
- . Peer support – 'Young Leaders' on both playgrounds at break and lunch times

The role of the Headteacher

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

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

The head teacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher 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 role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to Senior staff. Teachers and support staff 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 head teacher, the teacher informs the child's parents.

When bullying takes place between members of a class, the teacher will 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.

Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the appropriate senior team members. We may then invite the child's parents into the school to discuss the situation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

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 they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the procedures detailed in the school's complaints policy.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Monitoring and review

Records of bullying and trends will be closely monitored by the SLT and shared with the safeguarding governor.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining my concern, where incidents of bullying are recorded along with higher level behavioural issues, and by discussion with the head teacher.

Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Staff will be directed to read through and remind themselves of the policy content at the beginning of each academic year.

New staff will be directed to it once in post