



Policy Document

Policy Document	
Subject	Anti Bullying Policy
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Anti-Bullying Policy

Introduction

Ashwell Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is in all circumstances unacceptable.
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of our community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- E-safety Policy
- Child Protection and Safeguarding Policy

Definition

The following 4 dimensions collectively help us to define bullying behaviour

1. Bullying is intentionally hurtful.

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

2. Bullying is generally targeted at a specific individual or group.

3. Bullying is a repeated experience.

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that projects beyond that initial incident.

4. Bullying also involves an inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

Vulnerable Groups

Vulnerable groups are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different to themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities.

Types of bullying include:

- **Racist bullying:** bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under that Crime Disorder Act 1998 and Public Order Act 1986.
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Cyber bullying:** We recognise that cyber bullying can:
 - be conducted in a variety of different ways including via mobile phones, social media sites and the internet
 - be carried out anonymously and/or by people completely unknown to the receiver
 - be carried out by people of all different ages
 - be carried out at any time of day or night
 - sometimes be unintentional, eg becoming the mistaken recipient of a message

Examples of bullying include:

- *Verbal bullying* – such as mimicking, putting people down, saying unpleasant things about family, clothes or appearance, name-calling, anonymous notes and texts, blackmail, and deliberately embarrassing or humiliating others, posting nasty remarks on the internet.
- *Physical bullying* – such as hitting, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion.
- *Indirect bullying* – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind, forwarding hurtful texts, photographs or messages.
- *Psychological bullying* – such as intimidation, threats and looks to make another child feel uncomfortable or fearful.

Cyber Bullying

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. We recognise that cyber bullying can:

- be conducted in a variety of different ways including via mobile phones, social media sites and the internet
- be carried out anonymously and/or by people completely unknown to the receiver
- be carried out by people of all different ages
- be carried out at any time of day or night
- sometimes be unintentional, eg becoming the mistaken recipient of a message

Roles and Responsibilities

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This statement makes it clear that any incidents of bullying that do occur are taken very 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 Headteacher is required to keep records of incidents of bullying and to make reports to the Governors.

All initial requests from parents to investigate alleged incidents of bullying will be made to or referred to the teacher or the Headteacher. If a parent informs the Governing Body then they will notify the Headteacher and ask him/her to investigate. The Governors will report back to the parent, in writing within ten days

The Role of the Headteacher

It is the responsibility of the Headteacher to implement this policy and to ensure that all staff are aware of this policy and the procedures to be followed.

The Headteacher will ensure that all children know that bullying is wrong and unacceptable.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely.

Any incidents referred to the Headteacher will be logged and the Headteacher ensures that parents are informed, this may be through the class teacher. Parents may be asked to come into school to discuss the situation.

The Role of the Teacher and Other Staff

All staff in our school take all forms of bullying seriously and intervene to prevent incidents taking place.

If staff witness an act of bullying they do all they can to support the child who is being bullied and keep a record. If this is considered a serious incident or there has been a series of incidents, then after consultation with the class teacher and Headteacher, the parents will be informed.

If as teachers we become aware of any alleged bullying taking place between members of a class we deal with the issue immediately. We listen to both sides of the story to ascertain the truth. Then action may involve support for the victim and consequences for the perpetrator. We spend time talking to the child who has bullied; we explain why the action is wrong, and we endeavour to help the child change their behaviour in future.

The staff attempt to support all children in these cases 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.

Ashwell Primary School follows the Steps behaviour approach, which seeks to identify and address the causes of bullying, put educational and protective consequences in place in the event of bullying, and restore relationships wherever possible.

The Role of Parents

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.

Parents have a responsibility to support this policy and to actively encourage their child to be a positive member of the school.

Reporting bullying/bullying concerns

At Ashwell we are committed to taking any incidents of bullying, or suspected bullying, which do arise very seriously; we consider ourselves to be a 'telling school'. It is the responsibility of any member of our community to report concerns they have about bullying or suspected bullying, including:

- class teachers and teaching assistants;
- lunchtime supervisors who should report concerns to teachers or SLT;
- parents, who should receive immediate acknowledgement of their concern.
- **Be aware of Peer on Peer abuse: For further guidance refer to the Child Protection Policy**

It is important that any individual who may have received bullying behaviour, feels safe to report any concerns they have as soon as possible. Information about clear communication channels for reporting any incidents are shared with children and parents and are displayed in school. This is why we consider ourselves to be a 'telling school'.

Bullying outside of school

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

Procedures

Reporting and Consequences

Minor incidents and early concerns are reported to the victim's class teacher, who fully investigates the incident, sets appropriate consequences for the perpetrator following our behaviour policy, and records details of the incident on the school monitoring system.

Where there have been confirmed incidents of bullying, parents will be informed, and notified of the consequences. Consequences will be escalated according to our behaviour policy.

Support

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Being reassured

- Being offered continued emotional support

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour

Monitoring and review

This policy is reviewed every two years by the Headteacher and governing body.

The scheduled review date for this policy is **October 2022**.