



Anti-Bullying Policy

Head Teacher: Ms J. Crouch

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At Aldersbrook Primary School we believe that everyone in the school community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment. We promote high standards of teaching and learning with clear expectations of good behaviour. We value individuality and encourage all to achieve their full potential and become good citizens for the future.

Aims

The school community (pupils, staff, parents and governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school.

Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated.

Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to deal with the incidents promptly and effectively.

Objectives

The policy is intended to:

- Ensure that all staff, pupils, parents and governors understand what bullying is.
- Raise the awareness of the school community about the school policy on bullying and what they should do if bullying arises
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Help build an anti-bullying ethos in the school

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- It is deliberately hurtful and threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another or group of others

A pupil came up with a child friendly definition of bullying:

'Bullying is when someone hurts you either physically or verbally. It is wrong to accuse someone of bullying if it is an argument that lasts a day. Bullying is something that lasts a long period of time. Remember– if you think you are being bullied, always tell an adult.'

The main types of bullying are:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups of or activities

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to homophobia
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

All forms of bullying should be taken equally seriously and dealt with appropriately.

Identifying bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

(There may be other possible signs and symptoms)

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A.

Preventing Bullying

- Members of the school community must be alert to signs of bullying and act promptly
- The school will promote anti-bullying strategies through assemblies, PSHE, circle time and other appropriate lessons
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying
- Parents should inform the school if they believe their child is being bullied

Promoting an anti-bullying ethos in the school

Members of staff regularly use PSHE lessons, assemblies or circle time to explore issues such as the cases of bullying, the effects of being bullied or being a bully and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied. We also hold an 'Anti-Bullying Week' each year to highlight how to identify and stop bullying.

Bullying of vulnerable pupils

Vulnerable pupils can often face additional barriers when reporting bullying or when recognising they are being bullied. Some of these barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or vulnerability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers.

All members of staff have been trained to identify the signs of bullying in vulnerable children and will seek advice and/or report to SLT to ensure any concerns are logged and dealt with appropriately.

'Banter'

Understanding the four elements of bullying is vital to knowing whether something is bullying:

- intentional
- hurtful
- repetitive
- involves a power imbalance.

Children can sometimes consider 'banter' as different from bullying. However, even when banter does not constitute all the elements of bullying does not mean that it acceptable within our school.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable, This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

Children may not always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves. PSHE, assemblies and circle time will be used by staff to promote anti-bullying strategies and break down ideas around banter.

Dealing with bullying outside of school

If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken.

Online Bullying

Members of staff are also aware that bullying can be carried out through online experiences. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in Computing and PSHE lessons when the children are taught about online safety.

Monitoring

The policy will be monitored by the Senior Leadership Team and for the Governing Body by the Safeguarding link governor. It will also be monitored by the school council and discussed with parents at Parent Coffee Meetings.

Roles and Responsibilities

All staff members have a role to play in raising awareness, being aware and alert to and reporting bullying. The overall responsibility lies with the Headteacher, SLT and the Governing Body.

Links with other policies:

PSHE policy
RSHE policy
School Behaviour Policy
Special Needs Inclusion Policy
Equality Policy
Online safety Policy

Further sources of Information:

DfE Behaviour and Discipline in Schools Guidance
DfE Preventing and Tackling Bullying
The Equality Act 2010

Procedures for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to SLT and logged appropriately on CPOMs.
2. The victim and bully should be interviewed separately.
3. Children with SEN and/or disability needs will be supported by the SENCo to ensure that their voices are heard
4. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Everything should be done to re-establish the victim's self-esteem and self-confidence.
5. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support.
6. On some occasions it may be possible to sit both the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
7. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and stay away from the victim.
8. In all instances the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
9. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation monitored.
10. Serious or prolonged bullying could result in one or more of the following sanctions:
 - Writing an explanation or apology for the incident
 - Withdrawal of break or lunch time privileges
 - Time with SLT
 - Withholding participation in school trips or sports events that are not an essential part of the curriculum
 - Removal from a particular lesson or peer group
 - Temporary removal from the class
 - Interview with a member of SLT
 - Fixed term exclusion
 - Permanent exclusion
11. A written record should be made of every incident of bullying using CPOMS. The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up