

## Anti-Bullying Policy

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 in our school 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 sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual 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, PSHCE, circle time and other appropriate lessons
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. Each class has a worry box where they can write a note that will be checked each day.
- 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, PSHCE 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.

## **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.

## **Cyber Bullying**

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

## **Monitoring**

The policy will be monitored by the Senior Leadership Team and for the Governing Body. It will also be monitored by the school parliament 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:

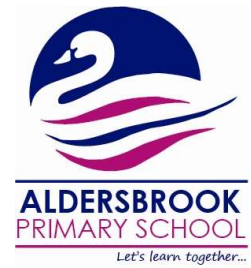
PSHCE policy  
School Behaviour Policy  
Special Needs Inclusion Policy  
Equality Policy  
E- safety Policy

Further sources of Information:

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

## Procedures for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to SLT.
2. The victim and bully should be interviewed separately.
3. 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.
4. 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.
5. 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.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and stay away from the victim.
7. 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.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation monitored.
9. 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
  - Lunchtime detention
  - Behaviour card
  - 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
10. A written record should be made of every incident of bullying using an Incident Form (see attached). 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. **A copy of the incident form should be kept and filed by the class teacher.**



## Bullying Incident Report Form

<b>Reported by staff:</b>	<b>Role:</b>
<b>Pupil's Name:</b>	
<b>Class:</b>	
<b>Date(s) of Incident(s):</b>	
<b>Time(s) of Incident(s):</b>	
<b>Location(s) of Incident(s):</b>	
<b>Description Of Incident (please specify who was involved, what happened during the incident)</b>	

**Bullying Incident related to:**

Race

Gender

Age

SEN / Disabilities

Appearance

Sexual Orientation

Religion /Culture

Other (define)

**Frequency and duration of bullying behaviour:**

**Name and accounts of any witnesses:**

**Checklist: Tick as appropriate:**

Have parents/carers been informed

Had individual discussions with all

Has follow up date been set

Has action been agreed with victim

Has action been agreed with bully

**Other actions:**

Medical treatment required

Referral to other agencies

Police involvement

Specific report from staff attached

Report to governors

**Details of actions agreed with everyone involved – including parents/carers where appropriate:**

Copy of this form given to Headteacher