

Abbey Road Primary School

Anti-Bullying Policy

2017



Introduction

At Abbey Road Primary School, we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff
- Governors
- Parents/carers
- Children and young people
- Local agencies such as Schools & Families Support Services

This policy is available

- Online at www.abbeyroadprimary.co.uk
- From the school office

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinators in our school are: - Ly Toom/Alison Tomkiss

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Ensuring bullying incidents are dealt with by staff, using the appropriate systems in place
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: - John Bannister

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into secondary school. Abbey Road acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out between friends, or being a member of a peer group which tends to have disagreements and disputes more than average. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

PSHE sessions, assemblies and our general school ethos encourage awareness of what is not bullying, and the dangers of using the word bullying for something that is not.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Reporting and responding to bullying for:

Children

- If you feel you are being bullied report it to a member of staff, an older pupil or your parent.
- A second approach is to place your name and class into the worry box in school to speak to Mrs Heginbotham, who will listen and help you make the next steps to stop the bullying.
- If you feel another person is being bullied, ask that person if they are ok and if anyone is doing something to upset them. Report any concerns to a member of staff in school in the above ways.

Parents/Carers

- Speak with your child to find out what is happening. Try to find out when and where the actions have been taking place, who has been involved and who else may have seen it.
- Explain to your child what you are going to do and what they should/could do if it happens again.
- Speak with your child's class teacher or the Head Teacher to explain your concerns and what you have found out.
- Do not approach the suspect bully and attempt to tell them off/prevent them from doing what you think they may be doing.

All staff and visitors

- Report what you have seen or heard to the Head Teacher. If the alleged bullying involves the Head Teacher, the matter will be directed to the Deputy Head Teacher, Tina Horton.

Bystanders

- Report any concerns as above.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures

In the response to a report of bullying, school will:

- take the matter seriously and investigate the issue by talking with the victim, the alleged bully, other children who may have seen actions and any other relevant staff.
- get back to the parent to discuss what the investigation has found out and inform of what is being done as a response and how the school will act to try and prevent this occurring again
- continue to monitor the situation even after it has been dealt with
- deal with the matter in a sensitive and confidential manner
- use appropriate strategies in class to encourage social skills such as PSHE sessions and nurture interventions
- Consolidate views and actions using multi agency meetings where appropriate

If staff become aware of any bullying taking place between pupils, we deal with the issue immediately. This will involve support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying (as identified in the school's behaviour policy). These will be relevant to the incident and are at the discretion of the Head Teacher.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. All incidents of bullying are recorded using our 'School Bullying Incident Form' (found in the staffroom and Head Teacher's office) then the parents of both the victim and the bully will be contacted.

If a child is found to be bullying another child or has not responded to guidance they have been previously given, we then invite the child's parents into the school to discuss the situation. At this point, a discussion will be held around the decision for future actions, such as introducing an external agency for targeted support, if appropriate.

When "Warnings" or "Amber Warnings" (part of the school's behaviour system) are placed on a child, staff are proactive in finding what happened beforehand. This gives any potential victims of bullying the opportunity to tell someone what is happening. Furthermore, if the incident is in retaliation to bullying towards them, that child has the opportunity to speak about previous events which have led to the situation. Where the retaliation to bullying is serious, then the person who has retaliated may also have to receive sanctions as identified in the school's behaviour policy. This is also at the discretion of the Head teacher.

All disciplinary sanctions are in accordance with the school's behaviour policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable.

A clear complaints procedure is available for parents who feel they are not satisfied with the strategies and procedures used at any time during the process.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident, using a 'School Bullying Incident Form' but must be reported to the Head Teacher and stored within the 'Behaviour File'. A monthly review is held between the Anti-bullying co-ordinators for discussion and monitoring of any incidents.

Prejudice related bullying/incidents are also reported to the local authority.

The information stored will be used to ensure incidents are monitored and/or followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings when appropriate and/or necessary.

This information will be presented to the governors as part of a termly link governor visit.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils, we at Abbey Road Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

In school

- Involvement in SEAL - including a 'Say no to bullying' theme
- Anti –Bullying week annually in November to reinforce a general caring and positive ethos each and every day
- PSHE/Citizenship lessons, including cross curricular links
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice , School council
- Whole school assembly
- Peer mentoring schemes and/or playground buddying

Support for parents in the form of:

- An open door policy, which encourages open discussion between school and home
- A designated Pupil Welfare Co-ordinator (Alison Tomkiss) for guidance, advice and possible referral to external agencies

Support for all school staff:

- Staff training and development for all staff including those involved in lunchtime and before and after school activities organised by Abbey Road
- Continual informative discussions in staff meetings and briefings around the resources and support available to staff when dealing with bullying between any individuals

Links with other policies and why

| Policy | Why |
|--|---|
| Behaviour Policy | Rewards and sanctions |
| Child Protection Policy | Safeguarding children |
| Acceptable use of IT Policy | Cyberbullying and e-safety |
| Equality Policy | Prejudice related crime (homophobia, race, religion and culture and SEN/disability) |
| Complaints Policy | Guidelines to make a complaint if families are not happy with the school's response |
| Confidential Whistleblowing & Reporting Policy | Reporting & recording |

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

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