



Anti-Bullying Policy

This policy was reviewed by: Stacey Duckett

This policy was adopted by the Governing Body in January 2023

It will be reviewed January 2024

“For learning, smiling and remembering”

Anti-Bullying Policy

Avondale Primary School

Relevant legal guidance

- Safe from Harm
- Preventing and tackling bullying Ref: DFE-00160-2017
- Cyberbullying advice for Headteachers and school staff Ref: DFE-00652-2014
- Advice for parents and carers on cyberbullying Ref: DFE-00655-2014
- Safe to learn: Embedding anti-bullying work in schools (DCFS-00656-2007)
- Safe to learn documents
- Equality Act 2010
- Keeping children safe in Education
- Sexual Violence and sexual harassment between children in schools –Update May 2018



Description of the school

Avondale School is a large primary school catering for both infant and junior children. The present number of pupils on roll is 398.

The policy in place was developed by the Assistant Headteacher and SLT. This was then shared with all staff in the school and governors before sharing with parents via the school website.

Definition of bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time and involves an imbalance of power, leaving the victim feeling defenceless.

<u>Normal Peer Conflict or Bullying</u>	
<u>Normal Conflict</u>	<u>Bullying</u> - in most cases all 3 elements in bold are seen – see below for explanation
Equal power or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful /Intent
Generally not serious	Serious with threat of physical or emotional harm
Not seeking power or attention	Seeking power, control or materials things
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility	No remorse – may blame the victim

The main types of bullying can be identified as: •

Physical

Kicking, hitting, pushing, taking belongings

Verbal

Name calling, taunting, making offensive comments

Indirect

Excluding people from groups and spreading hurtful and untruthful rumours

Cyber bullying

The use of social media, text messaging, emailing, videoing and internet usage deliberately to upset someone else.

Homophobic/Biphobic/Transphobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against Lesbian, Gay, Bisexual and Transgender people.

Sexual Harassment bullying

Sexual comments, sexual jokes, physical behaviour eg deliberately brushing against someone, interfering with someone's clothes, displaying pictures/photos/drawings of a sexual nature, online sexual behaviours

.It is a legal obligation to report a single incident of racist, homophobic, transphobic, biphobic or sexual harassment bullying.

Peer on Peer Abuse - see Peer on Peer abuse policy

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'peer on peer abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse

- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’ which involves taking a picture under someone’s clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

All staff should be able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with their child protection policy. Any concerns regarding peer on peer abuse should be reported to the Designated Safeguarding Lead or Deputy. Even if there are no reports of peer on peer abuse, it should be recognised that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff at Avondale understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the Peer on Peer Abuse Policy/ Safeguarding Policy for further information.

AIMS AND OBJECTIVES OF THE POLICY

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. It also follows the school's safeguarding statement of intent.

Objectives

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and, if possible, to eradicate instances of all types of bullying
- To clarify the reporting processes
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour

(For further support see appendix 1)

The following intervention techniques may be implemented to achieve our aims.

- Circle time activities/ role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated themselves. Smaller circle times could also be carried out including the children involved – these could be held by members of the PWC .
- Strategies can also be discussed through PSHE time and through the School Council.
- Delivery of Jigsaw scheme which has a half terms work dedicated to anti-bullying.
- Encourage children to use the 'Worry Boxes' if they have a concern – reinforce that this is confidential.
- Encourage children to speak to Pupil Well Being Co-ordinator and Pupil Well Being Co-ordinator Assistant.
- Use the befriender scheme set up in school as another means of communication.
- A bullying survey/ discussion with pupils to determine the extent of the problem – usually carried out during anti-bullying week.
- Anti – bullying information made available to parents.
- Training sessions to educate all teachers, administrators, school staff, pupils and parents about bullying behaviours, strategies and available resources.
- Anti-bullying information for parents on the website.
- More directed / increased supervision where bullying incidents occur (e.g. Additional TA support at playtime).
- Ongoing meetings between parents and school staff.
- Discussions of bullying incidents at regular meetings.
- Regular monitoring of number of suspected incidents.
- Child Friendly Anti-bullying Policy (see website) accompanied by Parents Information (see appendix 2)
- Children encouraged to respect difference in terms of sexual identity /sexual orientation.

See appendix 1 for further strategies

ROLE OF THE HEAD AND GOVERNING BODY

The school will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Head Teacher to the governing body on a termly basis. The borough individual reporting forms are sent to the community cohesion team.

The roles are defined as follows:-

Role of the Head Teacher

- It is the responsibility of the Head Teacher and assistant head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- All allegations will be investigated on the same day and parents will be informed immediately. Exclusion may be considered but advice will be taken by the Local Education Authority.
- The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy.
- 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.
- The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with bullying incidents.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel like they are important and feel like they belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Role of the Governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- The governor requires the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- Governors must ensure that the Head Teacher applies the legal guidelines of the equality act 2010 to protect the interests of families with protected characteristics.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Role of the teacher

- All incidents involving allegations of bullying have to be immediately referred to the Head Teacher and Pupil Well Being Co-ordinator. This initial allegation should then be recorded on CPOMS.
- All allegations will be investigated on the same day and parents will be informed immediately. Exclusion may be considered but advice will be taken by the Local Education Authority.
- Any findings of bullying will be recorded on CPOMS and shared with relevant staff
- If teachers become aware of any bullying taking place the issue is dealt with immediately following the guidelines and strategies agreed by the school
- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- Teachers report on CPOMS parental complaints.
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied.
- If, as teachers, we become aware of any conflict that may lead to bullying taking place between members of a class, we deal with the issue immediately.

- This may involve counselling and support for the victim, and sanctions for the child who has carried out the unwanted behaviour.
- We may then invite the child's parents into the school to discuss the situation.
- Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class 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.
- Teachers challenge misconceptions in terms of family makeup and celebrate our diverse society
- Child friendly anti-bullying policy to be displayed in every classroom.

Dissemination of the policy

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and the wider community. The school incorporates the anti-bullying policy into staff and governor handbooks, the school curriculum and whole school assemblies, all school staff training as well as taking on board other opportunities to raise awareness e.g. friendship week/anti-bullying week and targeted group work, diversity week.

Procedures for monitoring and evaluation of policy

The school will monitor and evaluate bullying by:

- Keeping records of all bullying/reported conflict incidents on CPOMS
- A file is kept in the Head Teacher's office to record confirmed bullying incidents.
- Records of peer mentoring initiatives e.g. play leaders
- Parental complaints of bullying/reported conflict on CPOMS
- PSHE - Jigsaw Lessons
- Discussions at staff meetings/SLT meetings
- Promoting British Values throughout the curriculum

Links with other relevant policies

- PSHE
- Behaviour and Restraint Policy and Child Protection Policies
- Peer on Peer Abuse Policy
- E-Safety Policy
- Equality and Diversity Policies
- Health and Safety Policy
- Confidentiality Policy
- SRE
- Drug Education
- British Values Coverage
- Safeguarding
- Remote Learning Policy
- Zoom Policy

Scope/extent of policy (e.g. school site, outside school site; school visits, trips; school transport etc)

Incidents outside of school are dealt with the same as in school. If the incident was severe then all staff have mobile phones to be able to contact the Head Teacher to inform her.

Response process to reported bullying incident.

All staff are to be made clear about their roles and responsibilities in preventing and responding to bullying incidents including their responsibility to model positive relationships.

Named member of staff responsible for dealing with anti-bullying incidents

For all incidents the Head Teacher is the person responsible.

Parental support for all pupils involved in bullying incidents

The school endeavours to have open and supportive communication with parents in relation to all bullying incidents. Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the class teacher or the pupil well-being coordinator immediately. The Head Teacher, SENCO, Pupil Well Being Co-ordinator and class teachers are on the school yard daily.

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

The anti-bullying policy/information is available for all parents to see on the school website.

Specific issues statement (e.g. confidentiality, support, exclusion etc) Strategies include ensuring:

- incidents can be reported confidentially
- that all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- victims of bullying are encouraged to report what has happened
- victims are reassured that it is not their fault
- professionals work in collaboration with parent/carers when appropriate
- Schools include a procedure for parental complaints in their anti-bullying policy.

Content of the anti-bullying curriculum/programme

School staff can raise awareness of and tackle bullying through:-

- PSCHÉ
- Creative learning
- Circle time activities
- Whole school assemblies
- Multi agency working eg. Liberate,
- Worry boxes
- School/Class Council
- Pupil Wellbeing Coordinator

Appendix 1.

Strategies for dealing with bullying

The following are a list of actions available to staff depending on the perceived seriousness of the situation:-

- Never ignore suspected bullying. Should staff be concerned, at the earliest opportunity a discussion needs to be held with the pupils involved to discover the nature of the problem
- Discrete observations to take place of the pupils in questions
- Non-teaching staff, such as caretakers and cleaners, are encouraged to report any incidents of bullying behaviour witnessed by them to the teaching staff
- If bullying is suspected, listen carefully to **all** accounts and advise the Head Teacher and Wellbeing Co-ordinator. A decision can then be made as to whether the 'next steps' will be carried out by the class teacher or Head Teacher.
- Parents or guardians of victims or bullies may be informed of the incident so that they are given the opportunity to discuss the matter. They are then in a position to help and support their children before a crisis occurs.
- During discussions with the bully share the details of the incident and ask them to be truthful about the situation. Adopt a problem solving approach. What can now be done to make the situation better?
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, in-house or out-of-school exclusions from lunch times, lesson times (depending on the severity of the incident),these to be re-instated as the behaviour of the child improves. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying incident.
- 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 future.
- Continue monitoring the situation and have regular discussions with the victim to ensure that there is no repetition.
- If a child is repeatedly involved in bullying other children we may seek advice from the LEA
- A single strategy may not be enough, and a combination may be better
- In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services.

Appendix 2

A Parent's Guide to Bullying

What is Bullying?

School Definition

Bullying can be defined as-

1. Deliberately hurtful behaviour, the other person wants to hurt, harm or humiliate the target
2. Repeated over a period of time
3. Involves an imbalance of power, leaving the victim feeling defenceless. The person doing the bullying has more power; they are older, stronger, there are more of them or they have some 'hold' over the target e.g. they know a secret about them.

Because these three things have to happen together for something to be called bullying, during PSHE lessons your child will learn that bullying is not-

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend

Guidance table

<u>Normal Peer Conflict or Bullying</u>	
<u>Normal Conflict</u>	<u>Bullying</u> - in most cases all 3 elements in bold should be present
Equal power or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Generally not serious	Serious with threat of physical or emotional harm
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Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility	No remorse – may blame the victim

How to prevent Bullying

- Be a good role model in the way you talk about and treat others – your children will learn that everybody deserves respect

- Model empathy for others – talk about how other people might feel in different situations: in TV programmes, books, films and play. Talk openly about bullying is and how it feels
- Make it safe for children to talk about bullying – let them know you won't make them feel silly whatever their worries! Talk to children about different sorts of bullying. As well as physical harm, threats and taking stuff, it can include name-calling, leaving someone out, rumour spreading or forcing someone to do something that they don't want to. All of these can be as hurtful and humiliating as physical bullying
- Discuss issues surrounding cyberbullying – see advice from gov (link to leaflet below)

Signs of Bullying –

A child may indicate by their behaviour that they are being bullied. If your child shows some of the following signs, bullying **may** be responsible and you might want to ask if someone is bullying or threatening them.

Children may –

- Be unwilling to go to school
- Feel ill in the mornings or Sunday night
- Begin doing poorly in their school work
- Become distressed anxious, stop eating
- Cry themselves to sleep, have nightmares
- Have their possessions go missing
- Refuse to talk about what is wrong
- Have unexplained bruises, cuts, scratches
- Begin to bully other pupils, siblings
- Become aggressive and unreasonable
- Just being unhappy...

How Parents Can Help –

- If you are worried that your child is being bullied, ask him / her directly.
- Be aware of the signs of bullying.
Use the guidance table to assess whether it is bullying or just normal conflict ie children falling out.
- Talk with the Class Teacher / Head Teacher / Pupil Well-Being Co-ordinator. They are on the yard daily.
- Help your child practise strategies such as shouting no, walking with confidence and running away.
- Give your child a chance to vent his / her feelings about being bullied.
- Discuss your child's part in the situation.
- Invite children over to help your child make friends.

If your child is being bullied –

- Calmly talk to your child about it.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to a teacher immediately

- Make an appointment to see your child's teacher / Head Teacher / Pupil Well Being Co-ordinator.
- Explain to the teacher the problems your child is experiencing

What to do if your child is bullying others –

- If you are told that your child is bullying others, stay calm. Don't immediately dismiss the idea or rush into punishing them severely. Try not to call them a bully – a label can stick.
- When you talk to your child, stay calm and remind them that you love them – it is the BEHAVIOUR that you do not like or approve of.
- Listen to what they say. If they deny it arrange to speak to the teacher.
- Talk to them about how the other person feels – they may not realise how much they are hurting, frightening or upsetting the other person.
- Help your child to develop confidence, to make friends.

Why do children bully?

- They want to be 'in' with the cool gang.
- It feels like fun – they don't realise how much it hurts.
- They dislike or are jealous of someone.
- It makes them feel powerful or respected.
- It gets them what they want e.g. sweets or money
- They are bullied themselves and are taking their hurt and anger on someone who won't fight back.
- They are having problems in their life that are making them feel bad.

References – Avondale Anti- Bullying Policy
Supporting SEAL – The Parents Pack – Say No to Bullying

More Information on this is available from the following websites:

- www.bullying.co.uk
- www.kidscape.org.uk
- www.besomeonetotell.org.uk
- www.anti-bullyingalliance.org.uk
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
- www.stonewall.org.uk