



## Anti-Bullying Policy

**Signed on behalf of Trustees.....**

**Date.....**

**Review Date: September 2024**

### Philosophy

At Abbeyfield Primary Academy we aim to provide a safe environment for all pupils. We expect our pupils to have an understanding of the issues relating to bullying both in terms of what bullying is and how to tackle the situation should it arise. We treat the subject of bullying very seriously. We do not accept bullying in any form, whether it is physical, emotional or verbal. We operate under the following philosophy:

- All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- We recognise the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised.
- Abbeyfield Meadows Primary School is committed to combating all bullying behaviour in partnership with the relevant agencies.

- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

This policy has been created following consultation with the whole-school community with input from teachers, support staff, trustees and parents/carers.

## **Roles and Responsibilities**

The principal, alongside the senior leadership team, has overall responsibility for the policy, its implementation and liaison with trustees, parents and carers and outside agencies. They also have responsibility for selecting an anti-bullying co-ordinator(s) who has/have responsibility for the handling and implementation of this policy.

The anti-bullying co-ordinator is the Assistant Head

Their responsibilities include:

- To raise the profile of bullying as an issue and to provide guidance on strategies that will help to prevent bullying. They will also give guidance on how to respond to bullying incidents – this could include through pupil leadership group discussion and by displaying anti-bullying messages around school.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To promote the responsibility for challenging bullying to all relevant individuals including – children and young people; staff; trustees; parents/carers – and to explain how we can meet our responsibilities.
- To promote the recording of all bullying incidents on CPOMS and their regular reporting to the relevant trustees as appropriate.
- To ensure that our Anti-Bullying policy is evaluated regularly.
- To provide training to staff, parents/carers and pupils where appropriate.
- To co-ordinate anti-bullying events in school.

## **Our Definition of Bullying**

**Bullying** is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

1. Physical (examples include, hitting, kicking, theft),
2. Verbal (e.g. racist, homophobic remarks and name calling),
3. Indirect (e.g. spreading rumours)".

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

ABA defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. In extreme cases, significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

Bullying differs from teasing or falling out with friends and other types of aggressive behaviour in the following ways:

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

Bullying can include

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Abbeyfield Meadows Primary Academy Approach to Promoting AntiBullying

### HOW DO WE IDENTIFY BULLYING BEHAVIOUR?

It is not always easy as a teacher to discover if, when and where bullying is happening. The following **may** help to spot it:

- A sudden deterioration in the standard of a child's work.
- Pretending to be ill or unusual absences.
- Truancy.
- Isolation in the class or in the playground.
- Clinging behaviour. Reluctance to leave the classroom at break / staying close to the duty teacher or other adults in the playground

### Our Procedures

Abbeyfield Primary Academy has a 'whistleblowing' policy in school which makes clear the procedure for those who experience bullying or who have witnessed an incident of bullying.

1. Children and young people in school should first direct their concerns to their class teacher, a teaching assistant, a member of the pastoral team or a lunchtime supervisor in the playground.
2. Teachers/other adults should then ensure that the concern is reported on CPOMS, regardless of the seriousness of the matter. Staff should treat all concerns seriously. Lunch-time supervisors must report all concerns to a member of the pastoral team before leaving the premises so these concerns can also be recorded. All concerns will be then be followed up by the antibullying co-coordinator, members of the pastoral team and if necessary members of SLT.
3. Parents/carers should direct any concerns shared by their child to the class teacher in the first instance. These concerns will then addressed by the

antibullying co-ordinator if necessary. Again, these concerns MUST be recorded on CPOMS.

4. If the concern is serious, the incident should be reported immediately to a member of SLT.
5. Teachers should use their professional discretion regarding whether the incident should be dealt with by themselves, the Anti-Bullying co-ordinator or a member of SLT.
6. All bystanders of bullying incidents need to take responsibility for reporting what they have witnessed or any concerns they may have to a member of staff. This again should be reported in the same way.

All reported incidents will be taken seriously and investigated involving all parties. The following steps will be taken:

- Interview all parties
- Inform parents
- Decide what is the appropriate response to the situation: e.g. solution focused, restorative approach, circle of friends, individual work with victim and/or perpetrator or referral to outside agencies if appropriate
- Refer to the Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up (especially keeping in touch with the person who reported the situation, parents/carers)
- Appropriate support should be put in place for the victim and the bully

### **Recording Incidents**

1. All instances of bullying MUST be recorded on CPOMS. These alerts will then be managed by members of the pastoral team and SLT if necessary.
2. This information will be used to inform preventative work in school and the development of the policy.
3. This information will be collated each term to provide a clear picture to all staff of bullying incidents and trends in school in order to inform PHSE work done with each class.
4. The policy will be reviewed and updated annually and will be linked to the school improvement plan in order to achieve the aim of creating an inclusive and safe environment in school.

### **Prevention**

In order to best prevent instances of bullying, the school will:

- Display posters highlighting the anti-bullying policy in child friendly language throughout school – linked to anti-bullying week
- A buddy system is used where necessary in school
- Issues will be explored during class assembly
- There will be a week dedicated to bullying annually in November in conjunction with Anti-Bullying Week
- There will be information events held involving parents
- Staff training and CPD opportunities will be provided
- A peer mediation scheme is run through school so that all classes have a trained peer mediator who can help resolve playground issues
- An active pastoral team who deal proactively with all incidents
- Survey parents and children annually to ask for views on bullying in school
- A robust PSHE scheme which covers anti-bullying across both key stages – see PSHE overview on website
- Ensure that all children are able to regulate their own emotions and are equipped with the necessary tools to prevent heightened emotions by using the Zones of Regulation programme as a vehicle for this work