

Allanson Street Primary School

Anti-Bullying Policy

1. Introduction - context

This policy is primarily about anti-bullying prevention and procedures that involve pupils. For specific information about procedures for staff incidents, refer to the school's 'Code of Conduct for Employees'.

All staff have responsibility for dealing with the implementation of the Anti-bullying policy.

2. Definition of bullying

Bullying is behaviour that is deliberately hurtful (including aggression), repeated often over a period of time and where it is difficult for victims to defend themselves. It can take many forms including:

- a) Physical - hitting, kicking, taking belongings
 - b) Verbal - name calling, insulting, making offensive remarks
 - c) Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages, email and cyber-bullying.
 - d) Cyber bullying
- Bullying is usually part of a pattern of behaviour rather than an isolated incident
 - If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with appropriately
 - Bullying is an abuse of power
 - Adults in schools can bully by means of sarcasm, putdowns, making comparisons and name calling to maintain control of a class

3. Legal/ National Requirements

a) **Schools Standards and Framework Act (1998, Section 61):**

Headteachers must, by law, have a policy to prevent all forms of bullying among pupils. This policy must be published in writing to all pupils, parents/carers and staff at least once a year.

b) The Local Government Act: (2000) Section 104: Amended Section 28

This states that nothing should prevent a Headteacher, Governing Body, or a teacher from taking steps to prevent any form of bullying, including homophobic bullying.

c) OFSTED Guidance

Evaluating Educational Inclusion states that inspectors need to assess how well a school ensures that all pupils, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. As such, we must ensure the following. We will :

- Ask pupils directly about bullying in and outside the school.
- Compare these findings with what the school records and reports.
- Ensure that staff deal effectively and rapidly with any verbal comments to do with pupils' disabilities, racial background, gender, sexual orientation or appearance. Checking what happens if bullying or harassment has been observed by staff or reported to them.
- Ensure that racial incidents are reported annually to the Governing body, parent/carers, and the Local Education Authority.
- Analyse trends in bullying incidents and their causes.
- Monitor the incidence of the use of sanctions.
- Ensure staff have access to training and external organisations to help them understand and deal effectively with incidents (of harassment).
- Having effective measures in place to promote good attendance and behaviour, and to eliminate oppressive behaviour such as all forms of harassment and bullying.

4. Ethos And Values

Allanson Street is a caring school where:

- Bullying is unacceptable.
- The vital role of all adults in school is as positive role models. They must demonstrate a commitment that bullying and the abuse of power are not acceptable.
- Good behaviour management and a positive learning environment help reduce the incidence of bullying.
- The need to be aware that particular pupils may be more vulnerable to experiencing bullying i.e. Looked after Children, Traveller Children, Children

with a Disability, Children with SEN, or bullying motivated by racism or homophobia.

5. Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in. For example:

- Raising awareness of, and defining bullying.
- Gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE and Citizenship and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents that may occur.
- Provision of support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.
- Developing skills to combat negative peer pressure.
- Embedding the SEAL philosophy into everyday practice within school.

6. Implementation

a) Procedures for dealing with bullying incidents

When dealing with bullying incidents the following core principles have been identified as essential:

- The pupils are involved in a discussion of the incident (this may include the use of Restorative Justice).
- Records are completed for significant incidents.
- Records are shared with the pupil.
- Regular communication takes place with parent/carers.
- The school Behaviour Policy is followed when deciding on a suitable response to bullying incidents.
- Interventions should include the opportunity for follow up, to evaluate support and if necessary provide a further course of action.
- All racial incidents must be logged, and reported to the school Governing body and Local Authority.

b) Strategies for the Prevention and Reduction of Bullying

We will promote behaviour to prevent and reduce bullying through:

- The taught curriculum

- Social and emotional skill development, e.g. SEAL programme
- Co-operative group-work
- Circle Time
- Befriending
- Peer Support
- Mediation by adults
- Mediation by peers
- Circle of Friends
- A well-designed outdoor environment
- Whole school activities e.g. assemblies
- Involvement of Learning Mentor
- Analysis of data from whole school surveys / focus groups
- Use of outside agencies e.g. School Attendance Improvement Service, Educational Psychology Service, school nurses, voluntary organisations, Ethnic Minority Achievement Service, Travellers Education Service, Behaviour Support Service, and the Police
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision

7. Monitoring, Assessing and Reviewing

In addition to the monitoring and evaluation procedures as outlined in the main section of the PSHE policy we will look for the following success indicators:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced duration of bullying
- Reduced frequency of bullying incidents
- Reduced fixed term and permanent exclusions
- Pupils perceptions that the school is prepared to take action
- Bystander action/increased sense of collective responsibility

Methods of data collection

- Surveying a sample of pupils, staff, parents/carers to monitor the work.
- Using curriculum time or tutor time to focus on anti-bullying work.
- Recording forms of bullying incidents collated by the Leadership Team/Deputy Head.

8. Relationship with other Policies

a) Behaviour

The school's behaviour policy outlines a range of strategies available to staff in dealing with behaviour incidents and in relation to bullying incidents.

b) Child Protection

If any disclosure occurs in relation to bullying and Child Protection during a lesson or concerns are raised, teachers will follow the school's safeguarding procedure.

Teachers have a duty of care and so any incident or potential incident (e.g. involving parent/carers abusive/bullying behaviour) must be treated as a Child Protection issue.

Procedures and guidance are given in the school's Safeguarding Policy.

c) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

d) PSHE

Anti-bullying is part of the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE policy.

Reviewed; October 2016