

Children leave Allanson Street Primary School well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Basic needs fulfilled

Relationships

Outstanding teaching and learning

Authentic, high quality curriculum

Development of core values

Family and community engagement

Aspirations



Anti-Bullying Policy

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Introduction

At Allanson Street Primary School we are committed to providing a warm, caring and happy environment where each and every child feels safe and valued. By providing such an environment, children will not only be able to enjoy school but also have a much greater chance of reaching their potential and improving their life chances.

We expect high standards of behaviour and do our best to encourage our children to develop into responsible and valued members of the community.

Bullying will not be tolerated in our school. We take all incidents of bullying seriously and understand the effect it can have on victims and perpetrators.

We want all our pupils to understand the nature of bullying and the impact it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they, or anyone else, is being bullied. We want our children to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying others need to learn different ways of behaving.

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'.

Definition of bullying

We define bullying as a form of behaviour that is deliberate, hurtful and causes distress, upset or physical injury to another individual on more than one occasion. These actions may be verbal or physical, hinder academic progress, encourage poor attendance and make children feel very unhappy and even isolated from their peers and family members.

It is usually difficult for those being bullied to defend themselves against an abuse of power and a desire to intimidate and dominate. Bullying behaviour can be subtle and is essentially a covert activity witnessed by children and not adults.

Bullying can occur through several types of anti-social behaviour. It can be:

a). PHYSICAL

A child can be physically punched, kicked, hit, spat at, etc.

b). VERBAL

Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.

c). EXCLUSION

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.

d). DAMAGE TO PROPERTY OR THEFT

Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

e) INDIRECT (“PSYCHOLOGICAL”)

Spreading unkind rumours, excluding someone from groups, moving away as a person approaches, leaving / passing notes, failure to speak to or acknowledge a person.

f) CYBER BULLYING

Cyberbullying is the use of mobile phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Cyberbullying is often done by children who have increasingly early access to these technologies. The problem is compounded by the fact that a bully can hide behind an electronic veil, disguising his or her true identity. This secrecy makes it difficult to trace the source and encourages bullies to behave more aggressively than they might face-to-face.

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 impact of sanctions.
- Ensure staff have access to training and external organisations to help them understand and deal effectively with incidents of bullying.
- Have effective measures in place to promote good attendance and behaviour, and to eliminate oppressive behaviour such as all forms of harassment and bullying.

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 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.
- Staff are 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.

Aims

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, 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 children's self-esteem to enable them to combat negative peer pressure.
- Embedding our Allanson Street values into everyday practice within school.

Procedures for dealing with bullying incidents

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

- The pupils are involved in a discussion of the incident (this may include the principles of Restorative Justice).
- Records are made and stored on CPOMS.
- Records are shared with pupils.
- Regular communication takes place with parent/carers.

- Responses take a staged approach depending on the number of incidents recorded. If it is found that similar incidents have occurred previously, intervention takes place to ensure that both the victim and perpetrator are supported to ensure that future incidents are prevented.
- The school Behaviour Policy is followed when deciding on a suitable response to bullying incidents.
- Interventions 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.

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
- Co-operative group-work
- Circle Time
- Peer Support
- Mediation by adults
- Mediation by peers
- Circle of Friends
- A well-designed outdoor environment
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision
- Whole school activities e.g. assemblies
- Involvement of pastoral team
- 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 Improvement Team and the Police

Specific Roles and Responsibilities

Teachers and Learning Assistants

- Teachers attempt to support all children in their class and 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 take all forms of bullying seriously and intervene to prevent incidents from taking place.
- If teachers witness an act which is consistent with bullying, they do all they can to support the child who is being bullied and to ensure the incident is not repeated. This includes speaking to parents of all children involved.
- They record all incidents on CPOMS so that we can monitor incident numbers and identify where bullying is recurring. SLT are alerted by being tagged into these logs.

- If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This involves speaking to parents / carers,
- Counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying, are decided upon and carried out.
- Interventions include discussions with 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.
- If a child is repeatedly involved in bullying other children, SLT, including the headteacher and the SENDCO become involved.
- In more extreme cases, for example where initial discussions with children and parents have proven ineffective, the headteacher may contact external support agencies such as the Behaviour Improvement Team.

Headteacher

- It is the responsibility of the headteacher 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.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- The headteacher ensures that all children know that bullying is wrong, and that it is not tolerated in our school. The headteacher draws the attention of children to this fact at regular points throughout the year and in response to trigger events.
- The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

Parents

We 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 effectively.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

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

Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

The governors require the headteacher 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.

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 headteacher and asks

him/her to conduct an investigation into the case and to report back to a representative of the governing body.

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 exclusions
- Pupils perceptions that the school is prepared to take action
- Bystander action/increased sense of collective responsibility

Methods of data collection

- Pupil, parent and staff voice activities.
- Analysis of CPOMS records.

Linked policies

- Behaviour
- Safeguarding children
- PSHE