Anti-Bullying Policy

Version Control

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Ratified by	Governors
Owner	Julie Cordingley
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Target	All Stakeholders

Change History

Version	Owner	Change Summary	Document Date
V1	Julie Cordingley	Reviewed	November 2020
V1.1	Julie Cordingley	Reviewed	May 2021
V1.2	Julie Cordingley	Reviewed	May 2022
V1.3	Julie Cordingley	Reviewed and amended	June 2024

Contents

Definition

Bullying of any kind is unacceptable in our school. Adel Primary School is committed to providing a caring, friendly and safe environment; ensuring a happy, safe and secure atmosphere.

The school values and ethos concur with the guidance set out by the DfE advice **Preventing and Tackling Bullying**

(July 2017). It states:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Types of Bullying?

Bullying is when someone knowingly commits unkind acts (physical or verbal) towards an individual or group. A **victim** is the unwilling recipient of these unprovoked acts. The types of unwelcome acts *might* include:

Physical aggression - hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way.

Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets and threats. Reference to upsetting events i.e. bereavement.

Non-verbal – staring, body language, gestures, posturing.

Indirect – excluding, ostracising, spreading rumours and stories, emails, chat rooms, messaging phones, notes, making rude gestures or faces.

Racist – name calling, derogatory assumptions or generalisations about race, culture or religion.

Homophobic – behaving or speaking in a way that may make someone feel hurt, angry or upset because of their actual or perceived sexuality.

Peer on peer – child to child.

Online bullying – all areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. Camera and video facilities.

Manipulation – forcing someone else to carry out any of the above actions.

Sexual – unwanted physical contact or sexually abusive comments.

Gender/Trans – name calling or abuse due to a young person's gender or sexual orientation or those who may be perceived to be bisexual, or transgender or questioning their gender.

Cyberbullying – takes place online through digital devices i.e. mobile phones, computers and tablets.

SEND – name calling or abuse due to a young person's special educational needs or disability.

Promoting a Bullying Free Environment

The most effective way of dealing with bullying is to encourage an environment that promotes and encourages positive pupil behaviour, and builds an anti-bullying ethos. Consequently, this policy should be read in conjunction with the school's behaviour policy. Awareness of the anti -bullying policy will be promoted in a number of ways:

- By termly review in School Council meetings.
- By annual review in whole school assembly (more often if required).
- Staff meetings: regularly updating policy, and staff training where necessary.
- By moral education assemblies.
- PHSE – pupils may explore relationships, their own and others feelings through discussion, games and role play.
- Drama – pupils may explore relationships, their own and others feelings through discussion, games and role play.
- Curriculum activities (including whole school events in line with National dates) that involve group and co-operative work are to be encouraged.
- Teachers should be vigilant for situations in the classroom where pupils are pressurised or teased by their peers.
- Lunchtime supervisors must circulate the playground and be sensitive to what is play activity and what is unwelcome attention or bullying.
- Rewarding good behaviour through the use of house points and Celebration Assembly.
- Raising pupils' awareness of how their conduct impacts upon their learning through school's Behaviour for Learning strategy.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected/reported:

- The head teacher to be informed.
- A member of staff will be nominated to carry out an initial investigation.
- The member of staff will talk to and listen to the suspected victim, and any witness, making sure that the children feel safe to talk.
- The member of staff will talk to the perpetrator about what has happened, to discover why they became involved. They will make it clear that bullying is not tolerated at Adel Primary School.
- The problem will be identified and possible solutions agreed.
- Sanctions from the Behaviour Policy will be applied.
- Parents will be informed on all matters identified as bullying.
- If the situation is not resolved, then the head teacher, working with the SENCo, will intervene and behaviour plan may be written.
- All incidents of bullying will be recorded in CPOMS.

Actions to support the victim

- Environmental changes will be made if necessary – classroom, playground to ensure the child feels secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns.
- The situation will continue to be monitored by all staff to ensure no repetition.
- Children will be observed at break times, lunchtimes and in the classroom.
- Any follow-up findings will be recorded in the monitoring section of CPOMS.

- Key friends identified by the child will be asked for extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of further incidents.
- Parents will be invited into school so that action taken can be shared.
- The SENDCo and class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills.

Action to be taken to support the perpetrator

Types and method of support will depend on individual needs, age and maturity of the child.

- It may be suggested that the children involved meet, with the support of their class teacher.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.
- The child may be asked what they hoped to gain by their behaviour – if the answer indicates that a need is not being met, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there will be consequences.
- Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used.
- Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with permission of parents.
- Restorative practices used to support empathy and changing behaviours.

Role of the parent
Parents have an important part to play in our anti-bullying policy. We ask parents to:

Look for unusual behaviour i.e. regularly feeling ill, not wishing to attend school.

Take an active role in your child's school day.

Inform the school if you feel your child may be a victim of bullying behaviour. Complaints will be taken seriously with the appropriate actions.

If you feel your child has been bullied by another child, please do not approach that child or the parents; please inform the school.

It is important that you advise your child not to fight back. It can make matters worse.

Tell your child that it is not their fault that they are being bullied.

Reinforce the school's policy concerning bullying and make sure that your child is not afraid to ask for help.
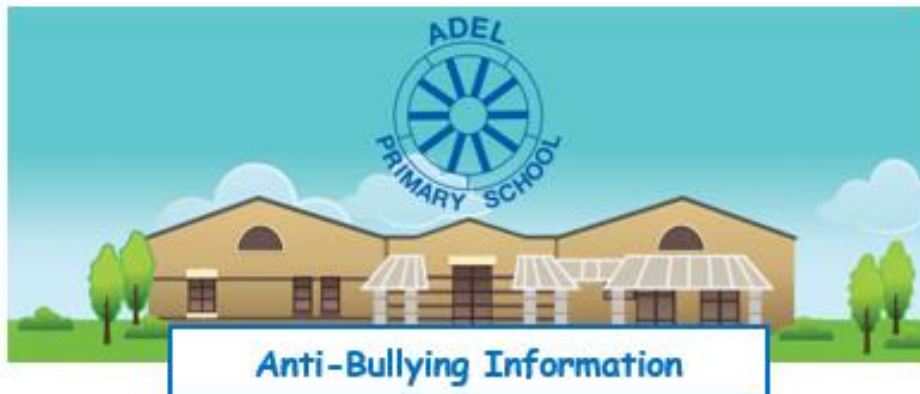
For reference:
Childline: 0800 1111

NSPCC: 0800 800 5000 https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/

https://www.mindmate.org.uk/im-a-young-person/coping-common-issues/worried-about-bullying

Anti-Bullying Information

Keeping you safe and happy in and out of school is our most important job. We can do this by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied or if someone else is being bullied.
- Telling you names of the grown-ups you can speak to.
- Being there to help and support you to make things better.

Several
Times
On
Purpose

Start
Telling
Other
People

Sometimes we don't know if something bad is happening, so

you need to tell us.

ChildLine
0800 1111

Useful online sites

Childline: 0800 1111   https://www.childline.org.uk/

NSPCC: 0800 800 5000

Mindmate – Worried about bullying? https://www.mindmate.org.uk/im-a-young-person/coping-common-issues/worried-about-bullying/

Any of the adults in school will help you OR you may want to go to one of these adults.

Mrs Cordingley

Headteacher

Mrs Benning

Safeguarding

Miss Saxton

Safeguarding

Mrs Shutt

Safeguarding

Mrs Arnott

Assistant Headteacher

Types of unwelcome acts of bullying *might* include:

Physical - hitting, kicking, tripping up, pinching, pushing or damaging property

Verbal – using unkind words, name calling, teasing, 'jokes', making fun of appearance/beliefs, secrets or threats.

Non-verbal – staring, ignoring or using unkind body language (using body/facial expressions to make someone feel uncomfortable).

Indirect –leaving people out, spreading rumours and stories, emails, chat rooms, messaging phones, passing unkind notes, making rude gestures or faces.

Racist - name calling or using unkind words about race, culture or religion

Online bullying or **Cyberbullying** – any of those these things that take place online, e.g. on mobile phones, computers and tablets.

Equality Impact Assessment

		Yes/ No	Comments
1.	**Does the policy / guidance affect one group less or more favourably than another on the basis of:**		
	▪ **age**	No	
	▪ **disability**	No	
	▪ **gender reassignment**	No	
	▪ **marriage and civil partnership**	No	
	▪ **pregnancy and maternity**	No	
	▪ **race**	No	
	▪ **religion or belief**	No	
	▪ **sex**	No	
	▪ **sexual orientation**	No	
2.	**Is there any evidence that some groups are affected differently?**	No	
3.	**If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?**	N/A	
4.	**Is the impact of the policy/ guidance likely to be negative?**	No	
5.	**If so, can the impact be avoided?**	N/A	
6.	**What alternatives are there to achieving the policy/ guidance without the impact?**	N/A	
7.	**Can we reduce the impact by taking different action?**	N/A	