Anti-Bullying Policy

Reviewed by Staff: January 2020

Approved by Safeguarding, Pupil Welfare & Premises Committee: June 2020

Date for Review: June 2023

Akaal Primary School: Anti-Bullying Policy

1. Policy objectives

- This policy outlines what Akaal Primary School will do to prevent and tackle all forms of bullying.
- Akaal Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form, for any reason.

In order to further promote these aims, the **Anti-Bullying Policy** aims to:

- Eradicate incidents of bullying in the school
- Respond effectively to any reported incidents of bullying
- Ensure the whole school community is aware of the signs and symptoms of bullying and knows the procedures to follow

2. Links with other policies

This policy links with several other school policies and practices, including:

- Behaviour policy
- Complaints procedure
- Grievance Policy
- Whistle-Blowing Policy
- Safeguarding Policy
- E-Safety Policy
- Disability Discrimination Policy
- Equality Information & Equality Objectives

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- Public Order Act 1986

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4. Responsibilities

The Headteacher is the school's Anti-Bullying Coordinator and has responsibility for keeping the policy up to date, ensuring the policy is implemented effectively and consistently, monitoring the instances of bullying, reporting to governors at least annually and consulting periodically on the approach and effectiveness of the policy.

The Headteacher is responsible for the day to day implementation of the policy including maintaining the prevention strategies, promoting an awareness of the signs and symptoms of bullying, managing any bullying incidents and the on-going support of victims and perpetrators.

All staff are responsible for maintaining a high awareness of any potential bullying situations and supporting and implementing the approaches and procedures outlined in this policy.

The Education, Standards & Pupil Welfare Committee are responsible for behaviour and anti-bullying. Governors receive an annual analysis and evaluation of behaviour and bullying incidents in the *Pupil Well-being Monitoring Reports.*

5. Principles

Akaal Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental and emotional health and well-being.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our school:

- Stands firm that everyone should feel safe from bullying.
- Monitors and reviews our Anti-Bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively.
- Insists that the whole school community abides by the Anti-Bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.

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- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Any report will be investigated and taken seriously.

6. Definitions of bullying

Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

We recognise that children can be hurt in different ways, including:

Physically: being hit, kicked, pushed or pinched

Verbally: being called names, teased, criticised, shouted at or being the subject of rumours

Emotionally: being left out of games, ignored, avoided, tormented, subjected to gestures, receiving threatening or unpleasant texts, e-mails or other electronic messages

Sexually: having unwanted physical contact or receiving abusive comments, messages, texts or e-mails

Bullying may also take place online, sometimes called cyberbullying. This can include: sending offensive or upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. We recognise that Cyber-Bullying has additional unwelcome features:

- The invasion of **home and personal space** at any time of the day or night

- The potential for messages/images to be circulated to **many people very rapidly**

- The increased probability of cyber bullies remaining **anonymous**

- The potential to be bullied by someone of **any age, size or generation**

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

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Bullying may focus on different personal characteristics. All are equally unacceptable: appearance, disability, special needs, gender, faith, race, ethnic background, sexual orientation or home circumstances.

7. Common Misconceptions

The school works to counter the following common misconceptions about bullying:

- Bullying is just a normal part of growing up and is just 'banter'
- Bullying has always happened and it doesn't hurt anyone
- "Boys will be boys" or "That's just what girls are like"
- Telling on someone is wrong
- Some bullying is worse than others
- Bullying only takes place between children

In fact:

- Bullying is unacceptable behaviour and should not be accepted as normal
- All bullying damages the self-esteem of victims and bullies
- Bullies depend on a code of silence – breaking that code is often the first step in prevention
- There is no hierarchy of bullying – all forms need to be taken equally seriously
- Bullying can take place between children and staff and between staff

8. Prevention

The school aims to create an ethos which recognises that bullying is unacceptable. We promote the national *Anti-Bullying Week* each November and learning how to keep ourselves safe is a part of the Personal Development Curriculum for **all** children. Clear input is provided on the dangers of cyber-bullying and our On-line Safety Policy is publicised widely, including information for parents.

Environment

The school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying.

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- Challenge practice and language (including 'banter') which does not uphold the school values of acceptance and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Actively create "safe spaces" for vulnerable children and young people.

- Celebrate success and achievements to promote and build a positive school ethos.

Policy and support

The school will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

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9. Involvement of pupils

The school will:

- Ensure that all pupils know how to express worries and anxieties about bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Ensure that children know how to support someone who is being bullied and that it is always safe to let an adult know.
- Educate children in the use of language around bullying e.g.

    If the child says the incident was a **game,** did everyone join in? Was anyone left out? Was everybody happy to play? If it was really a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

    If the child says the incident was a **joke,** was everyone laughing? Did everyone find it funny? If it really was a joke, everyone should have enjoyed it.

    If the child says the incident was an **accident,** was there an apology? Did someone fetch help? Was the victim comforted? If it really was an accident, the victim would be treated accordingly.

    If the child says they only **borrowed** something, did the owner give permission? How does the owner feel about his/her possession being taken? If it really was borrowed, the owner would know about it and have given permission.

    We try to help children avoid using the words **just** and **only** in their explanations. Thus, *I just kicked him once* becomes *I kicked him once.   We were only teasing you* becomes *We were teasing you.*

10. Signs and Symptoms of Bullying

A child may indicate that they are being bullied by signs or changes in their behaviour. All staff should be aware that these are *possible* signs and that they may need further investigation.

If the child:

- Is frightened of walking to or from school
- Is unwilling to come to school or feels ill in the mornings
- Begins to do poorly in school work

- Becomes withdrawn, starts stammering, loses confidence
- Regularly has clothes or books damaged
- Cries easily or has nightmares
- Becomes distressed or stops eating
- Becomes disruptive, aggressive or unreasonable
- Is frightened to say what is wrong
- Has possessions or money go missing regularly
- Has unexplained bruises, scratches or cuts
- Starts stealing money (to pay a bully)
- Begins to bully other young children
- Is anxious about seeing texts or messages on social media

These signs and behaviours could indicate other problems as well, including abuse, but the possibility of bullying should be investigated.

11. Responding to Bullying

At Akaal Primary School, we are aware that as well as taking different forms, there are also a range of reasons for bullying to occur in the first place, and that perpetrators of bullying should be supported alongside those who are the victims of bullying.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

12. Reporting Bullying Incidents

Any allegation of bullying will be dealt with following the anti-bullying procedures.

Children are encouraged to report bullying incidents, whether as victims or witnesses, to a member of staff, whether teaching or support staff.   Staff will *accept* what children say whether or not they *believe* everything that is said. Children may also make use of a *Worry Monster* to write down their concerns.

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Parents are encouraged to contact a member of staff in person, by phone, note or e-mail if they have any concerns. An appointment will be made for any parent wishing to meet with a member of the senior staff as soon as possible.

Staff members should inform the Headteacher of any concerns they have about alleged victims or perpetrators (whether a child, parent, visitor or member of staff), especially if problems persist after initial interventions have been put in place.

Visitors or witnesses who see or suspect bullying is taking place should inform a member of staff or contact the school office in person, by phone, note or e-mail providing details of any people involved and alleged behaviour.

13. Dealing with Bullying Incidents

When a report of an alleged bullying incident is received, the following procedure is followed:

Investigating

1. A member of staff (usually either the victim's class teacher or the Headteacher) will talk with the victim first and note what the child says happened and who else was involved or witnessed what happened
2. A member of staff will talk individually with any witnesses and note their version of what happened
3. The member of staff will talk with the alleged bully and note their version of what happened. If a group is involved, they will be talked to separately.

Recording

4. If bullying is confirmed, the Headteacher will be informed and a record made in the Headteacher's Behaviour Log Book. A *Bullying Incident Form* will be completed outlining the circumstances and any action taken.
5. Any drawing, notes, messages, e-mails, texts, photos or other evidence will be recorded or saved.

Applying Sanctions

6. The bully will be asked to apologise, verbally or in writing, and, where relevant, will be told to remove any offensive messages or pictures in books, on phones or on computers.
7. They will receive a Formal Warning and an appropriate sanction within the school's **Behaviour Policy**, depending on the circumstances. Parents may be asked to ensure mobile phones are not brought to school.

Reporting

8. The outcome of the investigation, together with any sanction applied, will be shared with the victim and the child (and parent if applicable) who reported the incident.

Monitoring

9. Staff will check with all the children concerned during the following few days to check that all is well and to ensure that there have been no similar incidents.

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10. The Headteacher will monitor entries in the Behaviour Log Book and *Bullying Incident Forms* to ensure patterns are identified and appropriate action taken.

<div align="center">Future Action</div>

12. If there is repeated or serious bullying behaviour, parents will be informed and asked to a meeting to discuss the problem with the class teacher or Headteacher.

13. Repeated bullying will result in sanctions being applied using the sanctions outlined in the **Behaviour Policy**.

14. Involvement and liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

15. Policy Development

- The school's approach to bullying and this policy was formulated following appropriate consultation including staff and governor meetings.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The Safeguarding Committee will report on a regular basis to the governing body on incidents of bullying, including outcomes.

The policy is regularly reviewed and updated in line with any revised national advice.

16. Useful Links and Supporting Organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

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• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

• The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

• DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying

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• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org

• Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: www.srtrc.org/educational

LGBT

• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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Bullying Incident Form

Date of incident		**Name of child carrying out bullying**	
Name of child		**Class**	
Teacher's name		**Looked after child**	Yes/No

Name of the person who dealt with the incident

This will normally be the Head Teacher or the Deputy Head Teacher, or in their absence a member of the SLT

Brief details about the alleged incident

Action taken

Any further actions eg monitoring, counselling, peer support

Form completed by

Signed

Review date

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