



# Anti-Bullying Policy

## September 2020

Date	Review Date
September 2020	September 2021

Head teacher:		Date:	8.10.2020
Chair of Governing Body:		Date:	8.10.2020

## 1 Introduction

It is a government requirement that all Schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Academics*. This was followed by DfES guidance for Schools under two headings: *Don't Suffer in Silence and Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in 'Every Child Matters'. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). The Wakefield Guidance which this policy adopts defines bullying thus:

***'Bullying is deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt. Bullying can be physical, verbal or nonverbal. It always involves an abuse of power or responsibility.'***

The Anti-Bullying Policy should be considered alongside the E-Safety Policy and the Behaviour and Discipline Policy.

## 2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an Academy ethos in which **bullying is regarded as unacceptable**.
- 2.2 We aim, as an Academy, to produce a safe and secure environment where children feel confident to notify staff of any incidents of bullying and all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent Academy response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Academy.
- 2.5 All governors, staff, pupils and parents should have an understanding of what bullying is, what the Academy policy is on bullying, and how to follow it when bullying is reported.
- 2.6 Pupils and parents should be assured that they will be supported when bullying is reported;

## 3 The role of governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our Academy. The governing body are completely opposed to bullying and will not condone any bullying at all in our Academy. **Ash Grove Primary Academy have adopted a zero tolerance approach to bullying** (whilst ensuring that all incidents are fully investigated). Any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

- 3.2 The governing body monitors incidents of bullying that do occur through regular Headteacher reports. 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 Academy anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the Academy has dealt with a bullying incident should utilise the provisions set out in the complaints policy.

#### **4 The role of the Headteacher**

- 4.1 It is the responsibility of the Headteacher to implement the Academy anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the Academy policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy **that will not be tolerated**. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Headteacher sets the Academy 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 Academy, bullying is far less likely to be part of their behaviour.

#### **5 The role of the teacher and support staff**

- 5.1 All the staff in our Academy take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of behaviour incidents that happen in their class, and that they are aware of in the Academy concerning the pupils in their class. If teachers witness an act of bullying, they will initially investigate it themselves and then refer it to the Headteacher and/or Pastoral Welfare. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the child's parents or carers.
- 5.3 The Headteacher and/or Pastoral Welfare keep records of all reported incidents of bullying. We also record incidents brought to our attention that occur near the Academy, on the children's way between Academy and home, or incidents of cyber-bullying which have happened out of Academy. Any adult who witnesses an act of bullying should report it as above.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. (See Policy on Behaviour and Discipline). Punishments include the use of internal and/or external exclusions. Time is also spent talking to the child who has done the bullying, explaining to them why their

action was wrong and how they should change their behaviour in future. When a child repeats bullying behaviours we invite the child's parents or carers into the Academy to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.

5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow Academy policy and procedures with regard to behaviour management.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **6 The role of parents and carers**

6.1 Parents and carers 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. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the Academy's complaints procedure, as detailed in the Academy Prospectus.

6.2 Parents and carers have a responsibility to support the Academy's anti-bullying policy, actively encouraging their child to be a positive member of the Academy.

## **7 The role of pupils**

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of Academy issues, including bullying, by approaching the class teacher, Pastoral Welfare, Headteacher, other staff, class or Academy councillors, peer mediators or buddies; or through the use of Academy and/or class pupil questionnaires.

7.3 Pupils are consulted on whether or not they feel they have been bullied in Academy (during Anti-Bullying week in November each year), and how they feel it was followed up.

## **8 Curriculum**

8.1 The issue of bullying is addressed through PSHCE and SEAL curriculum in all year groups (See PSHCE and SEAL schemes of work). Ash Grove Primary Academy holds an anti-bullying week annually in support of the National Anti-bullying week. (Usually mid-November). However individual year groups will also revisit the antibullying curriculum at other times during the year.

8.2 All classes hold circle times weekly where any problems, including feelings of being bullied are addressed immediately.

## **9. Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from Academy;
- Begs to be driven to Academy;
- Changes their usual routine;
- Is unwilling to go to school (school-phobic)
- Begins truanting;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go "missing";
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **10 Forms of Bullying**

10.1 Bullying can take many forms such as:

- physical violence, such as hitting, pushing or spitting at another pupil;
- interfering with another pupil's property, by stealing, hiding or damaging it;
- using offensive names when addressing another pupil;
- teasing or spreading rumours about another pupil or his/her family;
- belittling another pupil's abilities and achievements;
- writing offensive notes or graffiti about another pupil;
- excluding another pupil from a group activity;
- ridiculing another pupil's appearance, way of speaking or personal mannerisms.

10.2 Bullying can happen in any situation but we are particularly alert to the following settings:-

- playground, playing field, dinner hall;
- classroom and corridors;
- toilets;
- Academy trips (residential/day trips);
- swimming pool;
- when pupils are coming and going to Academy;
- when pupils are lining up

## **11 Monitoring and review**

11.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

11.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussion with the Headteacher, other staff members and when necessary by examining records of incidents. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

11.3 This policy will be reviewed every two years, or earlier if necessary.