



Anti-Bullying Policy

Based on the values and principles of the UN
Convention on the Rights of the Child

2019 - 2021



This policy should be read with the:

- Positive Pupil Policy
- Safeguarding & Child Protection Policy
- Equality Policy
- E-Safety Policy

Agreed by:	Governing Body	
Review date:	Sept 2021	

Anti – Bullying Policy

This policy was written with the pupils of Adderley.



Context

The Keeping Children Safe in Education 2019 has stated that bullying has a great impact on children's emotional well-being.

Everyone at Adderley Primary School has the right to feel welcome, secure, safe and happy in their school environment. As a Rights Respecting School, our Anti-Bullying Policy has been developed in line with the articles in the UNCRC.

It is our aim to challenge attitudes about bullying behaviour, increase understanding for the victims of bullying as well as the reasons for the perpetrator's actions this is in order to ensure that the School and Community help build an Anti-bullying and Rights Respecting ethos in the School.

Our objectives for this Policy are;

1. For all Governors, teaching, non-teaching staff, children and parents to have an understanding of what the different forms of bullying are and how to deal with them.
2. To eliminate discrimination in line with the principles of the Equality Act 2010.
3. To prevent bullying in all forms wherever possible through the planned and effective teaching relating to the issues surrounding it.
4. To deal with incidents of bullying quickly and effectively so that they do not re-occur.

5. To intervene where bullying is identified and to put disciplinary measures in place to ensure it stops.
6. To ensure the emotional well-being of all pupils affected is supported, especially those who are vulnerable and to ensure that the appropriate support and intervention is put in place. It is also important for the perpetrators of bullying to understand their behaviour and its impact.
7. To ensure that parents/carers understand what to do if they feel their child is being bullied or is bullying others.
8. To ensure all pupils understand what to do and what help to expect if they feel they are being bullied and how to report it and to whom.
9. To ensure that differences between people which can lead to bullying are regularly discussed in the curriculum as the Protected characteristics of the Equality Act, this includes; religion, ethnicity, disability, race, gender, family/ home background or sexuality).
10. To use specific organisations and in school mentoring to support those affected by bullying.
11. To create a positive, open climate where all children are free to express themselves in an environment which reflects and celebrates the diversity and tolerance of our Society and that of modern Britain.

Definitions of Bullying

Bullying is deliberate, hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend him or herself.

The school works hard to ensure that all pupils know the difference between bullying and everyday friendship issues and that regular or repeated friendship issues can be a sign of bullying.

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

DfE March 2014

Types of Bullying

Bullying can be **DIRECT OR INDIRECT (sometimes referred to as PHYSICAL OR PSYCHOLOGICAL)**.

Examples include, but are not limited to, the following things;

Type of bullying	Examples
Emotional/Non-verbal/ Psychological	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures, name calling
Sexual	unwanted physical contact or sexually abusive comments

Homophobic	Due to or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet , such as emails & internet chat room misuse, texting, instant messaging apps, instagrams and whatsapp.
'Friend' bullying	Where the bully acts as a friend in order to exploit the victim – sometimes without their knowledge (those with SEND can be particularly vulnerable to this form of bullying)
Peer on Peer Abuse	This is often overlooked as friendship issues within groups of children. It is important not to overlook re-occurring incidents and to investigate fully.

Possible indicators of bullying in school are:

- Children who are often ill and unwilling to take part in activities or have poor attendance/punctuality/sporadic absences.
- Problems with concentration.
- Changes in behaviour or attitude (e.g. children become aggressive towards others).
- Changes in confidence and self-esteem.
- Changes in relationships with adults or children.
- Signs of nervousness/anxiety.
- Children who seem isolated and stay away from others in class or in the playground.

Actions to Tackle Bullying

Prevention is better than cure, so at Adderley Primary School we are vigilant and proactive in identifying signs of bullying and always take reports of incidents seriously. As part of the school's PSHEC and RMSE curriculum, assemblies (In school and other external visitors) and mentoring programmes help reinforce the ethos of the school and help children to develop strategies to identify and combat bullying- type behaviour. Regular behaviour analysis helps to identify trends and patterns in children's behaviour and to ensure that these are addressed and children are supported appropriately. The analysis ensures that early signs of bullying is identified and the earliest intervention and support is put in place before there is an escalation.

Adderley Primary School aim is to provide children with a rich and diverse curriculum which demonstrates the diversity in society and the basic values of tolerance and understanding. We will endeavour to ensure children understand the protected characteristics of equality and diversity relevant to their age and understanding;

1. Age
2. Disability
3. Marriage and civil partnership
4. Race/Ethnicity
5. Religion and belief
6. Sex (gender)
7. Sexual orientation

We will ensure that the School environment represents these strands through displays and learning materials.

Processes and strategies:

All children are regularly told that they must report any incidents of bullying to an adult if it happens in School, if another pupil tells them that they are being bullied or if they witness bullying taking place - it is their responsibility to report it to a member of staff - these can include the class teacher, a member of the support staff, Dinner Supervisors the Head Teacher or Senior Leaders.

Pastoral care staff also run 'Drop-in Surgeries' during break times and lunch times where children have the opportunity in confidence to talk or share information.

We ensure that there is always a large number of staff on duty and that they are strategically positioned in all areas of the playground to avoid the possibility of blind spots or areas where bullying may occur unseen.

There is also a large network of CCTV cameras around school which children are aware of and help to remind them that they are monitored for their safety.

Children also have the option to post a problem to any member of the SLT, Pastoral Team or staff. (Red boxes are at various points around the school)

Teachers can communicate with Learning Mentors (through their Communication Books) to highlight any concerns they may have regarding a child or children.

There are clear systems to ensure that children are in class at the appropriate times and not able to move freely around the building unsupervised.

There is a robust follow-up procedure in place when bullying has occurred – the incident is recorded, victims are consistently checked on and pupil voice of the victim is listened to ensure that the bullying has stopped and that the victim feels safe in their School environment.

Reporting

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents by the Class teacher, Senior Leaders and Learning Mentors in order to ensure that there is effective monitoring of such occurrences and to facilitate a co-ordinated action. All proven incidents of bullying should be reported to the Senior Leaders or Head Teacher. If bullying includes racist or homophobic abuse then it should again be reported to the Senior Leaders or Head Teacher and will be thoroughly investigated.

Evidence of an incident of bullying will be discussed with the child and the appropriate and relevant conversation is held in regards to the child's age and understanding. Primarily, a problem-solving approach is taken in allowing the child to express their concerns. Parents will be informed and told about the action taken and support given to the child. Parents will be involved and their suggestions and opinions will also be taken into consideration. The victim of bullying is monitored and followed up for five days to ensure that the bullying has not re-occurred. Pupil voice is also taken into listened to ensure that the child feels that the

appropriate action and support was given. This is also to ensure that the victim has the confidence and self esteem in reporting bullying as this also helps to build resilience.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as through the PSHEC curriculum. This can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that may already exist.

Parental Involvement

The parents of both the victims of bullying and the perpetrators of the bullying will be informed of the incident and the action that has taken place. Parents will be required to support strategies proposed to tackle the problem. The perpetrator of bullying will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Persistent bullies may be excluded from School, however, the incident will be monitored to ensure that there is not a re-occurrence.

Parents are reminded through newsletters to ensure that their children must report bullying if it happens to them. Keeping information from the school or from their parents does not help solve the problem – it only prolongs the suffering of the victim. Where necessary, we will call on outside resources, such as the Behaviour Support Service to support our actions. This Policy is seen as an integral part of our Positive Behaviour Policy. All parents are encouraged to be proactive in their child's emotional well-being and to engage and support the School in tackling bullying when it affects their child.

Roles and Responsibility

At Adderley all members of the school community must have the best interests of the child/ren as their primary concern when making any decisions - this is to ensure that child/ren's mental, emotional and social well-being is kept as the priority.

All staff should:

- Report incidents of bullying to Senior Leaders and deal with them in line with the Anti-bullying Policy and the Positive Behaviour Policy.
- Familiarise themselves with this Anti-Bullying Policy and have an awareness of how their work contributes to its implementation.
- Read "Preventing and Tackling Bullying" Appendix 2 from DfE and reference further sources of information at the back of that document.
- Work to promote the principles and ethos of the Anti-Bullying Policy through their own work with and around children.
- Recognise Anti-Bullying as a shared responsibility.
- Support the implementation and monitoring of the Anti-Bullying Policy.
- Promote inclusion and diversity through the curriculum and school environment including the learning resources they utilise.

*Appendix 1: Bullying Incident Form to be used for **all** types of bullying*

Appendix 2: DfE Guidance and further help and support organisations

