



## **ABBEY PRIMARY SCHOOL**

### **ANTI-BULLYING POLICY**

**‘Our children are both respected and respectful. They are happy and resilient. Relationships are founded on trust enabling children to flourish and be the best they can be.’ Vision 25**

#### **Rationale**

The aim of the Anti-Bullying Policy is to ensure that children learn in a supportive, caring, and safe environment without fear of being bullied. Abbey Primary School has a zero-tolerance attitude to bullying.

#### **Definition**

This policy should be read in conjunction with the Behaviour Management Policy and Safeguarding Policy. In line with the Equality Act 2010 it is essential that our school eliminates unlawful discrimination, harassment and victimisation. We are committed to safeguarding and promoting the welfare of our children and staff.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. This can be physical and emotional and is often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

It takes many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying – bullying via a mobile phone or online (for example email and social networks).

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Children must be encouraged to report bullying in school to a teacher or staff member. This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it.

### **Why is it Important to Respond to Bullying?**

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health, emotionally and physically.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

### **Aims**

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour;
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is;
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment;
- Show commitment to overcoming bullying by practising zero tolerance;
- Identify and deal with incidents of bullying consistently and effectively.

### **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 school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- cries themselves to sleep at night or has nightmares/bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go "missing";
- has unexplained cuts or bruises;

- becomes unreasonable when dealing with school issues;
- 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.

## **Prevention**

To fulfill our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach' programme please see the school's Behaviour Management Policy;
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained;
- Involvement of all school staff to ensure a consistent approach;
- An 'open door' policy by all staff;
- Encouragement of pupils and parents to report bullying;
- Awareness raising of bullying;
- Paired learning and buddy systems.

## **Procedures**

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents is consistently dealt with lies jointly with all members of the school community with a member of the Senior Leadership Team taking the lead. All incidents, meetings and conversations are logged electronically and securely.

The Headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- Staff investigate alleged bullying by consulting the victim(s). Appendix 1 provides a checklist for investigating an incident;
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach a member of the Senior Leadership Team;
- Staff should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour;

- If deemed to be bullying, the member of the Senior Leadership Team will speak to the pupils involved and proceed accordingly. Parents should be informed immediately and this will be done by the Senior Leader;
- The parents of the perpetrator(s) will also be contacted and offered a meeting with the Senior Leader to discuss the incident;
- Sanctions will be used as appropriate. Sanctions used will depend on the severity and frequency of any incidents e.g., separation from peers, not going outside for playtime, internal exclusion or suspension.

## **Support**

### Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long-term effects.

Staff will regularly meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- Reassurance;
- Continuous support;
- Restoring self-esteem and confidence.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas as appropriate and participation in the annual Anti-Bullying Week (November 14<sup>th</sup>-18<sup>th</sup>)

### Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies;
- Withdrawal of activities;
- The establishment of mentoring or a buddy system;
- Discussion about the effects of bullying;
- Peer mediation;

- ▮ Involvement of other agencies and services such as the Educational Psychologist, Social Care, or CAMHS.<sup>23</sup>

For both the victim and the perpetrator the school will provide support from the 2 trained Emotional Literacy Support Assistants (ELSAs).

### **Staff Responsibilities**

All staff will be kept abreast of current thinking about anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies to bullying.

### **Monitoring, Evaluation and Review**

Instances of bullying are reported to the Local Governing Board each term.

Policy reviewed: **November 2023**

Next review date: **November 2024**

## **Appendix 1 Checklist for Investigating an Incident**

- ☐ Who was involved – is there or are there apparent victims? If so, who is it/are they?
- ☐ In what way did the victims suffer?
- ☐ How did the incident start? Was it spontaneous or premeditated?
- ☐ What is alleged to have happened, from the perspective of all those involved?
- ☐ When did the incident take place?
- ☐ Where did the incident take place?
- ☐ Who witnessed the incident (pupils, parents, staff, and others)?
- ☐ Who reported it to whom and when?
- ☐ Is there any background to this incident?
- ☐ Is there any other reason for considering this to be bullying behaviour?
- ☐ Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- ☐ To what extent did the incident affect others?
- ☐ What was the response of the victim(s) if such exist?
- ☐ What does/do the victim(s) wish to see resulting from the investigation?

A 'first offence' of e.g., name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

# ABBEY PRIMARY SCHOOL

## BULLYING INCIDENT REPORT FORM

## SECTION A: ALLEGED BULLYING INCIDENT

Target		Alleged Perpetrator	
Name(s):		Name(s):	
Year group / Class:		Year group / Class:	
Ethnicity:		Ethnicity:	
Gender:     Male / Female		Gender:     Male / Female	
SEND:	Yes / No	SEND:	Yes / No
EAL:	Yes / No	EAL:	Yes / No
Looked after:	Yes / No	Looked after:	Yes / No
<b>Member of staff whom the incident was reported to:</b>			
<b>Member of staff investigating alleged incident:</b>			
Date of incident:			
Time of incident:			
Location of incident:			
<b>Target's account/Concerns of parents/carers:</b> Nature of incident including details of any injuries or damage to property, etc.			
Circle any elements that apply:  <div style="display: flex; justify-content: space-between;"> <div> <b>Forms:</b>      physical                  Direct/indirect verbal                  emotional                  cyberbullying  <b>Type:</b>        Race/religion/culture                  Sexual/sexist/homophobic                  SEN/disability                                       Home circumstances                  Health conditions                 </div> </div> Other (Please state):			
<b>Parent/Carers of alleged target(s) informed:</b>			
Date:		Time:	

## **SECTION B: ACCOUNTS OF THOSE INVOLVED**

**Alleged perpetrator(s) account of incident:**

**Bystanders/witnesses account of incident:**

**Perpetrator(s) parents/carers informed:**

Date:

Time:

## **SECTION C: ACTION TAKEN**

**Details of immediate action taken:**

**Monitoring of action taken and details of follow up and long-term action taken:**