

# The Avenue Primary School

## Anti-Bullying Policy



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## **1 Introduction**

This policy was formulated in consultation with the staff and Governors at The Avenue Primary School. It will be reviewed annually or earlier if necessary. Please see appendix 1 for a more detailed definition of the term bullying.

- 1.1** It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. 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.
- 1.2** DfES guidance defined 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 (for example, being ignored or not spoken to).

## **2 Aims and objectives**

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all children can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **3 The role of the Local Governing Body**

- 3.1** The Local Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing body will not condone any bullying at all in our school, and 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 and reviews the effectiveness of this policy annually. The Governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing body responds within five working days to any request from a parent to investigate incidents of bullying. In all cases the Governing body notifies the Head Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing body.

## **4 The role of the Head Teacher**

- 4.1** It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher 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 without identifying the child publicly.
- 4.3** The Head Teacher 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 Head Teacher sets the school 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 school, bullying is far less likely to be part of their behaviour.

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

Regular anti-bullying messages are communicated to pupils during anti-bullying week, assemblies, PSHE work and in cross-curricular work e.g. when reading a class novel where bullying is a theme.

- 5.1** All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- 5.2** Teachers and support staff keep records on CPoms of all incidents that happen in their class and other incidents that they have dealt with in school e.g. at break or lunchtime. If staff witness an act of bullying, they will either investigate it themselves or refer it to the Key Stage Leader in the first instance. 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 Head Teacher, the teacher informs the child's parents. It must be clear that a child is being bullied. A child being unkind to another child in a one off incident is not bullying. An example of a child being unkind could be inappropriate name calling.
- 5.3** We also record incidents on CPoms that occur near the school or on the children's way between school and home, when parents contact school to inform staff. The school deals with incidents which happen outside of school on an individual basis.
- 5.4** When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve emotional support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the

child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in the future. If a child is repeatedly involved in bullying other children, the Head Teacher/Deputy Head Teacher becomes involved. We then invite the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher or Deputy Head Teacher may contact external support agencies, such as the Reach counselling service and social care.

- 5.5** All members of staff attend training, which equips them to identify bullying and to follow school 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 curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. A weekly celebration assembly takes place in school to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere in school.
- 5.7** All incidents of cyberbullying will be logged and dealt with in the same way as anti-bullying incidents, and in accordance with the school's E-safety Policy.

## **6 The role of parents**

- 6.1** Parents 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. If they are not satisfied with the response, they should ask to meet with the Team Leader. If they remain dissatisfied they should make an appointment to see the Head Teacher. If the issue is still not resolved then they should follow the school's complaints procedure.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **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. There are worry monsters in each classroom which the children are encouraged to use. The culture of school also encourages children to be honest about how they feel.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying and behaviour, in the pupil questionnaire, through School Council and informally whenever it is relevant.

## **8 Monitoring and review**

**8.1** This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the policy. This policy is reviewed annually by the Head Teacher.

**8.2** This anti-bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records and by discussion with the Head Teacher. Governors analyse information for patterns of children, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

## **Appendix 1**

### Definitions of bullying

#### **What is NOT bullying**

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one off incidents are not usually bullying behaviour though they may still be frightening and harmful. This could include name calling, pushing or hitting.

#### **What is bullying?**

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms:

##### **Verbal**

Name calling, persistent teasing, mocking, taunting and threats.

##### **Physical**

Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

##### **Emotional**

Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

##### **Cyberbullying**

The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, harm, anxiety or humiliation.

#### **Who gets bullied?**

It is never your fault if you are bullied. People can be targeted for any reason, but people who bully others often target 'difference' and bullying can be a form of wider discrimination. For example bullying behaviour may be:

##### **Racist**

Targeted at ethnicity, skin colour, language, religious or cultural practices.

Homophobic, biphobic and/or transphobic

Targeted at actual or perceived sexuality and/or gender.

##### **Sexual and/or sexist**

Sexual and/or sexist behaviour that is intended to cause offence, humiliation or intimidation.

## **Disablist**

Targeted at an impairment or special educational need.

## **Targeting any 'difference'**

In our experience bullying behaviour can also be targeted at 'looks', weight and height, colour of hair, wearing glasses or braces, acne, psoriasis and eczema, scars, marks or conditions of the face or body, body odour, poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

## **What is cyberbullying?**

Cyberbullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, harm, anxiety or humiliation.

Examples of cyberbullying

- **Abusive comments**, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling
- **Sharing pictures**, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation
- **Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person
- **Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours
- **Pressurising** someone to do something they do not want to such as sending a sexually explicit image

Useful websites

NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#bullying>

Kidscape - <https://kidscape.org.uk/advice/facts-about-bullying/what-is-bullying>