



## Anti-Bullying Policy

### Policy Details

<b>Policy Level</b>	School
<b>Document Approver</b>	Trust Board
<b>Document Status</b>	Final
<b>Applicable to</b>	Alderman's Green Primary School
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## 1. Introduction

At Alderman's Green Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

This policy is linked with our Relational Behaviour Policy, which meets the requirements of Section 89 of the Education and Inspections Act 2006, which states that maintained schools must have "measures to encourage good behaviour and prevent all forms of bullying amongst pupils" and our Public Sector Equality Duty (PSED) contained within the Equality Act 2010 which requires us to have due regard to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

It is also based on the Department for Education's guidance "*Preventing and Tackling Bullying, 2017*"

At Alderman's Green Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

## 2. Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that this will support our children to learn to manage their own behaviour and to be responsible for their own actions.

## 3. Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## 4. Bullying

The DfE advice “*Preventing and Tackling Bullying, 2017*” defines bullying as “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying is, therefore:

- Deliberately hurtful,
- Repeated, often over a period of time,
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is also considered to be Peer on Peer abuse, which is also a serious Safeguarding and Protection Issue (see policy).

## 5. Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities

- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

## 6. Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through our core values, assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. They are also taught problem solving skills and conflict resolution. Pupils are taught to tell an adult in school if they are concerned that they or someone else is being bullied. Pupils also learn how to keep safe online and in person and healthy and unhealthy relationships.

Pupils also have regular access to Thrive activities and opportunities, which support children's social, emotional health and wellbeing. Through our Protective Behaviours and Safeguarding work, children have a clear understanding of adults in school that they can talk to and what to do if they have any problems.

## 7. Our School Values and Ethos

Our school ethos and values promote and work in cohesion with our Relational Behaviour Policy.

Our school's mission statement is '*Alderman's Green: where everyone believes in us and we believe in ourselves*'

Our school's core values are:

- Kindness,
- Resilience
- Responsibility
- Pride
- Collaboration



Because of our core values, we expect all children, staff and visitors to:

- Work with pride in the classroom,
- Show kindness with our words and actions,
- Play with kindness on the playground,
- Collaborate to look after the school environment and equipment,
- Show resilience to solve problems and make things right.
- Take responsibility for our own actions.

## **8. Relational Behaviour Policy**

Our Relational Behaviour Policy is based upon the approach to behaviour which is relational; where we see behaviour as a communication of need. We use the current research in neuroscience and attachment theory which shows that positive relationships that promote high levels of care alongside high expectations are essential to children's personal and academic success in school. This includes rewards and restorative practice, which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **9. Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, the class teacher with the support of a senior member of staff, should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses, if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS and parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations, boundaries and next steps forward to support both victim and perpetrator which should be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary.

Where children have been, or are being bullied, we will support them and make provision for their needs, as appropriate. This may include pastoral support, engaging parents, or referring to local children's services such as Coventry SEND services or RISE.

## **10. Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying is also considered to be Peer on Peer abuse, which is also a serious Safeguarding and Child Protection Issue (see policy).

## **11. Monitoring and Review**

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.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every year, or earlier if necessary.