

Abbott Community Primary School



Anti-Bullying Policy 2017-2018

1. Introduction - context

In our school, we believe that bullying is unacceptable, we believe that good behaviour management and a positive learning environment will help reduce the incidence of bullying. The vital role all adults in school have is as role models, they must demonstrate a commitment that all types of bullying and abuse of power are unacceptable.

This policy is primarily about anti-bullying, prevention and procedures that involve pupils. For specific information about procedures for staff incidents, refer to Manchester City Council 'Dignity at Work' Policy. All staff at our school have responsibility for dealing with the implementation of the Anti-bullying policy. This policy is signed off by the Head teacher, Chair of Governors and a representative pupil.

2. Definition of bullying

Bullying is behaviour that is deliberately hurtful (including aggression), repeated often over a period of time and where it is difficult for victims to defend themselves. It can take many forms including:

- a) Physical – hitting, kicking, taking belongings
 - b) Verbal – name calling, insulting, making offensive remarks
 - c) Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages, email and cyber-bullying.
- Bullying is usually part of a pattern of behaviour rather than an isolated incident.
 - If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with appropriately
 - Bullying is an abuse of power
 - Bullying can affect all relationships: adult to adult, pupil to adult, pupil to pupil, and adult to pupil
 - Adults in schools can bully by means of sarcasm, putdowns, making comparisons and name calling to maintain control of a class

3. Legal/ National Requirements

This policy has been written drawing on guidance from:

a) Schools Standards and Framework Act (1998, Section 61):

Head teachers must, by law, have a policy to prevent all forms of bullying among pupils. This policy must be published in writing to all pupils, parents/carers and staff at least once a year.

b) The Local Government Act: (2000) Section 104: Amended Section 28

This states that nothing should prevent a Head teacher, Governing Body, or a teacher from taking steps to prevent any form of bullying, including homophobic bullying, therefore teachers must challenge homophobic bullying.

c) Children Act 2004 and 'Every Child Matters' outcomes. Bullying is relevant to all five outcomes but is referenced in 'Stay safe' and 'Make a positive contribution to society'. Ofsted requires schools as part of their self-review to report on progress on all five outcomes and this is graded.

d) Revised Ofsted inspection framework (2005)

The revised framework emphasises school self-evaluation (using Self Evaluation Form) against a common inspection schedule. Inspectors are required to evaluate the contribution made by the school to the well being of pupils (Section 4). The impact of work to reduce bullying and promote the well being of children and young people should be referenced. It is stressed that this is a continuous process and the views of pupils, parent/carers and other stakeholders taken into account.

e) National Healthy School Status (NHSS):

As part of the Emotional Health and Wellbeing criteria (4.6) in a healthy school, there will be 'a clear policy on bullying, which is owned, understood and implemented by the whole school community'.

f) 'Safe to Learn: Embedding anti-bullying work in schools' 2007 (DCSF)

Safe to learn provides guidance on using the principles of the Anti-Bullying Charter, setting up and implementing a whole school anti-bullying policy, the importance of recording and reporting bullying incidents and how to meet the training needs of staff in order to deal with bullying confidently and effectively. It states that:

'Providing safe and happy places to learn is essential to achieving school improvement, raising attainment and attendance, promoting equality and diversity and ensuring the safety and well-being of all members of the school community' p4

4. Ethos And Values

At Abbott, we believe that

- Bullying is unacceptable.
- The vital responsibility all adults in school have is as role models, and in demonstrating a commitment that bullying and the abuse of power are not acceptable.
- Good behaviour management and a positive learning environment will help reduce the incidence of bullying.
- The effectiveness of particular approaches such as 'restorative approaches' in dealing with incidents of anti-social behaviour or of resolving situations where there is conflict. The ethos of a restorative approach is to create an environment where conflicts are recognised and resolved, and relationships are repaired and strengthened; to give individuals who have been harmed the chance to say they have been affected; and to give individuals who have caused harm the chance to put things right and make amends
- Particular pupils may be more vulnerable to experiencing bullying i.e. Children in Care, Traveller Children, Children with Disability, Children with SEN, bullying motivated by Racism or Homophobia.

5. Aims and Objectives

The school aims to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in. We do this by

- Raising awareness of, and defining bullying.
- Gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE and Citizenship and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents that may occur.
- Provision of support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.
- Developing skills to combat negative peer pressure.
- Ensuring that all members of the school community are aware of and abide by our anti bullying policy

6. Policy, Leadership and Management

a) Governors

- Ensure existence and regular review of Anti-bullying policy
- Ensure all members of the school community have knowledge of the policy
- Contribute to the monitoring of bullying incidents and effectiveness of strategies used
- Include updates on anti-bullying work in the annual report
- Enable young people's views to be heard e.g via Governor's Sub-committee or School Council
- Be available for higher level disciplinary and support work around bullying incidents
- Be available to hear any parent/carer complaints or concerns and to make them aware of systems for this

b) Head Teacher

As above but with additional responsibility as follows:

- Ensure all staff are aware of legal responsibilities
- Ensure the policy and processes are introduced in staff induction
- Contribute to and have an overview of formal disciplinary proceedings
- Ensure the policy is published to all staff, parents/carers and pupils once a year
- Ensure that anti-bullying and supporting pastoral curricular measures are regularly reviewed and featured in School Improvement Planning

c) Staff with Management responsibility for Pastoral Care

- Contribute to development and implementation of the policy
- Support class teachers in dealing with minor incidents and developing preventative strategies
- Investigate and deal with more serious and /or persistent incidents
- Contribute to and collate records and reviews of procedures
- Contribute to formal disciplinary proceedings and liaise with and support parent/carers
- Coordinate access to support for victims and perpetrators
- Liaise with Governors and outside agencies as appropriate
- Ensure that the pastoral system supports Equal Opportunities and Inclusion policies
- Evaluate the policy and strategies

7. Implementation

a) Procedures for dealing with bullying incidents

When dealing with bullying incidents the following core principles have been identified as essential:

- The pupil is involved in the discussion of the incident.
- Records are completed for significant incidents.
- Records are shared with the pupil.

- Regular communication takes place with parent/carers.
- Interventions should include the opportunity for follow up, to evaluate support and if necessary provide a further course of action.
- Regular monitoring of incidents.
- All incidents must be logged, and reported to the school Governing body and Local Authority.

b) Strategies for the prevention and reduction of bullying

The school will promote behaviour to prevent and reduce bullying through:

- The taught curriculum
- Social and Emotional Skill Development, e.g. SEAL or PATHS programmes
- Co-operative group-work
- Circle Time
- Befriending
- Peer Support
- Restorative Practice
- Mediation by adults
- Mediation by peers
- A well-designed outdoor environment
- Whole school activities e.g. assemblies
- Analysis of data from It's All About Me Surveys
- Use of outside agencies including Educational Psychology, Health, School Nurse, Voluntary Organisations, Greater Manchester Police
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision

8. Monitoring, Assessing and Reviewing

In addition to the monitoring and evaluation procedures as outlined in the main section of the PSHE policy the school will look for the following success indicators, for example:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced duration of bullying
- Reduced frequency of bullying incidents
- Reduced fixed term and permanent exclusions
- Pupils perceptions that the school is prepared to take action
- Bystander action/increased sense of collective responsibility
- Parental involvement in feedback and review of success.

Methods of data collection

- Surveying a sample of pupils, staff, and parents/carers to monitor the work.
- Using curriculum time or tutor time to focus on anti-bullying work.
- Recording forms of bullying incidents collated by the Senior Management Team, named person or Working Group.
- Anti bullying work through the SEALS curriculum.

9. Relationship with other Policies

a) Behaviour

The school's behaviour policy outlines a range of strategies available to staff in dealing with behaviour incidents and in relation to bullying incidents.

b) Safeguarding

If any disclosure occurs in relation to bullying and safeguarding during a lesson or concerns are raised, teachers will follow the school's procedure for safeguarding.

Teachers have a duty of care and so any incident or potential incident (e.g. involving parent/carers abusive/bullying behaviour) must be treated as a safeguarding issue.

Procedures and guidance are given in the school's Safeguarding Policy.

c) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Further guidance is given in the school's Confidentiality Policy.

d) PSHE, Citizenship / SEAL

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed, monitored and evaluated in line with the school's PSHE policy.

e) E-safety

Safeguarding children and young people from abuse in any form on-line is paramount. The implications of new technology including the Internet, mobile phones, e-mail, instant messaging, camera phones and web cams in the context of anti-bullying should be considered during policy development.

Cyberbullying:

Cyberbullying is 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself'. This will not be tolerated at Abbott.

12. Date and Review of Policy

The governors agreed this policy and it will be reviewed in partnership with staff, parents / carers and students again in September 2018 unless there are changes to National or Local Guidance.

Other useful websites:

www.ThinkUKnow.co.uk

www.Schools.becta.org.uk

www.Teachernet.gov.uk

www.Eachaction.org.uk

www.Anti-bullyingalliance.org.uk

www.Kidscape.org.uk

www.tootoot.co.uk

Review: September 2018