



"Aiming high to achieve success!"

Anti-Bullying Policy

Document Control:

Document Name	Anti-Bullying Policy	
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Document Ref.	ACPS-007	
Last Issued Date	March 2020	
Next Review Date	March 2021	
Dissemination	This policy is stored on the staff shared area of the school network under 'policies' as well as posted on our website.	

Version Control:

Date	Version	Updates / Changes
2020	1	The Key model policy adopted

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1. INTRODUCTION

2.

- 1.1.1 At Abbott, we regard bullying as unacceptable and believe that consistent, supportive behaviour management and a positive learning environment will help to reduce bullying incidents.
- 1.1.2 All staff play pivotal roles in demonstrating that all types of bullying and abuse of power are unacceptable.
- 1.1.3 To foster positive relationships for pupils between their peers, staff and the wider community, Abbott is dedicated to delivering the best possible, age appropriate, 'Healthy Relationships Education' that meets pupils' needs and contributes to promoting equal opportunities.
- 1.1.4 Every child is entitled to receive Healthy Relationships Education regardless of ethnicity, gender, religion, age, culture, disability, sexual orientation, gender identity, language or special needs.

1.2 This policy consists primarily of anti-bullying and its prevention and procedures that involve pupils. It also details the content for Healthy Relationships Education and how it is delivered at Abbott. For specific information about procedures for staff incidents, refer to Manchester City Council 'Dignity at Work' Policy. All staff have the responsibility of implementing of the Anti-Bullying policy consistently, fairly and appropriately.

3. Context and Rationale

2.1 Definition of bullying

- 2.1.1. 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:
 - 2.1.2 Physical – hitting, kicking, taking belongings.
 - 2.1.3 Verbal – name calling, insulting, making offensive remarks.
 - 2.1.4 Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, text messages, email and cyber-bullying.
- 2.1.5 Bullying is usually part of a pattern of behaviour rather than an isolated incident.
- 2.1.6 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.

- 2.1.7 Bullying is an abuse of power.
- 2.1.8 Bullying can affect all relationships: adult to adult, pupil to adult, pupil to pupil, and adult to pupil.
- 2.1.9 Adults in schools can bully by means of sarcasm, putdowns, making comparisons and name calling to maintain control of a class.

2.2 Fostering Healthy Relationships

- 2.3 Healthy Relationships Education is lifelong learning about physical, moral and emotional development and ensures that no member of the school or wider community is treated less favourably on grounds which cannot be justified. It is about the understanding of the importance of loving and caring relationships and keeping healthy by promoting Abbott's equality procedures and interactions within the whole school.
- 2.4 At Abbott, HRE is embedded throughout the curriculum. We are proud to have the gold standard in the 'Educate and Celebrate' programme which provides resources, activities and books to support HRE teaching through an embedded curriculum. Teachers and TA's are responsible for providing children with HRE through a range of teaching methods, which involve children's full participation, including the use of videos, discussion, case studies, drama and role-play.

4. Aims and Objectives

3.1 Abbott aims to prevent and deal with any behaviour regarded as bullying, and to promote an ethos where bullying is regarded as unacceptable, resulting in a safe and secure environment for all pupils.

3.2 This is achieved through:

- 3.2.1 Raising awareness of, and defining bullying.
- 3.2.2 Gaining an understanding as to why some children bully.
- 3.2.3 Positive action to prevent bullying within the scheme of work for PSHE and Citizenship and opportunities within other curriculum areas.
- 3.2.4 Development of a consistent response to any bullying incidents that may occur.
- 3.2.5 Provision of support for all members of the school community who may be involved in a bullying situation.
- 3.2.6 Developing and supporting home, school and community partnerships.

- 3.2.7 Developing skills to combat negative peer pressure.
 - 3.2.8 Ensuring that all members of the school community are aware of and abide by our anti bullying policy
- 3.3 The Objectives of Healthy Relationships Education in relation to Anti-Bullying are:
- 3.3.1 To fulfil equality duties.
 - 3.3.2 To eliminate unlawful discrimination and harassment.
 - 3.3.3 To promote good relationships and positive attitudes between people of diverse backgrounds.
 - 3.3.4 To provide the knowledge and information to which all pupils are entitled
 - 3.3.5 To provide the confidence to be participating members of society and to value themselves and others.
 - 3.3.6 To help pupils understand that we are all equal regardless of sexual orientation, gender identity or transgender identity.
 - 3.3.7 To help gain access to information and support.
 - 3.3.8 To develop skills for a healthier safer lifestyle.
 - 3.3.9 To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.

5. Statutory Requirements

4.1 This policy has been created through guidance from:

4.2 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.

4.3 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 all staff must challenge homophobic bullying.

4.4 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.

4.5 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.

4.6 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'.

4.7 '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

6. Ethos And Values

5.1 At Abbott, we believe that:

5.1.1 Bullying is unacceptable.

5.1.2 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.

5.1.3 Good behaviour management and a positive learning environment will help reduce the incidence of bullying.

5.1.4 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.

5.1.5 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.

5.2 Behaviour and Attitudes

5.2.1 Abbott expects the highest standard of behaviour and positive attitudes from all pupils. This is applied by all staff understanding and implementing a consistent Behaviour and Anti Bullying policy, which encourages the highest level of respect for all pupils and staff at all times.

5.2.2 All staff are expected to act in fair and consistent accordance with this policy. Discrimination includes racism, harassment related to disability, sexism, transphobia and homophobia.

5.2.3 There is zero tolerance for all forms of discrimination and all incidents concerning equality issues are logged on CPOMS and monitored by Senior Leaders.

5.3 Equality

5.3.1 Abbott recognises its duty to promote equality of opportunity for all pupils regardless of race, gender, disability or religion and eliminate unlawful discrimination within the school and wider community.

5.3.2 All acts of discrimination are treated as serious matters and sensitively ensure the support of the targeted pupil(s) at all times. Teaching and resources will be differentiated as appropriate to address the needs of SEN children in order for them to have full access to the content of a Healthy Relationships Education.

7. Roles and Responsibilities

6.1. Policy, Leadership and Management

6.1.1 Governors:

6.1.2 Ensure existence and regular review of Anti-bullying policy.

6.1.3 Ensure all members of the school community have knowledge of the policy.

6.1.4 Contribute to the monitoring of bullying incidents and effectiveness of strategies used.

- 6.1.5 Include updates on anti-bullying work in the annual report.
- 6.1.6 Enable young people's views to be heard e.g via Governor's Sub-committee or School Council.
- 6.1.7 Be available for higher level disciplinary and support work around bullying incidents.
- 6.1.8 Be available to hear any parent/carer complaints or concerns and to make them aware of systems for this.

6.2 Head Teacher:

- 6.2.1 As above but with additional responsibility as follows:
- 6.2.2 Ensure all staff are aware of legal responsibilities.
- 6.2.3 Ensure the policy and processes are introduced in staff induction.
- 6.2.4 Contribute to and have an overview of formal disciplinary proceedings.
- 6.2.5 Ensure the policy is published to all staff, parents/carers and pupils once a year.
- 6.2.6 Ensure that anti-bullying and supporting pastoral curricular measures are regularly reviewed and featured in School Improvement Planning.

6.3 Staff with Management responsibility for Pastoral Care:

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

6.4 Responsibilities within Healthy Relationships Education

- 6.4.1 Everyone involved at Abbott including staff, governors, pupils and parents/carers have a responsibility for promoting inclusion and avoiding unfair discrimination.
- 6.4.2 All staff are responsible for dealing with racist, sexist, homophobic and transphobic incidents fairly and consistently. They are also responsible for challenging bias and gender stereotypes by promoting equal opportunities for all pupils.
- 6.4.3 Monitoring of specific Healthy Relationships lessons, planning and the Go Givers curriculum is the responsibility of the PSHCE Subject Leader, who conducts half termly assessments to evaluate children's progress and attainment, as well as pupil interviews to ensure pupil voice is recognised and valued.
- 6.4.4 Annual review of actions taken to ensure pupils are receiving a quality Healthy Relationships Education will be conducted by the PHSCE Lead and Head Teacher. These actions will include results of information gathered by cross curricular activities promoting the inclusion of minority groups, gathering progress and attainment and celebrating achievement in relation to community cohesion as promoted by the Educate and Celebrate scheme.

8. Implementation

7.1 Procedures for dealing with bullying incidents

- 7.1.1 When dealing with bullying incidents the following core principles have been identified as essential:
 - 7.1.2 The pupil is involved in the discussion of the incident.
 - 7.1.3 Records are completed for significant incidents.
 - 7.1.4 Records are shared with the pupil.
 - 7.1.5 Regular communication takes place with parent/carers.
 - 7.1.6 Interventions should include the opportunity for follow up, to evaluate support and if necessary provide a further course of action.
 - 7.1.7 Regular monitoring of incidents.
 - 7.1.8 All incidents must be logged, and reported to the school Governing body and Local Authority.

7.2 Strategies for the prevention and reduction of bullying

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

- 7.2.2 The taught curriculum.
- 7.2.3 Co-operative group-work.
- 7.2.4 Circle Times.
- 7.2.5 Peer Support.
- 7.2.6 Restorative Practice.
- 7.2.7 Mediation by adults.
- 7.2.8 Mediation by peers.
- 7.2.9 A well-designed outdoor environment.
- 7.2.10 Whole school activities and events e.g. assemblies, celebration days.
- 7.2.11 Use of outside agencies including Educational Psychology, Health, School Nurse, Voluntary Organisations, Greater Manchester Police.
- 7.2.12 A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision.

7.3. Healthy Relationships Teaching and Learning

7.3.1 Abbott expects the highest standards from children and staff and will continue to challenge all in the community to raise aspirations and reach the highest standards of achievement. This is supported by the responsibility to promote community cohesion by developing good relations across different cultures, ethnicities, religious and non-religious groups, sexual and gender orientation and disability groups. This begins in the Early Years through cross curricular activities and continues throughout the school.

7.3.2 Abbott's differentiated, age appropriate curriculum ensures the inclusion of:

7.3.3 EAL pupils

7.3.4 Ethnic minorities

7.3.5 Pupils with SEN

7.3.6 Pupils from a disadvantaged background

7.3.7 Pupils with different religious views

7.3.8 Pupils of all gender identities

7.4. Early Years

Foundation children learn about healthy relationships through building and developing friendships. They are also made aware of the variety of different family structures through circle times and stories which support young children in acknowledging and accepting similarities and differences between themselves and others.

7.5 Key Stage 1

Through work in Science, pupils learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PHCSE, pupils follow the Go Givers scheme which supports the reflection of family relationships, different family structures and healthy friendships. Pupils understand and respect the equality of their community regardless of gender identity, sexual orientation, religion or socio economic background. In R.E. pupils learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety including E-safety.

7.6 Key Stage 2

In Science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PHSCE, they continue to develop an understanding of different relationships within a family, between friends and the community. They will develop an understanding and respect of the various forms of self-identity expressed in society and will develop skills needed to form healthy relationships. They will consider how to make choices in the interest of their wellbeing and exercise techniques for resisting pressures from peers and social media influences.

9. Monitoring, Assessing and Reviewing

8.1 Abbott recognises and values all forms of achievement in addition to academic standards, including extracurricular activities pupils participate in both in and out of school. Abbott thoroughly scrutinises pupils' performance and achievement by gender, SEN, pupil premium and English as an additional language. Where differences are identified, targeted planning and support will be implemented.

8.2 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:

- 8.2.1 Willingness to report incidents of bullying.
- 8.2.2 Improved attendance.
- 8.2.3 Improved achievement.
- 8.2.4 Reduced duration of bullying.
- 8.2.5 Reduced frequency of bullying incidents.

- 8.2.6 Reduced fixed term and permanent exclusions.
- 8.2.7 Pupils perceptions that the school is prepared to take action.
- 8.2.8 Bystander action/increased sense of collective responsibility.
- 8.2.9 Parental involvement in feedback and review of success.

8.3. Methods of data collection

- 8.3.1 Surveying a sample of pupils, staff, and parents/carers to monitor the work.
- 8.3.2 All staff have responsibility for recording forms of bullying incidents on CPOMS.
- 8.3.3 Anti-bullying themes implemented through the Go Givers scheme of work.

10. Links to other Policies

9.1 Behaviour

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

9.2 Safeguarding

9.2.2 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.

9.2.3 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.

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

9.3 Confidentiality

9.3.1 Children have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. All staff are aware of the development of a pupil's understanding of what is and is not acceptable in a relationship and that this may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Safeguarding Lead in

line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

9.3.2 Further guidance is available in the school's Confidentiality Policy.

9.4 PSHCE through Go Givers/Educate and Celebrate

9.4.1 Anti-bullying themes are embedded within the Go Givers framework. As a gold standard Educate and Celebrate school, key events in the LGBT calendar are acknowledged and celebrated at Abbott.

9.5 E-safety

9.5.1 Safeguarding children and young people from abuse in any form online is paramount. The implications of technology including the Internet, mobile phones, social media, camera phones and web cams in the context of anti-bullying should be considered during policy development.

9.5.2 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.