

ANTI-BULLYING POLICY

ABBOTS HALL PRIMARY ACADEMY



Agreed by Governors: September 2024

Next Review Date: September 2026

Designated Safeguarding Lead	Jack Arnold - Headteacher
Deputy Designated Safeguarding Lead	Stuart Holmes – Deputy Headteacher
Named person for safeguarding	Dawn Smith – Family Support Worker
Designated Safeguarding Governor	Rita Garner – Chair of Governors

Version control

Date	Version no.	Key changes from previous version
11/19	V3	Change Donna May to Dawn Smith and add Stuart Holmes Updates from V2 to reflect changes to the Behaviour policy and logging issues on myconcern. Note curriculum changes to PSHE.
02/02/22	V4	Change Designated and Deputy Designated safeguarding lead. Change to some wording in ‘bullying prevention’ section – removal of ‘sayings’. Addition of MyConcern logs for behaviour incidents
12/11/24	V5	Change behaviour logs from MyConcern to Arbor Updated flow chart following reports of bullying

ANTI-BULLYING POLICY

At Abbots Hall Primary Academy we strive to create an environment which promotes acceptable patterns of behaviour and a respectful culture to enhance effective learning.

Bullying is detrimental to all concerned and there is no place for it within our whole school community. We are committed to creating a bully-free school. This is clearly reinforced in our School Behaviour Policy.

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying.

Policy responsibility

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

The impact of this policy will be monitored by all stakeholders on a day-to-day basis and reviewed every 2 years.

A definition of bullying

We recognise bullying in many forms, as a manifestation of deliberate physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenseless in the actual situation.

Incidents of bullying can include:

- Name calling
- Malicious gossip /Talking about you behind your back
- Damaging or stealing property
- Exploitation
- Trying to make you do something you don't want to do
- Pushing around
- Fighting
- Pinching and kicking
- Jostling
- Teasing / Making fun of you or your family
- Making racist or sexist comments
- Making negative comments about SEN or disabilities
- Making negative comments about personal appearance or a health condition
- Making negative comments related to home circumstances
- Making negative comments relating to sexual orientation
- Making negative comments relating to ethnicity or religion
- Intimidation
- Trying to take money or things from you
- Influencing others about you, e.g. not to be your friend
- Damaging other pupil's school work and equipment
- Text bullying
- Internet or cyber bullying

This list does not necessarily cover all possible bullying incidents – rather, an incident should be seen as bullying when a person is regularly made to feel victimised, vulnerable, unsafe or unhappy.

These actions must be persistent or repeated to be considered bullying as opposed to unacceptable behaviour.

Bullies rely on power or domination, often with group support – the only way to make it stop is to **tell someone**. We do everything we can to ensure children are not a by-stander to bullying, but report incidents as soon as they can.

Adults need to recognise the difference between: Bossiness/Bullying and Boisterous/Bullying behaviour:

Bossiness: Bossing whoever is around at the time. Usually grow out of it as they mature and learn social skills.	Bullying: Increasingly relying on threat and force. Wilful conscious desire to hurt
Boisterous: More natural, uncontrolled – not vindictive – high spirits, not unfriendly.	Bullying: Play spoiling other children’s activities deliberately, showing violence and hostility. Rough, intimidating behaviour.

The bully and the bullied:

It is important to consider ways in which the bully can be helped to acknowledge and express concern for the victim. Successful approaches include a ‘shared concern’ procedure or mediation. Also, the bully may be manifesting this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying may need counselling or coaching to reconcile the effects of the bullying. Sometimes children are bullied because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the Learning Mentor or Safer Schools team.

Outside agencies that could also be of use or interest are:

- www.ncb.org.uk/aba
- www.antibullying.net
- www.bullying.co.uk
- <http://www.dfe.gov.uk/bullying/>
- www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/
- Teachers may also seek guidance via their union rep.

Curriculum

There are many links to anti-bullying topics in the English, PSHE and RE curriculums and assembly themes. This scheme builds on our similarities and seeks enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

The aims of Equality education are:

- to promote positive attitudes and good relationships between people from all backgrounds, genders, sexual orientations, cultures, faiths, abilities and ethnic origins
- to promote equality of access and opportunity within our academy and within our wider community.
- to eliminate discrimination, harassment and victimisation.

Teaching pupils about the different forms of bullying, their impact and how to address bullying is embedded within our curriculum.

Bullying Prevention

There are various ways in which we at Abbots Hall Primary Academy seek to prevent bullying:

- All staff reinforce to the children they are there to help if they need support.
- Arbor is used to log incidents of unacceptable behaviour, including bullying. There may be times when staff are required to log all incidents for a particular child so that they can be monitored effectively.
- Violence of any type is not tolerated. 'Hitting back' at a bully would not be deemed appropriate and would incur sanctions for the person hitting back. Children are all made aware of this.
- The potential bullying hot-spots to be monitored by staff during breaks and lunchtimes.
- Buddying – vulnerable or isolated children are paired up in this system with other children from within their own class by their class teacher.
- Transition arrangements – many measures are implemented to ensure transition, between key stages and for mid-phase admissions, is as smooth as possible.
- All new staff to be given training in the Behaviour Policy as part of their induction programme.
- Adults/family members who come to school in support of a bullied child or a bully will be required to comply with this policy. Incidents will be dealt with by the Senior Leadership Team and parents/carers will be consulted. Abbots Hall Primary Academy reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.
- For incidents involving the bullying of staff, refer to the Whistleblowing Policy.

Links with Behaviour Policy

This policy has close links with our school Behaviour Policy. The two should be read together. This policy details all the reward and sanction systems in place in our school

Here is the procedure used to investigate bullying incidents at Abbots Hall Primary Academy;



