

Anti-Bullying Policy

Acton CEVC Primary School



Strive - Support - Succeed

Approved by:	Standards Committee	Date: March 2024
---------------------	---------------------	-------------------------

Last reviewed on:	October 2021
--------------------------	--------------

Next review due by:	March 2026
----------------------------	------------

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

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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.

At Acton CEVC 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's safeguarding team.

This policy is closely linked with our Culture and Character Policy, our Safeguarding and Child Protection Policy, our School Motto (Strive Support Succeed) and Christian Vision (1 Peter 3:8 'Be like-minded, be sympathetic, love one another, be compassionate and humble').

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.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Acton CEVC Primary School.

They are:

- every pupil is unique, they are constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

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.

Bullying Definition

At Acton CEVC Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and an annual Anti-Bullying Week.

We agree that:

- Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally
- Bullying usually happens when the relationship is imbalanced.
- It could be prejudice-based or discriminatory

Types of Bullying

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	A range of hurtful behaviours, both physical and emotional, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of a particular characteristic.
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

Vulnerable Groups

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

- Looked After Children
- Children having caring responsibilities
- 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, bisexual or transsexual
- Those suffering from health problems, including mental health

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through 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.

Half-termly 'No Outsiders' mornings encourage discussion and awareness of the wider, diverse world we live in. It reinforces the message that 'Everyone is welcome' and seeks to proactively challenge prejudices and discrimination.

An annual 'Anti-bullying Week' is held to further raise awareness. Online Safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell a trusted adult in school if they are concerned that someone is being bullied.

Culture and Character Policy

Our Culture and Character Policy includes rewards and sanctions that are used consistently, alongside positive relationships, to prevent inappropriate behaviour and promote positive behaviour.

Responding to Bullying

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

In any case of alleged bullying, either the Class teacher, the Headteacher, or 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, via a Mindful Meeting, 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. 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 and boundaries which would 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. Any necessary action should be taken until the bullying has stopped.

Listening to Children

It is important that children are, and feel that they are, listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know that it is not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns that you have
- Take prejudice-based bullying seriously and listen to the children affected by it.

Signs of Bullying

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

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or 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, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

The Role of Staff

Staff will...

- Establish a climate of trust and respect
- Ensure they are up-to-date on school procedure in order to implement the effective anti-bullying principles in place at school
- Record all incidents of bullying on CPOMs
- Sanction, as appropriate bullying behaviour
- As appropriate, seek support of senior staff to deal with an incident/s of bullying
- Exercise sensitivity when investigating incidents of bullying
- Keep parents informed of incidents, outcomes and resolutions
- Regularly monitor parents view of how our school deals with bullying
- Share good practice when dealing with incidents of bullying.
- Respond appropriately to signs that an individual may be being bullied, for example:
 - attendance pattern changes
 - is withdrawn or anxious
 - is beginning to feel poorly during lessons
 - sleep pattern changes
 - has possessions go missing/get lost
 - becomes uncharacteristically aggressive or disruptive
 - eating pattern changes
 - has unexplained injuries
 - starts to bully others

The Role of Governors

Governors will...

- Support the Headteacher and staff in all attempts to eliminate bullying
- Monitor incidents of bullying and ensure accurate record keeping
- Respond to requests made by any individual to investigate bullying

The Role of Pupils

Pupils will...

- Report any incidents they have experienced or witnessed to an adult, either a parent or a member of staff
- Provide information, when asked, to a member of staff investigating an incident

The Role of Parents

Parents will...

- Inform the school of any incidents they have become aware of, whether their child is the target or perpetrator.
- Support the school with any intervention made to prevent the bullying from continuing.
- Work with the school to uphold the Anti-Bullying Policy.

Bullying off School Site

Whilst the school is not directly responsible for responding to bullying off school site, all individuals are encouraged not to 'suffer in silence'. A range of steps may be taken in order to support any victim of bullying and ensure that any direct impact on school life responded to swiftly and fairly, to this end, staff may:

- Contact parents so that issues outside of school may be dealt with, as appropriate
- Seek outside agency support from PCSOs and police officers in order to deal with incidents of bullying
- Use curriculum time to provide children with strategies and knowledge required to tackle bullying and seek help

Practices and Strategies to Support a School Environment Free From Bullying

School Council

- Fortnightly Class Council Meetings – Enabling share their concerns about behaviour in the outside areas.
- Pupil perception work – Reviewing the progress and changes that have been made by new initiatives and intervention.
- Monthly Council Meetings

Duty Staff

All staff to be made aware of incidents of bullying that have taken place so they can be vigilant when children are moving around the school, or during playtime and lunchtime.

Playtimes: Duty staff to position themselves in different locations so they can monitor the whole playing area, paying particular attention to the 'hot-spots' Any incidents are to be reported to the class teacher.

Lunchtimes: Duty staff to position themselves in different locations so they can monitor the whole playing area. Any incidents are to be initially reported to the class teacher.

All non-duty staff to actively encourage children to go outside during playtimes to prevent incidents taking place unseen in the corridors.