



## Anti-bullying Policy

Governor approval	Next review	Responsible Person
September 2024	As required	Assistant Headteacher



## The purpose of this policy:

- to ensure all staff, children and their families can identify bullying behaviours and know what steps to take should they occur/be suspected
- to prevent bullying behaviours from happening between children at Ashdene
- to make sure bullying behaviours are stopped as soon as possible if they do happen and that those involved receive the support they need
- to provide information to all staff, children and their families about what we should all do to prevent and deal with bullying behaviours

## What are Bullying Behaviours?

Bullying behaviour is the **repeated negative** behaviour that is **intended** to make others feel upset, uncomfortable or unsafe.

There are three types of bullying behaviour:

- Verbal – the **repeated negative** use of speech, sign language, or verbal gestures to **intentionally** hurt others (examples include swearing, discriminatory language, offensive language, hurtful comments).
- Indirect – the **repeated negative** use of actions, which are neither physical nor verbal, to **intentionally** hurt others (examples include cyber-bullying, rumours, isolating someone, damaging/ taking property, secret sharing, physical intimidation).
- Physical – the **repeated negative** use of body contact to **intentionally** hurt others (examples include punching, kicking, pinching, slapping, tripping)

At Ashdene, we are clear about the differences between **relational conflict** and **bullying behaviours**.

Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental.

In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.

## Preventing Bullying Behaviours

Ashdene Primary School aims to create an environment which makes it clear that bullying behaviour is unacceptable. We endeavour to provide an atmosphere of tolerance and care for others, where children learn to take account of the consequences of their actions, particularly on other children and to develop respect for other children's rights and belongings. This is



done by making clear our positive expectations of how children should behave and their responsibilities as school (and global) citizens.

## Strategies used:

- A team of Anti-bullying ambassadors complete the following:
  - Help educate their peers on bullying behavior
  - Lead on anti-bullying campaigns
  - Promote a culture which celebrates and tolerates difference
  - Help keep their peers safe both online and offline
- Anti-Bullying posters are displayed throughout school
- Weekly PSHE lessons taught through the Jigsaw scheme of work from EYFS to year 6. These teach the children personal and social skills and help educate children about bullying.
- No Outsiders sessions taught from EYFS to Year 6 every half term to teach children about accepting and celebrating differences including: gender, race and sexual orientation.
- The Relationships and Sex Education curriculum to teach children about healthy relationships.
- Using assemblies to reinforce key messages around anti-bullying, including participation in Anti-Bullying Week.
- Undertaking pupil voice to monitor the effectiveness of the anti-bullying policy.
- Raising awareness of cyber bullying through our computing curriculum and online safety activities.
- The use of play leaders as peer support on the playground. Anti-bullying ambassadors are also available during playtimes and are there to support individuals.
- Support around relational conflict to prevent escalation and/or subsequent bullying.
- Clear guidance on appropriate physical boundaries and education for all ages on consensual touch.
- Group/individual Learning Mentor support available for any individual who is experiencing difficulties.
- Continuous monitoring and regular review of playground provisions.
- Using praise and rewards to encourage and reinforce good behaviour.
- Implementing consequences and restorative approaches to correct undesirable behaviours.
- Encouraging the whole school community to model appropriate behaviours towards each other.
- Anti-bullying training for all staff
- Building strong relationships with children allowing them to speak openly to trusted adults.
- Monitoring of incident logs to pro-actively identify potential need and appropriate responses.
- Information, including school policies and external agency resources, are shared with children and parents via a range of methods, including the school website and parent newsletter.
- Continuous teaching of the school's RESPECT values (resilience, excellence, self-awareness, positivity, empathy, communication and teamwork) to support children with their personal development.
- Each class has a 'time to talk' box providing the children with a place to voice their concerns.



Staff are alert to the possibility that bullying behaviours might take place. They encourage children to discuss any such problems and listen sympathetically when they do. Children are positively encouraged to inform teachers if they feel that they are experiencing bullying.

## **Reporting bullying behaviours**

All staff will respond calmly and consistently to all allegations and incidents of bullying. Reports will be taken seriously by staff and dealt with impartially and promptly. All those involved in an incident will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. Staff will also be vigilant to noticing changes in behaviours and attitudes which might indicate a child is experiencing bullying.

What can children do if they are concerned that they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, midday assistant, a parent, a friend, or a relative.
- Tell themselves that they do not deserve to be bullied and that it is wrong.
- Write down the problem and give it to someone they trust.

What can children do if they know someone is being bullied?

- Take action! Watching and doing nothing may suggest that they agree with what is happening. This is sometimes known as silent approval.
- If they feel they cannot get involved, they should tell an adult immediately. Staff will then deal with the issues.

All staff have received training in anti-bullying and will listen carefully to all views.

The school will record allegations of bullying on CPOMS, our electronic recording system; this information will be shared with all appropriate senior leaders.

## **Responding to bullying**

All cases of alleged bullying behaviours should be taken seriously and reported to a member of the senior leadership team. In any case of alleged bullying behaviours, an appropriate adult should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If it is deemed that bullying behaviours have taken place, the appropriate adult will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.



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

If the situation does not improve, the class teacher along with a member of the senior leadership team should meet with the parent(s) of the child (ren) who are displaying bullying behaviours. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary.

### Listening to children

It is important that children are listened to when discussing or disclosing any potential incidents of bullying behaviours.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our 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 you have

### **Bullying and Keeping Children Safe**

At Ashdene Primary School, we take bullying extremely seriously and understand that bullying can be a form of peer-to-peer abuse. Our safeguarding policy should be read in conjunction with the anti-bullying policy.

### **Bullying and Discrimination**

Ashdene Primary School promotes inclusion and diversity and will take action to eliminate behaviour that is disablist, racist, faith-targeted, homophobic, transphobic, racist and/or otherwise discriminatory.



## **Sources of further information, support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Anti-Bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

The Diana Award <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying>

Childline [www.childline.org.uk](http://www.childline.org.uk)

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

Below is an example of the anti-bullying posters which are displayed in every classroom:

## Anti-Bullying

**repeated**

**negative**

**intended**

**Bullying behaviour is the repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.**

### There are three types of bullying behaviour:

**Verbal**

**Indirect**

**Physical**