



Anti-Bullying Policy



Reviewed July 2021

BIG membership 2020-2021

Anti-Bullying Policy

Introduction

“Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.” (Preventing and Tackling Bullying)

1.1 The Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Duty came into force on the 5th April 2011 with three primary aims. These being to:

- Eliminate 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.

Schools are required to comply with the new Equality Duty. The Ofsted framework which came into force in January 2012 includes ‘behaviour and safety’ as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies. (Preventing and Tackling Bullying)

1.2 Bullying- Definition and Types of bullying

The definition is taken from “Preventing and Tackling Bullying.”

Bullying is an imbalance of power. It is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Types of Bullying

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

There are nine different types of bullying. Bullying includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Bullying can be in the form of:

- Verbal – for example name-calling, taunting, mocking,
- Physical – for example kicking, hitting, pushing, taking belongings,

- Cyber Bullying – text messaging, sexting, upskirting, prank mobile calls and inappropriate use of social networking site (see Appendix 1)
- Emotional – for example excluding people from social groups and spreading hurtful and untruthful rumours
- Causing physical or emotional damage (which may cause psychological damage) to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sexual orientation, gender, homophobia including bi-phobic and transphobic comments, disability and special educational needs or because a child is a looked after child or adopted or is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

Bullying is not when children have the odd argument, fall out or engage in a one-off tussle.

Bullying will be treated as a safeguarding / child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

2. Intent

Our school ensures that all of our pupils can learn in an environment where they feel safe, happy and secure, and can form happy and supportive friendships. Our school aims to ensure that all groups of pupils feel safe and secure in an environment where all pupils can learn without anxiety, and measures are in place to prevent bullying. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Archibald School has a zero-tolerance policy of bullying. This policy aims to produce a consistent whole school response to any bullying incidents, including cyber bullying that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Bullying from staff, parents or pupils are all not acceptable.

Archibald Primary strives:

1. To ensure children have a safe and secure environment where there is an understanding that bullying will not be tolerated.
2. To encourage and allow all our children the opportunity to be individuals and to express their own opinions without fear of ridicule.
3. To ensure that both children and parents understand the procedures that will be taken when an incident of bullying takes place.
4. To ensure that children feel safe, secure and listened to.

3. Prevention of Bullying and the BIG Award

Archibald Primary School has achieved the BIG award (Bullying Intervention Group 2020-2021) and the Anti- Bullying Charter Mark (Autumn 2020)

Our membership is renewed on an annual basis allowing us to access online resources and support with promoting our **whole school zero tolerance** policy on bullying. All staff have access to the website and resources.

Bullying prevention is firmly embedded in our PSHE curriculum. Archibald creates a safe and supportive learning environment through positive behaviour. We have 5 Golden Rules, which embody the ethos of our school, 'Believe and Achieve', making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour. Our school works to prevent discrimination. We praise and reward positive behaviour rather than focusing on negative behaviour. (*See behaviour policy*) We use The Nurturing Programme to deliver our curriculum. At the heart of the programme are the key principles of using personal power to make the right choices, gentle and hurting touch, dealing with anger and sharing secrets and telling lies. These principles promote the spiritual, moral, cultural and mental development of our children and of society teaching the pupils the importance of being a good friend, how they can support each other and preparing them for the next stage in their education. Pupils are taught to help each other, to look out and be aware of bullying and not be involved as bystanders.

We ensure that all pupils are aware that there are nine different forms of bullying (including cyberbullying and prejudice-based bullying) and know what action they can take if they are being bullied. Staff are trained to look for the signs of bullying and know what to do in the case of an incident. We ensure that pupils know what support is available and who they can talk to if they need help.

Archibald Primary actively tries to prevent Bullying and have systems in place to support us to achieve this. Our primary aim is to keep all of our pupils safe. Our school works carefully with pupils to ensure that they are free from peer or outside pressure to become involved with unwanted attention or activity including extremism/radicalisation, and sexual bullying. Staff complete regular PREVENT training and are confident in recognising changes in pupil's behaviour.

Prevention

As a school, we are always looking to reduce and eliminate any form of bullying in our community. These listed below is not an exhaustive list but just some of the strategies or approaches that we use:

1. Through the ethos of the school, incorporating our School Code of Conduct.
2. Opportunities within the school curriculum – PSHE, assemblies, workshops, visiting speakers and ICT provision.
3. Nurturing – through the use of circle time to enable children to both express their views in a safe and controlled environment and to feel that their views and beliefs are valued; engaging children in dialogue on a regular basis.
4. Ensuring that the school environment is safe and that staff are aware of areas where problems may arise.
5. Through Peer Initiatives- A Team & Friendship stop
6. Through the on-going training of all our staff. So that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are known and available.
7. Openness and communication are often the most powerful ways in which to combat bullying and this should involve all members of the school community.
8. The children also have access to worry boxes. (in each class)
9. Access to outside agencies such as NSPCC and Childline are advertised around the school.
10. Having clear disciplinary sanctions which reflect the seriousness of an incident.

11. Having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour, respect and pupils feel safe.

Procedure for dealing with reported bullying

If an incident of bullying is reported, the following procedures should be implemented:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. They will need to make detailed and dated records as verbatim as possible. (Please see Bullying incident form)
- All bullying incidents no matter how low level they may appear initially should be recorded (sheet attached in policy) as this information may be vital in the future.
- He/she will inform appropriate members of staff (Mentors, Team Leaders, Care Team, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and Head Teacher) as soon as possible.
- There will be a discussion with the alleged victim to gather information/ details concerning the incident. These will be recorded on the incident form.

There will be a discussion with the alleged perpetrator to gather their side of the story and details will be recorded on the incident form.

- A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Staff should be informed and the incident logged on CPOMS within two days.

- Following the discussions, Mentors may be assigned to work with the perpetrator to support them to change their behaviour. This may involve 1-1 support, in class support or the Mentor working with a small group of pupils from the class. Resources such as stories may be used to set the theme or context for the work. When dealing with bullying, the mentors will work with both parties to ensure the needs of both parties are addressed and met.
- The victim will be supported and monitored by the Mentors, separately from the bully.
- The families of both parties will be contacted and informed.
- A way forward, including disciplinary sanctions and counselling, should be planned and preferably agreed. Sanctions: Any form of disciplinary action or sanctions will be in line with the School's Behavioural Policy

Advice to staff

Always set a good personal example. Be a good role model for the children and be clear that you will not tolerate bullying.

1. Be alert for children who appear upset. Look out for those children who are often isolated or are at risk of recurrent jokes or banter by their peer groups. Those that have recurring school absences or do not want to come to school. Take action immediately.

2. Be vigilant at all times especially around playground and changing room areas or areas of the school where children are not always under direct supervision of staff in unstructured times.

3. ALL staff should always be watchful for any signs of bruising or other marks on children which are not easily accounted for. If you have any concerns, then please act immediately and see Safeguarding and Child Protection Policy for guidelines.

Advice to parents

Archibald Primary School pride ourselves with working closely with our parents and firmly believe that close communication between Home and School can enable us to deal with difficult situations as they arise. Bullying can occur in all schools and places of work from time to time. Parents should be aware that we have a zero tolerance of bullying and do not tolerate any form of bullying at Archibald Primary, We will always respond to reported incidents. If a child shows any unusual behaviour or attitude, we would ask that parents discuss this with the school immediately. Parents should contact the office and a Mentor will deal with your concerns. Similarly, if a child says that they are being bullied or that they know someone who is, parents should let us know so that we can take immediate and appropriate action. We invite parents to communicate any concerns to us either about their child or others.

3.1 Peer Led Initiatives

The A Team

Our school uses peer led initiatives to support in the prevention of bullying incidents. We have the 'Friendship stop' in the Key Stage 1 playground where pupils visit the stop if they are feeling worried or anxious. Our 'A' team has completed **Ambassador Training** led by Head starters together with the Mentors and Play Leader to support the pupils to deal and resolve their worries or issues and to support them to deal with their concerns. As part of our whole school approach, our 'A' Team Ambassadors are involved in leading assemblies to share their role with the whole school.

3.2 The School Council

The School Council plays an active role in our **whole school zero tolerance** anti-bullying policy. They have also been responsible for producing an Anti-bullying leaflet for pupils which demonstrates Archibald Primary School's zero tolerance policy on bullying. It describes the types of bullying and offers advice for children what they can do if they are being bullied. Copies of the leaflet are distributed to the school and further copies are readily available.

3.3 Anti- Bullying Week

As part of our PSHE scheme of work we have an annual whole school national Anti-Bullying week (November) when pupils take the initiative in discussing issues surrounding bullying. Our anti-bullying week has a different focus each year. Issues are addressed through PSHE, circle time, Computing and in other curriculum areas. Outcomes from the national anti-bullying week may include pupils' creative work, drama or pieces of work produced during Computing. We ensure that we teach children about prejudice and challenging stereotypes.

3.4 Joining us Together (JusT)

Challenging Homophobia in Primary Schools (CHIPS)

We use our JusT scheme of work to promote diversity - talking about engaging and working with our community. We also talk everyday about every child being special and we encourage children to be proud of who they are and where they come from. The CHIPS work helps to ensure that children who are, or feel they might be LGBT (Lesbian, gay, bisexual or transgender), or who have family members who are LGBT feel more included. There are lots of LGBT people in our community – people that our pupils come into contact with frequently. LGBT people are on TV all the time and most soaps now have regular LGBT characters.

Through developing the 'Challenging Homophobia in Primary Schools' Scheme of work we are aiming to: -

- Give potential LGBT children the skills to deal with their sexual orientations and gender identity when they realise who they are
- Give potential heterosexual children the skills to deal with their sexual orientation when they realise who they are.
- Reduce the likelihood of homophobia, biphobia and transphobia because by talking about LGBT people we de-mystify them and help to remove the taboo.

Early intervention has been identified as being the key to addressing homophobic, biphobic and transphobic bullying in schools. We are teaching that some boys grow up and fall in love with girls, others grow up and fall in love with boys and some girls grow up and fall in love with boys and some grow up and fall in love with girls. This creates the different types of families we have in our communities.

3.5 Care Team

We have mentors who support to resolve discrimination and issues that arise. A **bullying incident form** (see appendix at the end of anti-bullying policy) is completed. These are kept in the Head teachers' office. Any issues are monitored at the Care Team which are held on a termly basis, through the half termly Health check Care Teams and through the use of CPOMS

3.6 Parents

At Archibald, we have an open-door policy and parents are invited to discuss with their child's class teacher any concerns they have. If this is not convenient, class teachers will arrange a mutually convenient time with the parent. Parents can discuss any concerns they have with our Mentors who will feedback to the Head Teacher and class teacher.

During Anti Bullying week, parent workshops may be held as part of the activities planned for the week, led by the Mentors to raise awareness of the different forms of bullying (including cyberbullying and prejudice-based bullying) and to ensure that parents know what support there is for their children and their family if their child is being bullied.

3.7 Lunch Time Issues

Issues that occur at lunch time are dealt with by either Mentors or a member of the Senior Leadership Team. The incident is recorded on CPOMS.

4. Teaching Styles

Teachers use a range of teaching styles in the delivery of lessons to establish a climate of trust and respect for all. They use Rehearsal Room Techniques, role-play, stories, video clips etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

5 Bullying Outside of School

Taken from the Preventing and tackling bullying document.

“Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.”

Bullying that takes place outside of the school is investigated by the Mentors who will speak to all parties involved. When the issue has been resolved, the incident will be logged on CPOMS and

parents will be contacted. The incident and the actions agreed will be shared in the Head Teacher/ Mentor daily meeting.

6 Cyberbullying

Definition

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet to deliberately upset or mentally hurt someone. Cyberbullying is different to other forms of bullying in that it can occur at any time of the day every day and is the invasion of home and safe and personal spaces. With the increasing popularity of Social Networking sites such as Facebook, Instagram and BBM, and online social gaming such as mine craft, children can find themselves to be easily targeted. A worrying fact is that Cyber bullies are often anonymous. The audience of comments can be very large and reached rapidly. Controlling electronically circulated messages means that the scale and scope of Cyber bullying can be greater than any other forms of bullying and can seem un-ending to victims. The difficulties facing cyber bullying are that electronically forwarded content is hard to control and can cause worry about content resurfacing making it difficult for victims to move on.

Pupils are aware of the impact of cyberbullying and know to seek help if they are affected by any form of online and electronic bullying (such as with BBM, Xbox live, snapchat, ask.fm and mobile phones). Pupils are aware of where to seek help or advice if they experience problems when using the internet and related technologies (parent / teacher / carer / trusted member of staff or an organisation such as ChildLine or CEOP). If children become victims of cyber bullying, they are advised not to reply but to save messages or screen capture as evidence and to tell a trusted adult. They are advised to only talk to people online who they have met or know and to tell someone straight away if they feel uncomfortable about anything online or in the digital world.

Cyber bullying incidents should be reported to the e-safety leader (Jennifer Davison) and dealt with through the e-safety flow chart (Please refer to the E safety policy for E safety flow charts, Incident logs and Acceptable use of the Internet rules.)

Recent changes see the increasing popularity of Social Networking sites such as Facebook where children and adults can find themselves a target.

7 The Role of Governors

7.1 The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

7.2 The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

7.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Head Teacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

8 The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Our Mentors will speak to the parents and pupils involved to resolve the issue. The Head Teacher will discuss the incident in a daily meeting with the Mentors to ensure that the issue has been resolved.

The Head Teacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

9 The Role of the Teacher and Support Staff

All the staff in our school takes all forms of bullying seriously and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it the mentors and their Team Leader who would then discuss it with the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child has been identified as being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents. Mentors may be assigned to work with the bullying child to support them to change their behaviour. This may involve 1-1 support, in class support or the Mentor working with a small group of pupils from the class. Resources such as stories may be used to set the theme or context for the work. When dealing with bullying, the mentors will work with both parties to ensure the needs of both parties are addressed and met.

10 The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the mentors and/or their child's class teacher immediately. If they are not satisfied with the response, they should contact the Mentor who will discuss the issue with the Head Teacher in their daily meeting. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

11 The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. This is promoted through our PHSE in The Nurturing Programme and SEAL programmes.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. The Head Teacher and Deputy Head Teacher meet regularly with Pupil focus groups to discuss the pupil's views on the school.

Worry Box

Pupils who feel that they are unable to discuss their worries or concerns in person are able to share their concerns in the class worry box. This is an anonymous way of sharing worries and concerns. It is the Class Teachers responsibility to read the worries and decide the most suitable way to resolve the issue. This may be in a whole class circle time or may involve the teacher addressing the issue 1-1 with the child. The concerns and worries must remain anonymous.

12 Records of Bullying Incidents

Bullying and any issues related to bullying will be addressed immediately by a mentor/ Class Teacher in the first instance. The mentors keep a log in which they record all incidents of bullying that occur both in and out of class. They also record incidents that occur near the school, or on the children's way between school and home and any incidents of cyber bullying that may occur outside school. Any adult who witnesses an act of bullying passes it on to the mentors. These records are located in the Head teacher's office and are shared at the Care Team. Bullying incidents will also be logged on CPOMS under the bullying lozenge.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is involved in bullying other children, we inform the Head Teacher. We then invite the child's parents into the school to discuss the situation. Archibald Primary will actively work together with the families to resolve the issues. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as the social services.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Our Mentors will follow up any concerns of Bullying with the pupils to ensure that the bullying has been resolved. Parents will be contacted and informed. Notes from meetings with parents will be filed for future reference.

Any bullying incidents will be reviewed and monitored at the Care Teams. The Team Leader will feedback the actions of the Care Team to their team. Any issue related to bullying is recorded by the Head Teacher. Records of this can be found in the Head teacher's office. *Please also see Care Team agendas.*

13. Links to Other Policies

The Anti-Bullying policy links to the Child Protection, Safeguarding, Inclusion PSHE, Behaviour, Equality, Computing and E -Safety Policy.

14 Monitoring and Review

This policy will be reviewed on an annual basis.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Copies of the policy summaries for Anti-bullying and Race Equality are available for parents at Reception.

Date: July 2021

Archibald Primary School

Bullying Incident Form

Name of Person Reporting the Incident	
Date of report	

Name and class of Victim	
Name and class of Perpetrator	

Type of Bullying incident (please tick all that apply)

Name calling	<input type="checkbox"/>	Ridicule / humiliation	<input type="checkbox"/>
Persistent teasing / sarcastic remarks	<input type="checkbox"/>	Demanding money / valuables	<input type="checkbox"/>
Threats	<input type="checkbox"/>	Hiding / removing possessions	<input type="checkbox"/>
Spreading rumours	<input type="checkbox"/>	Unpleasant / hurtful gestures or looks	<input type="checkbox"/>
Pushing	<input type="checkbox"/>	Spoilt work	<input type="checkbox"/>
Hitting / kicking	<input type="checkbox"/>	Unwanted physical contact	<input type="checkbox"/>
Use of weapon	<input type="checkbox"/>	Unpleasant / hurtful email / texts / web posts	<input type="checkbox"/>
Exclusion / not speaking	<input type="checkbox"/>	Provocative / sexist taunts	<input type="checkbox"/>
Other: (please state)	<input type="checkbox"/>		<input type="checkbox"/>

Racist	<input type="checkbox"/>	Due to disability	<input type="checkbox"/>
Cyber bullying	<input type="checkbox"/>	Sexual	<input type="checkbox"/>
Homophobic	<input type="checkbox"/>	LAC	<input type="checkbox"/>

Details *Please be as specific as possible - giving dates.*

When did the incident occur? (before/during/after school) Who was involved? Where did it take place? How long has it happened before it has been reported?

Anti-Bullying Policy

What actions to be taken?

Have staff been informed? Yes/ No

Incident added to CPOMS? Yes/ No

Were parents informed? Yes/ No

Actions followed up? Yes/ No

Please add detail including date
