

Abbey Park Primary Academy

Anti-Bullying Policy and Procedures

Background and Policy Definition

The following policy and procedures set out our ambition to reduce all forms of bullying and reflects our commitment to ensure that pupils attending Abbey Park Primary Academy are protected from all forms of bullying. In the unlikely event that our pupils experience bullying, this policy sets out how we will support the victim and eradicate the bullying behaviour. Bullying is neither an acceptable nor inevitable part of childhood.

Bullying has a detrimental affect on children, young people, our communities and society as a whole and any pupil attending Abbey Park Primary School can experience bullying. The impact of bullying and the damage inflicted is often underestimated and we know that bullying can cause considerable distress, affecting the individual's health and development as well as their emotional and mental health.

Bullying is a subjective experience and can take many forms, making it extremely difficult to define however, all bullying involves an imbalance of power which may result in the individual who is being bullied feeling defenceless, vulnerable and isolated. The experience of bullying can have profound and sometimes lifelong impact on the individual.

Bullying can take different forms:

- Verbal bullying: name calling; use of threatening or provocative language, including racial bullying
- Psychological bullying: excluding an individual from group play; refusing to talk to or acknowledge an individual
- Physical bullying: hitting, kicking, grabbing an individual; taking or hiding another's property etc.
- Cyber bullying: using technology to aid name calling; use of threatening or provocative language; inappropriate/sexualised text messaging (sexting); sending offensive or degrading images by phone or the internet (with or without the consent of the person who 'owns' the image); exposing vulnerable children to radical or extremist views; exposing children to pornography
- LGBT bullying; making fun of others because of their sexuality or because they are different
- Peer on peer bullying, which includes peer on peer exploitation

Legislative framework and Statutory Guidance

All schools have a statutory responsibility to address bullying including:

- **School Standards and Framework Act 1998**
 - **Education and Inspections Act 2006**

In addition the DFE has issued a range of guidance to schools namely:

- **Don't Suffer in Silence (2003)**
- **Bullying – A Charter for Action (2003)**
- **Cyberbullying and Online safety (2016)**
 - **Homophobic Bullying (2013)**
- **Bullying Involving Children with SEN and Disabilities (2008)**
- **Tackling bullying related to race, religion and culture (2006)**
 - **Keeping Children safe in Education 2016**

Abbey Park Primary Academy's Commitment to addressing Bullying

Addressing the issue of bullying is twofold (1) intervention and (2) prevention.

Intervention frequently seems more urgent – something has happened and a pupil is distressed. It is only later that staff may feel that a preventative framework is needed. However, it is much easier to respond and intervene effectively to an incident when there is preventative framework already in place.

We are committed to ensuring that there is an effective preventative and pastoral framework in place though embedding this policy within the curriculum through:

- Seal topics in class and assembly
- PSICHE, Citizenship and Well-being education
- Assemblies
- Equality and Diversity and other British Values education
- Circle time and Peer Mentoring
- Kaleidoscope programme

And through the active involvement of pupils, parents and carers through the use of

- Home school agreements
- Following the school behaviour policy
- Worry boxes where children can express themselves freely and anonymously if they wish

The Role of Governors

The governing body supports the Principal in all attempts to eliminate bullying from our Academy. The governing body will not condone any bullying at all in our Academy and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and report to the governors on request about the effectiveness of the Academy's anti-bullying strategy.

A parent who is dissatisfied with the way the Academy 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 Principal and asks him to conduct an investigation into the case. A report is then made to a representative of the governing body.

The Role of the Principal

It is the responsibility of the Principal to implement the Academy's anti-bullying strategy and to ensure that all staff is aware of the policy and how to identify and deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy.

The Principal ensures that all children know that bullying is wrong and that is unacceptable behaviour in the Academy. The Principal draws attention to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished. (Anonymously)

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

The Principal sets the Academy 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 academy, bullying is far less likely to be part of their behaviour.

The Role of the Teaching and Support Staff

All the staff in the academy take all forms of bullying seriously and seek to prevent it from taking place.

Teachers document all incidents that happen in their class on an academy incident log. This is then given to the Principal, or in her absence the Vice-principal. This incident is then logged on Integris. If a child is being bullied over a period of time, then –in consultation with the Principal – the teacher will inform the child’s parents.

Any adult who witnesses an act of bullying will report it in the above method.

If bullying has taken place between class members, the teacher will deal with it immediately. This may involve counselling through the ‘Restorative Justice’ approach.

Time is spent with the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. The Well-being Leader may become involved with the victim and the bully, working with them in order to give them strategies to cope with/change their behaviour. This will be done through Kaleidoscope techniques. The Well-being Leader may also involve other agencies such as the Early Intervention Panel.

All members of staff attend training which helps equip them with the skills to identify bullying and to follow the Academy’s policy and procedures with regard to behaviour management.

The Role of Parents

Parents/Carers, who are concerned that their child might be bullied or suspect that their child is the perpetrator of bullying, should contact their child’s class teacher immediately. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the Academy’s complaints procedure, as detailed in the Academy’s prospectus.

Parents have duty to support the Academy’s anti-bullying policy and actively encourage their child to be a responsible member of the Academy.

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.

Pupils are invited to tell us their views about a range of academy issues, including bullying in the annual pupil questionnaire.

Our Pupil Parliament is also involved in the prevention of bullying in an age appropriate way.

Monitoring and Review.

This policy is monitored on a day-to-day basis by the Principal and the Well-being Leader.

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance) and links to other school policies and statutory responsibilities i.e.

Our Responsibilities Under the Disability Discrimination Acts	CPD and Professional Development Policy	SEN and Inclusion Policy
Safeguarding Children Policy	Our Responsibilities Under the Education and Inspection Act 2006	Our Responsibilities under Section 175 of the Education Act 2002

Reviewed November 2016

