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# Anti-Bullying Policy & Procedures

**Approved March 2015**  
**Review by 2018**

## **Background**

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 and where our pupils experience bullying that they are supported and the bullying effectively challenged. Bullying is neither an acceptable nor inevitable part of childhood.

Bullying has a detrimental effect on children, young people, our communities and society as a whole and any pupil attending Abbey Park Primary Academy 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 by repetitive incidents or a singular event, instigated by an individual or group which can have profound and sometimes lifelong impact on the individual.

Calderdale Youth Council defined bullying as "physical or emotional attacks that invade our personal space, usually on a passive victim, that can be direct or indirect and result in the victim feeling uncomfortable or hurt.

Therefore, bullying can consist of emotionally or physically harmful behaviour which could include name-calling, taunting, mocking, making offensive comments, physical abuse, inappropriate text messaging and e-mailing, sending offensive comments, physical abuse, or via the internet, cyberbullying gossiping, exclusion from groups or spreading hurtful or untruthful rumours. Bullying can take place anywhere for example in Children's Homes, youth clubs, schools, within the community, on the way to and from school on the bus, via text or internet or anywhere where children and young people come together.

## **Legislative framework and Statutory Guidance**

All schools have a statutory responsibility to address bullying including:

- Schools Standards and Framework Act 1998
- Education and Inspections Act 2006

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

## **Embedding anti-bullying work in schools (2007)**

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities. We have a responsibility to create a culture in our school where bullying is not tolerated, no child deserves to suffer the pain and indignity that bullying can cause.

## **Safe Cyberbullying (2007)**

Cyberbullying can be defined as the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. It involves an invasion and personal space.

## **Homophobic Bullying (2007)**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people. Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes pupils may not want to tell anyone about it in case other adults assume they are gay.

## **Bullying Involving Children with SEN and Disabilities (2008)**

Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving children with special educational needs (SEN) and disabilities.

Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

“Every child is unique – in characteristics, interests, abilities and needs; and every child has ability to enjoy his or her rights without discrimination of any kind” (Thomas Hammarberg, 1997).

## **Tackling bullying related to race, religion and culture (2006)**

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnic, culture, faith community, national origin or national status.

In addition, the DCSF has also issued a range of guidance documents which advise on how to deal with bullying outside including play and leisure, youth activities, Children’s Homes, Extended Services in and around Schools, further education colleges and on journeys.

## **Abbey Park Primary School'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
- PSCHE and Citizenship
- Equality and Diversity
- Circle time and Peer Mentoring
- Kaleidoscope programme
- Worry boxes

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

- Home School Agreements
- Following the school behaviour policy

### **Procedure to address Bullying**

Abbey Park Primary School's procedures 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

## Abbey Park Primary School Procedures to Manage Incidents of Bullying

Head and Senior Leadership Team	All Staff Members	All Pupils	Parents/Carers	Governing Body
<ul style="list-style-type: none"> <li>The Senior Leadership Team will ensure that all staff members are aware of their responsibilities to challenge and deal with incidents of bullying</li> <li>All staff will be aware of this policy and procedure</li> <li>All staff will receive training on how to deal effectively with incidents of bullying</li> <li>The Principal will report to the governing body on incidents of bullying and action taken</li> <li>Anti-bullying will be embedded within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All staff will take seriously an allegation made by a child that they are being bullied</li> <li>If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached</li> <li>A clear account of the incident will be recorded and given to the Principal</li> <li>The Principal will interview all concerned and will record the incident</li> <li>Class Teachers will be kept informed and if it persists the Class Teacher will advise the Principal</li> <li>Parents will be kept informed</li> <li>Punitive measures will be used as appropriate and in consultation with all parties</li> </ul>	<p>Pupils who have been bullied will be supported</p> <ul style="list-style-type: none"> <li>By being given an immediate opportunity to discuss the experience with a member of staff of their choice</li> <li>Be being reassured that appropriate action will be taken</li> <li>Through the provision of continuous support , which will be reviewed and re-evaluated in terms of its effectiveness</li> <li>Through strategies to improve their self-esteem and confidence</li> </ul> <p>Pupils who have bullied will be supported through</p> <ul style="list-style-type: none"> <li>Discussing their actions and the consequences of same</li> <li>Reflecting on their behaviour and why they choose to bully someone else</li> <li>Reflecting on how to change their behaviour and attitude</li> <li>Being held accountable for their behaviour and being encouraged to make amends</li> </ul>	<ul style="list-style-type: none"> <li>It is important that parents or carers talk to their child about what they would like to happen and ask them how you can help them to sort the problem</li> <li>If the bullying carries on after your child has tried out their own strategies and any that you agree together, then you collect any evidence you can e.g. keep a diary of who did what, exactly what they said or did, how often it happened, when and where, keep any text messages, emails or website comments (but do not respond to any of these mediums)</li> <li>Discuss, in the first instance your concerns with the child's class teacher</li> <li>If you remain dissatisfied with the school's response or the bullying does not stop then you should speak to the Principal</li> </ul>	<p>It is the responsibility of the Governing Body to:</p> <ul style="list-style-type: none"> <li>Review this policy and procedure annually</li> <li>Agree a range of sanctions and disciplinary steps to be taken which can include official warnings, detention, exclusion from certain areas of the school premises and fixed term exclusions of the most serious cases of bullying</li> <li>Received an annual report from the Principal relating to the number of bullying incidents recorded, type, resolution and effectiveness</li> <li>Deal with parental complaints were they feel that the Principal has not taken timely and effective action to resolve an issue of bullying</li> </ul>