

Anti-bullying Policy

FRANCIS ASKEW PRIMARY SCHOOL Anti-bullying Policy

At Francis Askew we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy should be read in conjunction with behaviour, SEN, attendance, PSHCE, Child Protection, e-safety, whistleblowing and complaints policy

Introduction

Francis Askew is a Rights Respecting School. 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.

We will, as a school, do all we can to protect pupils' rights to come to a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents 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 our relentless drive towards the eradication of bullying in our school.

Definition of Bullying

Bullying can take many forms. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber – bullying which takes place using a mobile phone or internet. It can be an individual or group behaviour that includes hurtful texts, spreading rumour through social media and assuming false identity to cause harm or mischief. Examples include mobile threats by text messaging & phone call and misuse of associated technology , i.e. camera & video facilities (see e-safety policy)

It can also include material bullying which includes damage to belongings and extortion)

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The sex of the person being bullied
- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need. (See SEN Policy)
- The race of the victim: e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim: e.g. homophobic bullying

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher.

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This also includes any incidents of adult bullying by staff or parents. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body. (see whistleblowing policy)

Bullying may take place inside or outside school. The school may exercise its statutory powers to respond to bullying outside the school premises as specified in DfE guidance, Preventing and tackling bullying July 2013. Examples of such are when a pupil is;

- Taking part in any school-organised or school activity
- Traveling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Sexual Harassment

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Francis Askew primary School will be taken seriously, and the academy will utilise appropriate sanctions, as outlined in the behaviour policy.

Preventing is better than reacting to

First and foremost, the school's ethos is one of care, kindness and respect. This is shared, embedded revisited and strengthened throughout the day at every opportunity. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. In addition, the school uses pertinent curriculum opportunities to develop this further. These include;

- Computing lessons
- Citizenship education
- SEAL assemblies
- National themed weeks (anti-bullying and e-safety)
- Theatre groups.

The role of governors

The governing body supports the headteacher in the school's drive to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any reported incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors require the headteacher 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.

The governing body responds quickly to reported incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to the governing body.

The role of the headteacher

It is the responsibility of the headteacher 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 deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy.

Incidents of bullying are first dealt with usually through the class teacher who will notify a senior leader and the Head is then notified. The Head teacher will deal with most incidents using the

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'No blame approach'. If necessary parents will be notified and asked to come in and discuss the situation.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The headteacher 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.

The role of all adults (in conjunction with the school's Child Protection policy)

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They provide a record of all incidents to be kept in the HT's office.

If teachers or other adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

If, as adults within the school, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a 'no-blame approach' for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, head teacher and the special needs co-ordinator will be kept informed. Parents are invited to the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact relevant agencies for support.

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 their child's class teacher, a senior leader or the Head teacher immediately.

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

Parents are encouraged to help the school see the signs and symptoms of bullying by referring to a checklist referred to annually at themed weeks.

Does your child.....

- Come home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Have unexplained cuts, bruises, and scratches;
- Have few, if any friends, with whom he or she spends time;
- Seem afraid of going to school, walking to and from school,
- Takes a long, "illogical" route when walking to or from school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomach aches, or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite; or
- Appears anxious and suffers from low self-esteem

The Role of pupils

We expect that pupils will;

- support the headteacher and staff in the implementation of the policy
- will respect the rights of others by not bullying anybody, encourage or support bullying by others

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- will protect their own rights by telling an adult if they are being bullied
- will respect the rights of others by preventing bullying wherever possible. This includes 'doing something about it' if they see or know bullying is occurring. This is namely telling an adult.

The head buddy is the pupil's anti-bullying ambassador. He/she plays an active role in the development of the child friendly version of the policy, and its implementation.

Sanctions

Bullying is referenced as a behaviour that is classed as stage 3, as we recognise it's severity. Sanctions for such are detailed in the behaviour policy. The head teacher may use professional judgement in determining sanctions, including the creation of bespoke sanctions with regard to bullying. In line with DfE Behaviour and Discipline in schools, 2013, sanctions will always be proportionate.

Complaints

Please refer to complaints policy.

Monitoring and review

This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying log, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. At planned opportunities, Governors use analysis data to challenge the Head teacher and co-ordinator on the effectiveness of this policy and its associated practices.

Signed: *R. Murray*

Date: September 2016

Updated January 2018 (Ruth Murray)