



Anti- Bullying Policy

May 2023

| Reviewed by | Approved by | Date Approved | Next Review Date |
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| Headteacher / FGB | Headteacher / FGB | | |

Signed:

Chair of Governors

Signed:

Headteachers

Our Vision and Values

We are a caring Church school rooted in the heart of our community. Through living out our Christian values we enable our children to develop and experience "life in all its fullness." John 10:10

Perseverance

Aspiration

Respect

Responsibility

Kindness

Courage

Our values and Christian ethos are the basis for the development of the whole child academically, emotionally, morally, socially and spiritually. Everything we do is based on the teachings of Jesus. We encourage children to consider how we model our values through our actions and thereby to develop the attributes that enable them to develop as reflective learners and citizens who will make a successful contribution to society.

At Albourne CE School we take bullying and its impact seriously. Bullying is not acceptable and will not be tolerated. The ethos of our school fosters high expectations of behaviour and provision for personal development is recognised as outstanding. We will consistently challenge behaviour that falls below the expected standard, and this includes bullying.

At Albourne CE School we aim to provide access to learning for all pupils and we value and acknowledge differences. We endeavour to create an atmosphere in which all pupils can thrive, through an understanding and appreciation amongst the whole school community that we all learn in different ways and therefore have a diverse range of needs. As with all other aspects of the curriculum, the school will ensure that anti-bullying education is accessible to pupils with SEND. This policy will be referred and linked to other written policies - Positive Behaviour Policy, Health and Safety Policy, Inclusion and SEN policies, the Child Protection Policy and the Internet use and E-Safety Policy **and KCSIE 2022**.

Aims of the Policy

- To ensure that all pupils may feel safe and secure in school and so take full advantage of learning opportunities.
- To create an environment where all are treated with respect and dignity and where all members of the community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To ensure pupils are listened to and their concerns taken seriously.
- To provide support for the victim and the bully should an incident of bullying take place.
- To continually raise awareness and educate to prevent bullying.

Definition

Bullying is an act that is deliberate and hurtful to the person/people being bullied, including 'peer on peer' abuse (KCSIE 2022). The action can be emotional, verbal, non-verbal or physical. It is

undermining, threatening, distressing and intimidating to the person/people being bullied. Bullying is usually an act where one person or group is perceived as more powerful than other/s.

Bullying:

- Consists of deliberately hurtful behaviour
- Occurs repeatedly over a period of time
- It is difficult for those being bullied to defend themselves.

It can be:

- Physical – hitting, kicking, taking and damaging belongings
- Verbal – name- calling, threatening, teasing, taunting, insulting,
- Using social media via technology to make the above comments (cyberbullying)
- Indirect – malicious rumours, social exclusion
- Visual/written

Bullying can be based on any of the following:

- Race (racist)
- Sexual orientation
- Special educational needs or disability
- Culture or class
- Gender (sexist)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

Who are bullies?

- Any member of the school community has the potential to be a bully.

Who are the victims?

Any member of the school community can be bullied

Those more vulnerable are:

- Pupils with few friends
- Pupils who are shy
- Pupils from a racial or ethnic group
- Pupils with SEN or a disability
- Pupils who lack social skills

Key signs of bullying can include

- Reluctance to come to school / erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school
- Possessions damaged or destroyed
- Pupils isolated in the school environment

Anti-bullying Strategies at Albourne CE School

- An anti-bullying policy which makes clear that all members of the school community have a role to play, that bullying is not acceptable, must be reported and will be addressed immediately.
- A school ethos and nurturing culture which values good relationships and promotes respect for individuals; a positive environment.
- Co-operative classrooms with positive behaviour strategies where there are opportunities to work collaboratively and everyone's opinions are taken into account.

- Raising awareness through effective curriculum provision, allowing opportunities to ensure pupils know what bullying is, to equip pupils with the skills to deal with it and to know what to do should it take place. Allowing for opportunities through the PSHE curriculum to learn about different family structures. Providing up to date resources to support teaching and learning. Ensuring pupils understand about discrimination, that it is wrong and what its effects and consequences are, in order to prevent bullying.
- Provide information for staff to ensure they have skills to deal with, for example, issues such as homophobic or racial bullying.
- Listen and acknowledge 'pupil voice'. Pupils have opportunities to give their opinions about how they would like incidents to be dealt with and how to prevent bullying.
- Provision of peer support and adult supervision during unstructured times/supervision of key areas in the school.
- Access to child and family friendly information ie through workshops, leaflets and on-line advice.
- Provision of extra social skills groups, Learning Mentor time or a place in the Nurture Group for identified pupils to recognise that their behaviour, positive and negative, will lead to consequences and to support them as they learn to manage their behaviour positively.
- Encouragement to pupils to be active citizens of the school community i.e. always tell an adult about bullying, not to join in bullying, challenge bullying behaviour by showing disapproval and fetching help, and not excluding people from a group.

Management of incidents of bullying

- Each incident will be dealt with individually
- The Head teacher and SLT will be informed of incidents
- All reported incidents will be dealt with quickly and sensitively
- School will be aware of child protection procedures and confidentiality when dealing with incidents.
- Incidents will be investigated by interviewing the alleged victim, the alleged bully/bullies and bystanders (make notes and have another adult present if possible)
- Factual notes on pupils will be kept on file or via the school behaviour log. (important if parents wish to take issues further)
- Short-term measures will be taken while the incident is investigated i.e. victim and bully may need to be separated; monitoring system may need to be put in place etc.
- Parents of both the bully and the victim will be notified and appropriate communication maintained. Agree a timetable so that adequate time is given to the school to investigate and deal with problems effectively and parents know when they can expect a response.
- Parents will be involved in resolving problems
- Sanctions for bullying behaviour may include:
 - monitoring the pupil during unstructured times e.g. on the playground or going to the toilet,
 - separating the pupil from the victim
 - sending the pupil home at lunchtime
 - monitoring pupil away from peers during lunchtime/unstructured times
- Support (in addition to whole school strategies) may include:
 - Social Skills Group, Behaviour Management programme or Learning Mentor time to help the pupil understand that their behaviour is not appropriate.
 - Regular meetings between pupil, parent and school
 - Access to relevant information for parents to support their children to understand and manage their behaviour
- Support for the victim may include:
 - Peer support during unstructured times i.e. circle of friends, playground pals
 - Named adult support during unstructured times

- Regular meetings with parents and pupil
- Allowing 'talking time' with an adult.

Staff will;

- Use the anti-bullying strategies listed above in their classroom or in their role in the school environment.
- Ensure all staff identify and monitor more sensitive areas in the school e.g. toilets, hidden areas of playground – in particular at playtimes
- Be aware of and follow the procedure for managing incidents of bullying in the school environment.
- Ensure recording and management of incidents is carried out effectively
- Approach every report of bullying in a non-judgmental way
- Respond to and challenge homophobic and racist language if it is heard.
- Not label pupils as bullies
- Not discuss incidents publicly
- Celebrate difference and diversity in everyday school life, promoting a positive environment.

Parents will:

- Have access to information about strategies for preventing bullying and procedures for dealing with incidents.
- Have the opportunity to attend information evenings on issues such as cyberbullying
- Know who they can speak to in school.
- Be informed if their child is involved in an incident of bullying, either as bully or victim.
- Know when they can expect a response by the school to an incident
- Be involved in positive ways to help resolve problems
- Know where they can seek out of school support and information.

Governors will:

- Ensure that the policy will be monitored, evaluated and reviewed regularly.
- Ensure that the school continues to raise awareness of bullying through the curriculum
- Know the procedures that the school will take when dealing with incidents.
- Monitor records of serious incidents, racial incidents etc, ensuring records are kept up to date and action is taken to rectify issues.
- Chair of Governors will be made aware of issues where considered necessary