



Anti-Bullying Policy

Valuing All God's Children

Agreed by the Governing Body – 17/11/20

Compassion
Forgiveness
Friendship
Trust

Ackworth Howard Church of England (VC) Junior and Infant School

Values Statement through the lens of our vision

At Ackworth Howard school we provide opportunities for growth in mind, body and spirit throughout our inspirational and innovative education, underpinned by our deeply Christian ethos. Each member of our school community will grow in confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Rationale through the lens of our vision

At Ackworth Howard the safety and well-being of all members of our community is paramount, where every child matters and, crucially, knows they matter. Within our school, each child is taught how to protect themselves and others and to enjoy their own uniqueness and that of others.

Bullying, of any nature, will not be accepted or tolerated at any time. All allegations of bullying will be thoroughly investigated. We want pupils to feel confident in being able to seek support from school should they feel unsafe.

We acknowledge the School Standards and Framework Act 1998, which clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

We work closely with the School and Anti-bullying Council and listen to their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Actively promote, through what is taught and through the daily life of the school, tolerance and mutual respect for one another.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

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- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- To respond effectively and in a consistent manner to any bullying/racist incidents that may occur and to ensure that each individual understands the school's established procedures.
- To ensure that pupils, staff, parents and all connected with the school are aware of our opposition to bullying and their responsibilities in its prevention.

Prevention of Bullying

At Ackworth Howard School, we actively prevent bullying as we understand that bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As a school, we have a responsibility to respond promptly and effectively to issues of bullying. We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying, which is displayed in our 'Keeping Safe' area and on the school website.
- The PSHE curriculum includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others, and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE and Philosophy for Children sessions provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are understood and challenged by staff and pupils across the school.
- The peer-mentoring, pupil-led programme of the Anti-bullying council offers support to all pupils.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council, Anti-Bullying ambassadors and well-being surveys.
- Working with parents and carers, and in partnership with community organisations, including the Local Authority and the Anti-bullying Alliance, to tackle bullying where appropriate.

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What is Bullying?

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour.

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Guidelines from the Department of Education and Skills (DfES) define bullying as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. '

The Anti-bullying Alliance (made up of members of the NSPCC and NCB) define bullying as: *the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.*

With the children, we will use the following child-friendly definition: 'people doing unkind things to you on purpose, more than once, which it is difficult to stop'.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

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What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go to school / runs away
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Gives improbable excuses for their behaviour

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What causes Bullying?

People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Reporting and Recording Incidents of Bullying

Bullying must be reported to the Headteacher/Deputy Headteacher and investigated by the appropriate person. The strategic lead for pastoral and inclusion support maintains a Log of Incidents of Bullying and the action taken through the school's internal system, CPOMS.

Bullying may be suspected by adults working within schools or by parents of, or carers for, our pupils. All should be aware that bullying/racism is not confined to physical harm occurring in the school or at the school gate. It may be subtle and take the form of exclusion from social groups leading to the steady erosion of a child's feelings of self-worth. It is important that staff monitor closely any incidents of misbehaviour in terms of perpetrator, victim and the nature and frequency of incidents and respond quickly to the emergence of any pattern.

Pupils and/or parents can report bullying by contacting any member of staff either in person, letter or through the telephone. We have bullying-incident report forms (on the safeguarding display) that children can use if they have witnessed or think they have been victim to bullying.

Where incidents arise or pupils or parents (or anyone in the wider community) expresses concern, the child's class teacher will:

- Log notes through CPOMS relating to the nature of the incident and the individuals involved.
- Implement an anti-bullying observation record through CPOMS and undertake observation of incidents for a period of two weeks.
- Consider an appropriate sanction if necessary
- Ensure, through measures put in place, that the victim feels reassured and more comfortable in class and around the school
- Communicate appropriate details to all adults who have contact with the child e.g. Dining Room Assistants (DRAs), Learning Support Assistants (LSAs), Supply/Cover staff, external agencies working in school
- Speak with pupil and parents in subsequent days and weeks to monitor the situation.

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Issues between pupils that are recognised as bullying by the school will be recorded with the Local Authority register of bullying and racial incidents.

The following actions will be standard practice:

- Communicating details of concerns to DRAs/teachers on duty to enhance supervision at break times or to LSA if it is also a classroom issue
- Raising the concerns as a care issue at the next staff meeting or via the staffroom whiteboard if necessary (exercise caution-use initials of children for confidentiality, some parents and pupils use this room)
- Ensuring that the child understands that they may speak with their teacher, a senior teacher or the Headteacher at any time should they feel the need to.
- A record of the incident and the actions taken.
- Where there is no significant improvement or where the nature of the incident is deemed to be of a more serious nature, the teacher with responsibility for pupil welfare should be consulted and the Headteacher involved if felt appropriate. Recently appointed teachers should seek the advice of their mentor or a member of the senior leadership team when allegations of bullying/racist incidents arise.
- All incidents that are deemed to be of a bullying nature are recorded through the school's internal monitoring system – CPOMS, and the incidents of bullying will be reported to Governors through the Headteacher's report.

Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying centrally on CPOMS.
2. Designated school staff will meet with the children involved and gather as much information as needed to decide the best course of action.
3. Designated member of staff to monitor and support as appropriate.
4. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
5. Support will be offered to the target of the bullying from the pastoral team, class teacher, anti-bullying council and through the use of restorative practices.
6. Staff will proactively respond to the bully who may require support.
7. Staff will assess whether parents and carers need to be involved.
8. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Legislation and Government Guidance

This policy, related strategy and guidance are, and will be, drawn up in accordance with legislation and Government guidance. Relevant legislation and documentation includes:

- The 2004 Children Act which requires Children's Services Authorities to improve the well-being of children in their area through partnership with others, and to safeguard and promote the welfare of children;
- The 2006 Education and Inspections Act which places duties on school governing bodies and head teachers to promote good behaviour and the well-being of pupils, and institute measures to prevent all forms of bullying among pupils; and,

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- The Children's Plan: Building brighter futures (2007), which emphasises the importance of tackling bullying in schools and the community.

More detail concerning legislation is included in the guidance document 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007). The suite of 'Safe to Learn' guidance produced by the DCSF is recommended for all schools and other organisations.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Roles and Responsibilities

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying policy and procedures and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our 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 what is appropriate and what is inappropriate behaviour.
- The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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- The Headteacher sets a 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 Headteacher is accessible to all and children are aware of this.
- The Headteacher will record incidents if required through the school's CPOMS system.

The role of the teacher

- Our teacher's first responsibility in the prevention of bullying is in educating their class in all relevant aspects of bullying through PSHE, promotion of the Christian values and opportune times during worship and lessons.
- Teachers plan and deliver appropriate activities during Anti-bullying week each year to highlight the importance of the prevention of bullying.
- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
- If teachers become aware of any bullying taking place, or witness an act of bullying, they deal with the issue immediately. They record concerns through CPOMS, monitor situations, provide counselling and advice and seek support where it is necessary.
- Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their classes and to establish a safe climate of trust and respect for all. By praising, recognising and celebrating the success of children and by valuing difference, we aim to prevent incidents of bullying.
- Teachers are aware of and follow the policy and procedures for dealing with bullying.

The role of parents

- Parents who are concerned that their children might be being a target of bullying, or who suspect that their child may be exhibiting behaviour of bullying should contact their child's class 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 have a responsibility to monitor their child's use of the internet and mobile phones out of school to actively discourage cyber-bullying and to support the school in the internet rules.

The role of children

- The children are educated to understand that bullying is wrong and what it looks like.
- Using their understanding, children have a responsibility to not take part in any kind of bullying behaviour and never be bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it.
- Children are encouraged to tell an adult when they feel they are in a situation which makes them upset, or they feel unable to cope with. We are a 'telling school' where children are encouraged to tell if they witness bullying.
- The school has an 'Anti-Bullying' Council made up of children from year 1 to 6. They meet half-termly and children within classes are aware of who their 'ABC' children are.

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The role of governors

- The Governing Body supports the Headteacher and the staff in implementing the policy.
- The Governing Body reviews the effectiveness of the policy on a regular basis.

Policy Development

This policy has been formulated in consultation with the whole school community with input from SLT, PSHE co-ordinator, members of the governing body and LA advisors. Pupils will contribute to the development of the policy through the school council, P4C discussions, PSHE lessons and worships. The school and anti-bullying council will develop a pupil friendly version, which will be displayed around school.

This policy will be made available on request and can also be viewed on the school website.

Monitoring and review

This policy shall be reviewed every year or earlier if considered necessary. Date of next review November 2021.

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See Appendix 1 - "Working Together to Deal with Bullying – a leaflet for Parents and Carers"

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying 08000 1111

Bullying on line www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk 08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

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GUIDELINES FOR PUPILS

Advice that may be given to children by adults:

There is safety in numbers:

- Go around with a friend or two
- Stay with groups of people even if they are not necessarily your closest friends
- Get your friends together and say 'no' to the bully
- Only go to places where bullying happens if you have some friends or an adult with you.

Ask for help:

- Talk to a teacher or adult in school, you know they will take it seriously.
- Talk to an adult you trust
- Talk to the adult again if the problem continues

Try to do something different:

- Try not to show you are upset, which is difficult
- Walk confidently, even if you don't feel that way on the inside. Practise.
- Just walk past people if they call you unpleasant names.
- Practise what you could say to the bully in a mirror.

Look after yourself:

- If you are in danger get away. Do not try to keep possessions.
- Don't fight back; talk to an adult.
- If you are different in some way be proud of it! It is good to be an individual.
- Tell yourself you do not deserve to be bullied.

If you witness bullying:

- Be a friend – let them know you saw it – you wouldn't like to be bullied, and telling them will make them feel better – remember, there is safety in numbers.
- Encourage them to talk to someone – offer to go with them.
- If they won't talk and you are worried about them, is there someone you can talk to? You can help by telling someone.

MOST IMPORTANT OF ALL

DON'T SUFFER IN SILENCE

TALK TO SOMEONE ABOUT THE BULLYING

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GUIDELINES FOR PARENTS

What to do if you think your child is being bullied:

- Watch for signs – not wanting to go to school, minor illnesses, headaches, avoiding friends, coming home with bruises, ton clothing or possessions disappearing.
- Listen to what your child says – try to establish that the problem is really bullying and not something else.
- Discuss with your child what they can do.
- Talk to the teacher or another adult in school. Do this for as long as the bullying continues.
- Help your child deal with the problem him/herself. Be tactful. Don't encourage conflict – a 'thump back' approach rarely helps and may only make things worse for your child.
- Try not to be over anxious or over protective. It may sometimes be helpful to talk with the bully's parents, but before you do this talk to the school and take their advice.
- Most children are called names at school. Usually these names are used in a humorous way and are not meant to cause offence. If your child is upset by the names used then let the school know. It may not be bullying but will need to be addressed.
- If a name is use that refers to your child's physical appearance/characteristics, then let your child know that you love him/her for what they are – their characteristics make them individual. Let the school know so that they can deal with it.
- It is important that you support your child and the school. Sometimes fallouts and name calling are just that, but if they escalate they can become bullying. Always talk to the teachers.

Organisations that provide support to parents, carers and children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Childnet
- The Diana Award
- Internetmatters
- Kidscape
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre

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GUIDELINES FOR TEACHERS and OTHER STAFF

- Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, often being late for school, low self esteem, bruises and cuts, avoidance of school. All of these may be symptomatic of other problems, but may also be early signs of bullying.
- Be available and willing to listen – treat the information seriously.
- Speak to the class teacher or headteacher – refer to the ‘steps’ in the main policy – put the procedures into operation.
- Avoid the ‘bullying model’ – do not treat the bully unfairly – try to negotiate an agreed form of atonement that is acceptable to both the victim and the bully.
- All observed incidents of bullying must be stopped immediately. They must then be dealt with either immediately or at a later, more appropriate/convenient time.
- Help the child who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim and must stop.
- Break up groups of children who bully by not allowing them to play, sit, eat together.
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is bullied.
- If bullying is happening on the way home, inform the parents of this.
- Use peer pressure against bullying behaviour – ensure that all children understand what bullying is and that it is unacceptable.
- Help children to think about strategies to use.
- Ensure that pupils know what to do if they are bullied.
- Ensure that all pupils know that bullying of any kind is not tolerated at school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Always follow the procedures of the policy – if you have any concerns speak to the headteacher.