



# Anti-Bullying Policy

Agreed by governing body – 9/11/21

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)

### **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:

- Cultivate a safe and secure environment where all can learn without anxiety and where bullying is regarded as unacceptable.
- Actively promote, through what is taught and through the daily life of the school, tolerance and mutual respect for one another.
- 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.

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### Why is it Important to Respond to Bullying?

Bullying hurts. 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.

Our School Community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and to identify and tackle bullying appropriately.
- Ensures that all pupils are aware that all bullying concerns will be dealt with sensitively and effectively and that pupils feel safe to play, learn and socialise.
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with any complaints.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.
- Shares in discussions about anti-bullying during a bi-annual anti-bullying week.

### 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'.

Bullying can take many forms, but four main types are:

- Physical – hitting, kicking and taking belongings.
- Verbal – name calling, insulting, making offensive or threatening remarks.
- Indirect- spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours (sometimes known as relational bullying).
- Cyber bullying - sending malicious emails, messages or text messages on electronic devices like computers, phones and games consoles or through the use of social networking sites such as (but not exclusively) Facebook.

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All of the above may be the result of racist, sexist or homophobic behaviour or negative attitudes towards disability.

Bullying can take place between:

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

### **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

## **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)

## **Practical Guidelines – strategies to deal with bullying**

Our school fosters a clear understanding that bullying, in any form, is not acceptable. We will:

- Ensure that all staff are aware of the signs that may indicate bullying/racism and the procedures for addressing incidents
- Promote a learning environment which recognises and rewards pupils success and achievement in all aspects of development,
- Promote a safe learning environment where trying and striving, whether successful or not, is to be celebrated and promoted
- Engage pupils in considering the causes of bullying/racist incidents, its effects on individuals and possible solutions,
- Engage pupils in a wide range of collaborative and cooperative learning opportunities within which social and inter-personal skills are an identified focus of the learning
- Ensure that the reward system in school recognise not only outcomes of work but also such positive qualities as helpfulness, kindness and cooperation.

With strategies and activities such as:

- Increased use of structures collaborative work across the curriculum
- PSHE lessons
- Peer mentoring
- Class and School Councils
- Playground Leadership Programme
- Pupil questionnaires

And the ever increasing opportunities for the 'pupil voice' to be heard will enhance provision within which the majority of pupils already approach all staff with confidence.

## **Procedural responses to bullying**

A bullying incident can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem. It may also be reported by a member of school staff who will take it to the class teacher. The class teacher will decide upon which stage below is appropriate as a starting point:

### **Report of child being bullied**

<b>Step 1</b>
<ul style="list-style-type: none"><li>• Complaint is listened to and discussed between the teacher and the children concerned to identify the problem and possible solutions.</li><li>• Suggested ways forward Short review time</li><li>• Parents may be informed if felt necessary</li></ul>
<b>Step 2</b>
<ul style="list-style-type: none"><li>• Discussion/Interview with all parties</li><li>• Clear instructions given regarding what is acceptable behaviour/unacceptable behaviour. Clear message that unacceptable behaviour must stop.</li><li>• Teacher closely monitors the situation.</li><li>• Teacher logs the incident in the incident file and informs other staff Parents and Headteacher informed Short term review</li></ul>
<b>Step 3</b>
<ul style="list-style-type: none"><li>• HT reiterates Clear instructions regarding what is acceptable behaviour/unacceptable behaviour. Clear message that unacceptable behaviour must stop.</li><li>• Meeting recorded by HT.</li></ul>
<b>Step 4</b>
<ul style="list-style-type: none"><li>• Head teacher speaks to both the victim and bully and offers time and advice to both. Headteacher informs parents of bully about the problems and discusses ways of helping the bully to change their behaviour.</li><li>• The ultimate step can be exclusion from school.</li></ul>
<b>Step 5</b>
<ul style="list-style-type: none"><li>• Headteacher and Chair of Governors inform/seek advice from LA Head of Inclusion services.</li></ul>

The Headteacher may override these steps and intervene at an earlier opportunity depending on the severity and complexity of the incident.

## **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,
- 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.

## **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.
- 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 in the school's incident book which is held in the office. Major incidents will be recorded separately by the Headteacher.

### **The role of the teacher**

- 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, they deal with the issue immediately. This may involve counselling and support for the target of the bullying, and punishment for the child who has carried out the bullying. They spend time talking to the child who has bullied; they explain why the action of the child was wrong, and endeavour to help the child change his/her behaviour in future. If a child is repeatedly involved in bullying other children, teachers inform the Headteacher and the Headteacher then invites the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proved ineffective, the Headteacher may contact external support agencies.
- If teachers 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.
- It is common practice in our school for teachers to inform the Headteacher of incidents of bullying so she has an overview of the situation across school and can recognise repeated incidents.
- 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**

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.

## **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.

## **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.

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:

- Make careful notes relating to the nature of the incident and the individuals involved.
- Implement an anti-bullying observation record 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.
- 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.
- A school log is kept of all incidents that are deemed to be of a bullying nature and the incidents of bullying will be reported to Governors through the Headteacher's report.

## **Sanction and Support**

Where misbehaviour and/or bullying are persistent, sanctions will be used. It is not intended that the sanctions and interventions are hierarchical. The details of the incident will determine the level of sanction applied. In all cases, but particularly where concerns are high, the solution will usually be a combination of sanctions and support.

The following sanctions and interventions will be considered:

- Withdrawal of breaks
- Home/school behaviour log
- Withholding pupil participation in school visits/sports events
- Fixed term exclusion
- Involvement of Education Welfare Officer, Social Inclusion Team, etc.

Where serious violence is involved, the Headteacher can and should normally exclude the pupil.

The key to success will be:

- Maximum attention to prevention
- Detailed investigations of incidents
- Raising awareness of all staff re: needs of particular individuals
- Judicious use of sanctions
- Carefully targeted support for the victim and the perpetrator
- Quality ongoing communication with pupils and parents of all parties
- Follow up conversations to report on subsequent progress.

## **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, circle time discussions, PSHE&C lessons and assemblies. 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 2022.

## 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](http://www.anti-bullyingalliance.org.uk)

### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

02077303300

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

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://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](http://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](http://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](http://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](http://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](http://www.childnet-int.org/kia/parents)

## **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**

## **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, torn 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 used 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.

## 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.



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