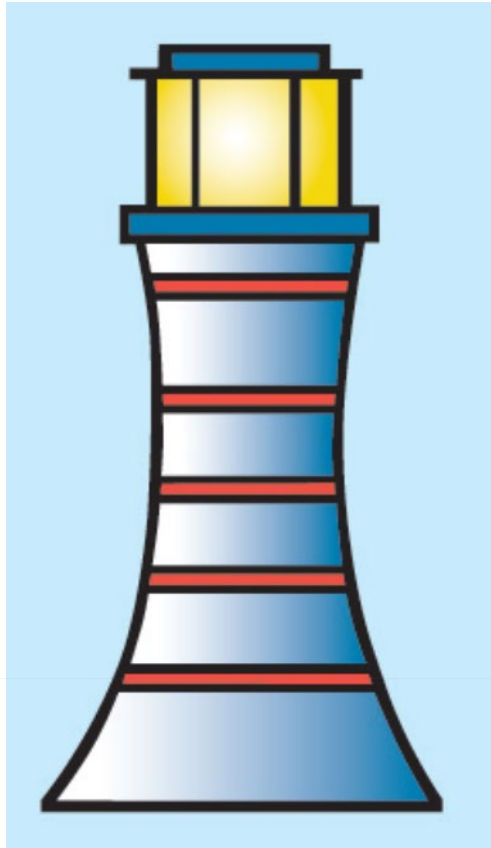


AUSTHORPE PRIMARY SCHOOL



Anti - Bullying Policy

Reviewed: September 2022

Austhorpe Primary School

Policy for Dealing with Bullying

Definition

Bullying can be described as being 'a deliberate, sustained and repeated act (several times on purpose) act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Staff, parents and children at Austhorpe Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents (Child Protection On-line Monitoring -CPIOMs), reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Headteacher.

Strategy for Dealing with Bullying

In dealing with bullying, staff follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- Adopt a problem-solving approach that moves pupils forward from self-justification
- Follow up proven cases to check bullying has not returned
- Keep detailed records

Strategies have been introduced to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Headteacher or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example school visits
 - loss of break times
 - barred from school during lunchtimes
 - fixed period of exclusion from school
9. Provide a Pastoral Support Programme for the victim with the class teacher and ensure additional monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.

In order to reduce incidents of bullying and recognise bullies, staff watch for early signs of distress in pupils. We listen, believe, and act.

If a child feels they cannot tell an adult they can tell a member of the school council, there are 2 representatives in every class.

Anti Bullying Week

At Austhorpe Primary school a number of activities are undertaken during anti-bullying week. Many of the events are organised by the school council. Assemblies are around an anti-bullying theme and children in each class take part in anti-bullying activities.

Bullying off the School Premises

Austhorpe Primary School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from the school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the pupil(s) and parents involved from the other school.
- Talk to the Headteacher of another school whose pupils are bullying off school premises.
- Talk to the Police about problems on the local streets.
- Talk to the local transport company, if bullying is occurring on school buses.
- Talk to pupils about how to avoid or handle bullying situations.

Homophobic, Racial, Sexist, Transphobic, Peer-to-Peer, Disability and Online Bullying

The school will not tolerate bullying against anyone because of his or her sexual orientation, race, gender, gender identity or disability. The school will not tolerate bullying which takes place online or may lead to extremist behaviour. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the procedures outlined above will be followed.

A full investigation will be carried out, recording incidents in a separate incident book and in accordance with LA guidelines -Hate Incident Reporting Form (HIRS). The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

The school guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Board via the Headteacher's Report.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Austhorpe Primary School strategies to deal with sexual bullying include:

- recording incidents in a separate file
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

School will take any instances of homophobic and bi-phobic bullying very seriously. Staff are trained to deal with any instances of bullying sensitively and speak to children about tolerance and acceptance through PSHE.

Gender Identity

Gender identity bullying takes place when a child is bullied about the gender they identify as.

School will work closely with any children, parents and carers of the victim and perpetrator where instances of transphobic bullying have been identified.

Strategies to deal with such bullying include:

- recording incidents in a separate incident book
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

The school makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A friend is appointed for the pupil to confide in.

If the bullying is serious, the school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented in accordance with the behaviour and discipline policy.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Inclusion

The provision of Anti-Bullying strategies takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Further information

Useful Documents and Resources

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

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| CSIE | Index for Inclusion 2000: Developing Learning and Participation in Schools |
| CRE Schools 2000 | Learning for All – Standards for Racial Equality in |
| DfEE (Circular 10/98) | The Use of Force to Control or Restrain Pupils |
| DfEE/Home Office | Social Inclusion: Pupil Support 10/99 |
| DfEE/ Home Office | School Security: Dealing with Troublemakers 1997 |
| Ofsted | Raising the Attainment of Minority Ethnic Pupils 1999 |
| Scottish Council for Education Research | Second SCRE Anti-bullying Pack 1993 |
| The Stationery Office | Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools |
| The Stationery Office Enquiry | Discipline in schools: Report of the Committee of Chaired by Lord Elton 1989 (Reprinted 1997) |