



"A more just and sustainable world."

Anti-Bullying Policy

WE CARE about each other, learning and our school

Introduction

At Attenborough Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Attenborough Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, Attenborough School will report its concerns to DCS and seek professional guidance from EPSL. This policy is closely linked with our Positive Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and our School's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling culture.

We value pupils who act for 'a more just and sustainable world' and those who care about others (School Vision and Values).

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Attenborough.

They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school culture where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their full potential academically, socially and personally through learning and play in a safe and secure collective culture.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; **teachers and schools have to make their own judgements about each specific case.**

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. **This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.** The imbalance of power can manifest itself in several ways, **it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.**

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

When discussing this with children, bullying is given the following characteristics.

- is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Examples of possible types of Bullying

- **Cyber-Bullying-** The rapid development of, and widespread access to, technology and social media has provided opportunity for 'online bullying', which can occur outside of school hours. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- **Racist Bullying**-This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of, and direct reference to their skin colour, ethnicity culture, faith community, national origin or national status.
- **Bullying of vulnerable groups**- This occurs when bullying is motivated by a prejudice against certain groups of individuals, for example, lesbian, gay or bisexual people. Vulnerable groups include:
 - Looked After Children
 - Roma or traveller children
 - Children with Special Educational Needs or Disabilities (SEND)
 - Children from ethnic minorities
 - Children entitled to Free School Meals
 - Children for whom English is an Additional Language
 - Children who are perceived to be gay, lesbian or bisexual.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through whole school and class assemblies, as well as citizenship lessons, pupils are given opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument or exchange of unkind words. E-safety is an important part of the Curriculum and information for parents is included on the school's website with monthly bulletins and parental workshops offered annually. Also, within Values assemblies and our Relationships provision, pupils are taught to inform an adult in school immediately if they are concerned that someone is being bullied, or they feel they are the victim of bullying behaviours.

Code of Conduct

Our school's character values are regularly promoted in assemblies and displayed throughout our school, in addition reward systems are linked to positively promoting kind and thoughtful behaviours which symbolise care for others. Through pupils following these expectations and values, and staff reinforcing these, the opportunities and acceptance of bullying behaviours should be significantly reduced.

Our Code of Conduct is as follows:

- Be Kind
- Be Helpful
- Listen to others
- Being Honest
- Sharing our time and talents with others

Links to Positive Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Our response to Bullying

All cases of alleged bullying should be reported immediately by staff colleagues to the Headteacher/Assistant Headteacher or in their absence Key Stage Leader or SENDCo. In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and pupil/adult witnesses, as well as parents if deemed necessary and appropriate.

If any allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. Parents will be informed of this process and expected to support the school's restorative approach.

All bullying incidents must be recorded. Parents of both parties should be informed. If the situation fails to improve after the restorative approach, the Headteacher (or senior leader) will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies, DCS or EPSL), further monitoring, support and further sanctions as deemed necessary.

Any necessary action should be taken until the bullying has ceased.

Signs of Bullying

All colleagues should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

This policy is continually under review in the attempt to reflect the latest DfE advice and DCS guidance to schools.