



Allendale Primary School

Anti Bullying Policy

This policy should be read in conjunction with our Behaviour Policy.

Any form of bullying will not be tolerated in our school.

Rationale:

At the heart of our ethos at Allendale Primary School, we uphold the value of Respect. We expect all adults and children to show respect for each other, the school community and the environment. We are committed to providing high quality educational experiences within a caring, friendly and safe environment for all our children. We believe that all children should feel safe and secure at school and are able to participate in all school activities, protected from harm. This is the responsibility of every adult who works or volunteers at our school and we expect all visitors to show due respect as given. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from all forms of abuse, neglect and bullying.

Aims:

We aim to provide a safe and secure environment for everyone in our school community by promoting and practising British values through assembly times, PSHE activities and in our everyday manner and approach. As a whole staff we need to be proactive in creating an environment which limits the opportunities for any form of bullying. We aim to educate the whole school community in helping to prevent, identify and deal with bullying incidents. This policy promotes the belief that the whole school community of - staff, pupils, parents and other stakeholders, has a responsibility in preventing bullying.

What is Bullying?

DFE guidance (2012) defines bullying as “behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is an important difference between bullying and the ‘falling out’ that both children and adults can experience, where friendships are soon restored. **Bullying is the systematic and persistent use of aggression with the intention of hurting another person.**

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - any type of bullying that is carried out by electronic medium such as :
 - Text message bullying
 - Bullying through social media such as WhatsApp, Instagram and Facebook
 - Picture/video clip bullying via mobile phone cameras
 - Phone call bullying via mobile phones
 - E-mail and social media bullying
 - Chat-room bullying
 - Bullying via websites

Why is it Important for school to Respond to Bullying?

Bullying hurts and can have a devastating effect on an individual. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school, we have a responsibility to respond promptly and effectively to any issues of bullying or perceived bullying.

Actions to be taken:

We need to ensure that we have a consistent approach in dealing with any allegations of bullying.

- All staff must listen and respond positively to children's or parents' concerns.
- All staff should be vigilant when on duty in the yard, being aware of instances and places which could lead to bullying.
- The children need to know something will be done to address the problem.
- The children need to feel secure in an environment where their views and concerns are valued.
- The views of the children are crucial in our zero tolerance approach to bullying so regular consultation is a priority.
- There must remain ~~as~~ a place where children can sit and talk or play quietly, such as the gazebo or picnic tables.
- The use of circle time as a means of "teasing out" playground issues should be encouraged.
- Staff should support both the child who has been bullied and the bully themselves. Often those who bully are unhappy and have issues of their own.
- Parents should be informed and invited to come into school to discuss any repeated incidents of bullying.
- Parents must not take matters into their own hands by approaching other pupils or parents but should work with the school to resolve any concerns.
- Liaise with the bus drivers with reference to any bullying on the transport.
- Children should be encouraged to tell if something is happening which upsets them. They can approach any member of staff who will take their concerns seriously.
- Children should be reminded about the Headteacher's Red Furry Box which can be a means of letting an adult know about bullying.
- In extreme circumstances (which are unlikely) we would make use of outside agencies such as behaviour support to work with the bully or the bullied. We may also have to involve County for issues outside school, such as difficulties on the transport.

The critical point is children must tell in order for something to be done. However, they will only tell if they feel the adults in school are approachable and willing to listen in a non judgmental way.

The class teacher should be the first point of contact for any concerns. Any incidents deemed serious should be passed to the Headteacher or Deputy Headteacher.

Monitoring and Review:

This policy is monitored regularly and reviewed with children, staff and governors annually, taking into account any comments from parents.

Any incidents of bullying will be recorded and form part of the Governor safeguarding monitoring visit and annual safeguarding report to governors.

Children are consulted in circle time during Anti - Bullying sessions and in school surveys, on how effective the school is in dealing with bullying. Parents have an opportunity to feed back through the school questionnaire and open afternoon feedback.

This policy links to other policies such as Child Protection, Inclusion and behaviour.

This policy was produced by staff, governors and pupils.

It will be reviewed and amended annually.

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September 2020

Review Date
September 2021