

# ANTI-BULLYING POLICY



## Our vision and values

Excellence and Enjoyment for Everyone

At Avenues, our vision is that children leave school:

- confident and enthusiastic learners who can work independently or as part of a team to achieve their potential in all aspects of school life
- with a good set of social and moral values; they are compassionate, tolerant, honest and respectful. They value the world, their school and each other.
- with a sense of pride in themselves and their achievements and a strong belief in their own uniqueness
- having happy memories of enjoyable, challenging and exciting learning and high aspirations for the future
- ready for the next step in their education; thoroughly prepared for high school and with a lifelong love of learning.

We value the partnership which exists between school, parents and community and the part it plays in realising this vision.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

## Aims and purposes of the policy

Avenue Junior School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

### **Related policies:**

Supervision Policy

E Safety & Acceptable Use Policy

Equalities Policy

Safeguarding including Child Protection Policy

Ready to Learn: Positive Behaviour and Discipline Policy

Positive Handling Policy

Whistle Blowing Policy

Child-friendly Anti-bullying Policy

## **1. Definition of bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by one person or a group of people towards another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. The STOP acronym can be useful when defining bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people – such as young carers

No form of bullying will be tolerated and all incidents will be taken seriously.

## **2.Reporting bullying**

### **PUPILS WHO ARE BEING BULLIED:**

If a pupil is being bullied they are encouraged to use a range of positive strategies to deal with the immediate situation. Most importantly they are encouraged to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school by:

- Reporting it to a teacher – their class teacher or any other teacher
- Telling any other adult in school – such as lunchtime supervisors, or the school office
- Telling an adult at home
- Reporting anonymously - through their class sharing box
- Calling ChildLine to speak with someone in confidence on 0800 1111

### **Reporting – roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If any member of staff is aware of an incident that may be perceived as bullying, they should reassure the pupils involved complete a Prejudice-based and bullying incident form and inform and pass it as soon as possible to one of the anti-bullying leads or the Senior Lead for responsible for anti-bullying named below.

The following staff members are anti-bullying leads:

**Mr Jake Brown**

**Mr Mike Hooper**

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads,

**Mrs Debbie Dismore is the Senior Leader responsible for anti-bullying.**

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **3. Responding to bullying**

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

- Staff will record the bullying on a Bullying and prejudice-based incident reporting form (Appendix 1) and hand this to the Senior Team who will record this centrally on the school database
- Designated school staff will monitor incident reporting forms and information recorded on the school database analysing and evaluating the results. This analysis will be shared and discussed with teaching staff.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Staff will pro-actively respond to the bully who may require support.
- Staff will inform parents or carers and where necessary involve them in any plans of action
- Designated staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

### **4. 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 the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being 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 as outlined in this policy.

## **5. 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 the school database and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

## **6. Prejudice-based incidents**

A prejudice-based incident is an 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, or an incident that is perceived as such by the victim or any other person. 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 head teacher regularly reporting incidents to the governing body and the local authority. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **7. School initiatives to prevent and tackle bullying**

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

- A child-friendly anti-bullying policy. This was written with the help of the School Council and is annually presented and discussed by all classes in school during Friendship Week. It is also displayed in school and available in reception and on the school website. It ensures all pupils understand and uphold the anti-bullying policy (Appendix 2)
- Each year we hold a Friendship Week during the national anti-bullying week. The school sets its own theme for the week. Activities during that week typically include a whole-school assembly, a collaborative art project, all classes revisiting the child-friendly anti-bullying policy, and complementary information being sent home to parents and carers.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

- School assemblies help raise pupils' awareness of bullying, prejudice and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week (Friendship Week), Refugee Week, Norfolk Welcomes, Black History Months and Holocaust Memorial Day
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- A Restorative justice approach provides supports targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as the School Council and Equality & Wellbeing Action Group and through an annual health and wellbeing survey carried out by all pupils in Year 4, 5 and Year 6
- We are proud to be one of Norfolk's first Schools of Sanctuary, a safe welcoming and inclusive place for everyone but especially for refugees and asylum seekers.

Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

## **8. Training**

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy.

One of the anti-bullying leads delivers annual training on prejudice-based incidents and bullying to all teachers, teaching assistants and lunchtime supervisors.

## **9. Monitoring and reviewing**

The head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 24 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of last review: Feb 2019

Approved at FGB 25.2.19

### Next steps

- Explore training opportunities for all staff in restorative justice
- Look at relaunching the Friendship Ambassadors in order to provide peer support to resolve disputes and encourage positive play at break times
- Provide more opportunities for pupil voice and agency through the School Council and the Equalities & Wellbeing Action Group
- Introduce CPOM to record and log prejudice-based incidents and bullying