

**Ashbury Meadow Primary School**

**Anti-Bullying Policy (Children)**

**Date Written: May 2019**

**This policy was last reviewed in February 2023 by L Upton and L Thomas**

**Review Date: February 2025**



## **Introduction**

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 another with respect and kindness.

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.

At Ashbury Meadow 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.

## Unicef Article 2: Non discrimination

All children have all rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whatever gender they identify with, whatever their sexually is, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.



At Ashbury meadow 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, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values. As a Unicef Rights Respecting School all our policies are linked to our pupil's rights. This policy is especially linked to Article 2, non-discrimination and our schools values that a child has a right to feel safe and respected in our school.

### 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 environment. We as adults value pupils' rights and support them in learning their rights and valuing their peers' rights. The four guiding principles of the Early Years Foundation Stage also underpin our Anti Bullying Policy from the moment a pupil enters our school, and throughout their time at Ashbury Meadow Primary School. 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
- 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 ethos 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 potential academically, socially and personally through learning and playing in a safe and secure Rights Respecting Environment.



## **Bullying Definition**

At Ashbury Meadow Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

Bullying is hurtful or unkind behaviour which is deliberate and repeated.

Bullying can be carried out by an individual or a group of people towards an individual or group.

The STOP acronym can be applied to define 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

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



## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and 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, transgender

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

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons linked to Coran Scarf PSHE curriculum, and work done by our school council and Rights Respecting Team pupils are given regular 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. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. They are taught to speak to a 'safe' adult either orally or by leaving a note in the chatter box or a message on DNA net support. Stereotypes are challenged by staff and pupils across the school, playground buddies (Ashbury Buds) and pastoral support programmes (eg. Friendship groups) offer support to all pupils, including those who may have been the target of bullying. Restorative justice provides support to targets of bullying and those who show bullying behaviour. Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, as noted above and also through pupil voice questionnaires and consultations.

## **School Values and Classroom and Playground charters**

Our school values are regularly promoted in assemblies and displayed throughout the school. Through pupils following these values, and staff reinforcing them, bullying should be significantly reduced. Our classroom and playground Rights Respecting Charters are created by our pupils, by taking ownership of these charters pupils are agreeing to abide by them. All charters refer to Article 2 ,non -discrimination.

Our school values are as follows:

Be kind and friendly

Think before you speak, think before you act

Walk around school quietly

Take care of yourself, respect each other and our school

Show respect to others by keeping hands, feet and objects to yourself

Respect adults by following instructions



## **Behaviour Policy**

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

## **Reporting bullying**

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

If a pupil is being bullied they are encouraged to not retaliate but 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:

- Report to a teacher – their class teacher, Kathryn Greenough or Amie Barratt , Lucy Thomas or any other teacher
- Tell an Ashbury Bud, who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Teaching Assistants or the school office
- Tell an adult at home
- Report anonymously through chatter box and DNA net support
- Call 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) 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 staff are aware of bullying, they should reassure the pupils involved and inform the Designated Safeguarding Leads via CPOMS.

The following staff members are anti-bullying leads: L Thomas, K Greenough, A Barratt

**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, Lucy Thomas 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, either the class teacher or a member of pastoral support ( K Greenough, A Barratt)

**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.

### **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.

### **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 CPOMs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Homophobic language used in a derogatory manner will be challenged by all staff. Staff have a prepared script to support them, as seen in appendix 2.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off 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. 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. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.



## **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.

Specific staff have Rainbow Flag training and disseminate this to all members of staff via training.

## **Monitoring and reviewing**

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) 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 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.



Appendix 1

## Ashbury Meadow Primary School

### IMMEDIATE RESPONSES TO HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC LANGUAGE –

Do not ignore it, deal with it

Our school script:

A guide for ALL staff

**1. Establish understanding and refer to rights being taken away (article 2)**

‘Do you know what that word means?’

‘What do you mean by...?’

‘By saying ... you have taken away their right to treated equally.’

**2. Explain meaning – use child friendly explanations attached**

‘Gay/lesbian/trans etc is a word we use to describe... it is not a nasty word to use against someone.’

We don’t use gay/lesbian/trans etc as an insult because it makes people think that being gay/lesbian/trans etc is something bad.’

**3. Challenge directly**

‘You know that using that word in that way is unacceptable.’

‘If you think that something is rubbish then say rubbish.’

‘How can a pair of trainers be gay?’

**4. Use empathy and restorative justice**

‘It is really disappointing that you would use that word to make someone feel bad.’

‘Using that language to cause upset or offense is hurtful/unkind.’

**Notify parents of event and asked to come in to discuss actions taken and to be taken and ensure their support. A Stonewall session will be arranged with the appropriate member of staff.**

All incidents that are dealt with **MUST** be recorded on CPOMs.

## Bullying, discriminatory and prejudicial behaviour

EG: homophobic, racist, disability, derogatory language and racist incidents

How to deal with these incidents:

Pupils know what HBT bullying and language is and that it is wrong

### **Bullying, discriminatory and prejudicial behaviour**

**EG: homophobic, racist, disability, derogatory language and racist incidents**

**How to deal with these incidents:**

**Rights respecting approach: Article 2 Non-Discrimination: All children have all rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whatever gender they identify with, whatever their sexually is, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.**

**Immediately refer to pastoral support:**

**Step 1: Refer to the rights that have been taken away, Article 2 above.**

**Step 2 Restorative justice, ensuring the perpetrator understands how the victim has been made to feel, noting outcome.**

**Step 3. Notify parents of event and asked to come in to discuss actions taken and to be taken and ensure their support.**

**Step 4. Perpetrator to have a Rainbow Flag session with Pastoral Team.**

**Step 5. If incidents are continuing, or involve groups of pupils. Teacher or phase leader to hold class or phase assembly re discrimination using Rainbow Flag resources**

**On actions on CPOM Write:**

**Pastoral write: carried out steps 1 etc plus impact, i.e., child understands how they have made victim feel, or child shows no conscience, needs further sessions**



