



Airy Hill Primary School

Anti-Bullying Policy February 2019

At Airy Hill Primary School we are all committed to providing a safe, secure and stimulating learning environment where everyone can achieve their potential.

Revised:	Feb 2019 - C Matthewman & E Locker
Consulted with:	Staff, Children, Parents, Governors
Review Date:	Bi-annually
Responsible for review:	C Matthewman & E Locker

Introduction

Airy Hill Community Primary School recognises that the most effective learning occurs in an environment where children report feeling happy, supported and safe. At Airy Hill we take bullying behaviour seriously and ensure that all reported incidents are investigated and tackled promptly. The emotional well-being of children is paramount therefore both preventative and intervention strategies are put in place for each young person involved in the bullying incident.

This policy recognises that bullying behaviour is unacceptable and will not be tolerated at Airy Hill School. It supports other school policies, in particular the behaviour policy, child protection and safeguarding.

The policy will aim to:

- Provide definition of bullying
- Highlight different forms of bullying

Appendix items will:

- Provide an easy to follow 'Pathway of Support' for staff, children and parents/carers to follow
- Key points to consider when responding to a bullying incident
- How staff should deal with an incident
- How children should expect an incident to be dealt with
- How parents should expect an incident to be dealt with

Airy Hill's Definition of Bullying

We at Airy Hill believe that:

Bullying is the conscious desire to hurt, threaten, frighten or make someone feel uncomfortable, repeatedly and deliberately, over time.

Child statement:

Bullying is when you keep picking on someone to hurt their body or their feelings, on purpose.

Why do people bully?

There are many different types of bullying and it is not exclusive to young people either. Bullying can occur between children, staff and children or between staff. This policy provides an overall framework for anyone suffering from bullying.

Reasons someone might be bullied include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying includes:

‘name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours’ (Safe to Learn guidance, 2007).

Bullying is damaging for both victim and perpetrators and is usually linked with secrecy and threat. It can lead to feelings of fear, misery, isolation, loneliness, powerlessness and hopelessness, as well as physical signs in the victim and a sense of power and control in the perpetrator.

Bullying of any sort to pupils or staff by pupils or staff will not be tolerated. In the event an incident happens it will be fully investigated and support put in place for those involved. Sanctions as highlighted in our Behaviour Policy will be adhered to, always remembering to take into consideration that the bullying behaviour is the problem and that most often the pupil who is bullying needs help to change their behaviour.

Forms of bullying

Bullying takes many different forms and happens for many different reasons. Pupils and staff at Airy Hill are aware that there are nine different types of bullying and regular awareness is delivered to both staff and pupils throughout school.

These types are as follows:

Verbal Bullying - When someone is called names, through teasing, taunting or making offensive remarks.

Physical Bullying - When someone is hit, punched, pushed, threatened or has their personal items stolen. It can also include any other kind of physical/aggressive contact.

Emotional Bullying - When someone is intimidated by another person or group of people. This includes being left out of games, deliberately ignored, has rumours spread about them, making them feel like an outsider, whispering or giving someone dirty looks.

Cyber Bullying - When a person or group of people use a mobile phone to send text messages, use a computer or other electronic device to access the internet and social networks, to threaten, tease or abuse someone. This can be done anonymously. This also takes into consideration **Sexting** which is when (someone) sends sexually explicit photographs or messages via mobile phone.

Special Educational Needs - When someone is bullied because of they have a special education need/ learning difficulty or a disability including a health condition or appearance and are made to feel different to their peer group.

Racial Bullying - Hurtful behaviour, both physical and emotional, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, religion, national origin or national status. This also includes the travelling community.

Sexual Bullying - When suggestive sexual comments or innuendo, including offensive comments about sexual reputation; or sexual language that is designed to subordinate, humiliate or intimidate. In its most extreme form, it can be inappropriate touching, sexual assault and even rape.

Sexist bullying - Where you are bullied because of your gender and can happen to both men and women. This type of bullying can range from name-calling to physical sexual assault and is usually done by the bully because of their own stereotypical views of male and female roles.

Homophobic/Biphobic/Transphobic (HBT) Bullying - This can take the form of rumour-mongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect young people who identify as Lesbian, Gay, Bisexual, Transexual (LGBT). Homophobic bullying can directly affect any young person whose life choices, interests or needs do not conform to accepted gender norms, as well as adult members of the school community who are Lesbian, Gay or Bisexual or have family members that are. This also includes language used inappropriately and in the wrong context around school. Biphobic/Transphobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person

How we will support victims of bullying in school.

The supportive environment which exists in school encourages all members of our community to feel confident in speaking out about bullying. Anti-bullying awareness is tackled through PSHE & Citizenship. In addition workshops and assemblies are often delivered by Airy Hill's anti-bullying ambassadors, staff and outside agencies. Posters, leaflets, pastoral sessions, transition days and staff development also continue to raise awareness of the issue of bullying and all its different forms; this includes diversity, equality and celebrating differences. We have identified members of staff who are available during the school day to talk to children who have concerns about bullying. At Airy Hill we ensure that we regularly communicate the range of strategies outlined above to the children. For more information see Appendix 2

How we will deal with incidents of bullying.

Incidents of bullying can be reported by children to any member of staff, to any member of the anti-bullying ambassadors. Members of staff detecting a bullying situation are responsible to investigate or alert the Anti-Bullying lead as soon as possible to allow an opportunity to investigate the situation. Parents can report the incidents of bullying via telephone or in person.

All bullying incidents are logged in the **Anti-Bullying File** by staff and monitored by the Anti-Bullying Lead who regularly analyses patterns. **School will maintain good communication with home, whilst tackling the issue. The Anti-Bullying Lead will liaise regularly with the HT, passing on more serious incidents.**

See Appendix 1 for more information

Appendix 1

Airy Hill procedures for reporting and responding to bullying

PATHWAY OF SUPPORT

Child is bullied

- * Tells the;
- * Class Teacher
- * Non teaching trusted member of the school community
- * Midday Supervisor
- * Parent/carer
- * Anti-bullying Ambassador
- * Recorded on incident forms



- * Child meets with teacher/ Deputy Headteacher /anti-bullying Lead teacher/support staff
- * Discussion of facts with all parties and log in Behaviour Monitoring File as bullying (include type of bullying)
- * Suggested ways forward (e.g. daily check in, 'safe' area created, peer support)
- * Short review time
- * If necessary, contact parents within 24 hours of incident and then within 24 of investigation

On-going support if bullying persists



- * Suggested and agreed action/strategies e.g. positives and negatives, dealing with the bullying, group support, daily check in.
- * Parents informed within 24 hours of incident and then within 24 hours of investigation
- * Short term review
- * Class Teacher to liaise with Anti bullying Lead
- * Referral to external agencies:
Anti-Bullying & Behaviour Service, CAMHS, Police, Prevention Team, Compass Buzz, Counselling (in or out of school), School Nurse.

What children being bullied can expect

- You will be listened to and taken seriously.
- Action will be taken to help you stop the bullying.
- You will be involved in the process of deciding what action to take to help stop the bullying and any worries that you might have will be listened to and respected. This might include:
 - Daily/weekly check in with a member of staff
 - Peer support
 - 'safe area' arranged
 - Parents informed
 - Complete 'resolution log'

** If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school, parents/carers and outside agencies like the Police, if necessary **

What children who bully can expect

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This might include:
 - Daily/weekly check in with a member of staff
 - Peer support
 - Break/lunch privileges removed
 - Parents informed
 - Complete 'resolution log'

** Our priority is to make this school a safe, secure and purposeful learning environment. If you take part in serious victimisation, abuse and intimidation, or episodes of physical bullying against any other person belonging to the school community, it is dealt with very seriously and could result serious consequences being followed **

What parents can expect

All parents/carers can expect to be kept informed of the school's anti-bullying work as and when it is carried out, during the academic year. Staff will do their best to address any concerns that you might have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied, you can expect that:

- You and your child will be listened to and believed
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you might have.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her experience of being bullied, such as:
 - Anti-Bullying & Behaviour Service, CAMHS (Child and Adolescent Mental Health Service), School Nurse Service, **Compass Buzz, Prevention Team.**

If your child is bullying another student, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff. This might include Restorative Practice work being carried out with your child.
- Wherever necessary, the college will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

** If you have any concerns that another child who attends the school (e.g. a friend of your child) might be experiencing bullying, please do not turn a blind eye but mention it to a member of staff **

What staff can expect

All staff will be expected to:

- Promote an environment that is constructive and safe for all children through their own teaching practice and actions.
- Follow the procedures set out in this policy when you are dealing with bullying.
- **Make regular reference to anti-bullying posters.**
- Work in co-operation with colleagues, children, parents/carers, staff from other organisations in the local community and the school's chair of governors, to help combat bullying.
- Take a whole school approach – all staff must deal with bullying the same way.
- Feedback - to young people and, where appropriate, parents to be informed.

** All staff can expect to be properly trained and supported in dealing with bullying **

What governors can expect

School governors will be expected to:

- Give their feedback on the monitoring and evaluation of the anti-bullying policy and practices in the school.
- Publicly support the school's anti-bullying message.
- Provide an anti-bullying link governor to support the anti-bullying school leader.
- **Conduct governor visit with an anti-bullying focus.**

School governors can expect to be kept up to date on the progress of the school's anti-bullying work, and to receive an annual report on anti-bullying work

Appendix 2

Preventative methods and intervention strategies already in place at Airy Hill Community Primary School

- Anti-bullying Ambassadors - children chosen from each year group who have undergone a full 18 weeks training and meet weekly. They have achieved the Bronze Award and are supporting Anti-bullying work within the school.
- Anti-bullying policy awareness to staff, children, parents and governors on the school website.
- Anti-Bullying Ambassadors display.
- Staff have received whole school training on Anti-Bullying policy and Homophobic/Biphobic/ Transphobic bullying to encourage holistic approach in dealing with bullying
- Raised self-esteem of anti-bullying ambassadors through reflection of their good practice.
- Good communication between staff to ensure any issues between children are highlighted and monitored.
- A system that enables children to approach individual members of staff and encourages the view that reporting incidents of bullying is taking responsible action and is not viewed as 'tale telling'.
- Provides support mechanisms within the school so that the children facing bullying issues can find support and develop confidence and strategies to deal with their concerns.
- Staff on duty before, during and after school to allow children to feel supported and safe in school.
- Anti-Bullying Ambassadors on playground duty, involving children in games and keeping children off the 'Buddy Bench'.
- Whole school involvement in annual Anti-bullying week – including assemblies, PSHCE activities and SEAL.
- School Council – regular meetings for children to voice their concerns to the council and discuss ways of overcoming them.
- Lunchtime clubs – many clubs running to encourage children to engage in meaningful activities and positive socialisation in a safe and comfortable environment.
- Regular surveys around bullying to enable Anti-Bullying Lead to identify concerns and make changes to policy and strategy where necessary.
- Incident recorded in **Anti-Bullying File** under and issues monitored by the Anti-Bullying Lead and regularly analysed.

Signed: _____

Date: **February 2019**

Review date: **January 2021**