



Avonwood Anti-Bullying Policy



Avonwood Primary School

The best in everyone™

Part of United Learning

Document Control	
Document Title:	Anti-Bullying Policy
Ratified By:	Governors
Date Ratified:	October 2024
Reviewed by:	M.Rae & K.Williams
Date Issued:	October 2024
Review By Date:	October 2025

Contents

1. Introduction.....	4
2. Statutory framework and other guidance.....	6
3. Links to other policies.....	7
4. Principles.....	8
5. Roles and responsibilities for Anti-Bullying Policy	8
6. Implementation	10
A: Prevention	10
B: Intervention	11
Appendix 1.....	14

1. Introduction

1.1 At Avonwood Primary School we aim to equip our pupils with the knowledge, skills and attributes to be successful. As part of being an Earth Charter Primary School, children follow the core principles of 'Peace; *"I promise to do everything I can to live in peace and to cooperate with others to resolve conflicts in a non-violent way that is fair to everyone"* and 'Love; *"I promise to be kind and truthful to others to understand the feelings of others, and do all I am able to make the world a more loving place"*. Therefore, through our curriculum, children are encouraged to follow these principles and are reminded how they can do so.

1.2 We believe that there should be no excuses or barriers to learning, and we recognise that pupils learn best in a safe, nurturing and caring environment.

1.3 Nothing is more important to us than all pupils' learning and making progress, and being happy, rounded individuals.

1.4 Bullying of any form is not tolerated at Avonwood Primary school.

1.5 The School's explicit teaching of Behaviour minimises opportunities for children to be bullied or become bullies.

1.6 We take all claims of bullying within or outside of school extremely seriously, and resolve individual issues promptly, fairly and with a view to teach positive behaviours for the future.

What is bullying?

1.7 Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms. We define bullying incidents as 'STOP'...

- Several
- Times
- On
- Purpose

1.8 Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

1.9 Bullying can be motivated by actual differences or perceived differences. Prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.

Under the Equality Act 2010 list of protected characteristics, it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Other vulnerable groups include:

- Appearance or physical health
- Young carers or looked after children
- Special Educational Needs or disabilities

Bullying towards any protected or vulnerable group is not tolerated at Avonwood Primary School. Bullying for any reason is a serious matter and we believe that there is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

1.10 Bullying can be:

- a) Physical e.g. punching, kicking, hitting, spitting at another person
- b) Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- c) Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- d) Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- e) Face-to-face or remote e.g. via the internet or texting
- f) By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- g) Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

1.11 What is child on child abuse?

All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse.

Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of child-on-child abuse.
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
- how allegations of child-on-child abuse will be recorded, investigated and dealt with.
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as: bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers.
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.

2. Statutory framework and other guidance

2.1 This policy complies with all advice and legislation contained within

- DfE Guidance ‘Preventing and Tackling Bullying’ March 2014
- DfE Guidance ‘Behaviour and Discipline in Schools’ July 2013
- DfE Guidance ‘Safe to learn; embedding anti-bullying work in Schools’

2.2 There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of

the school's behaviour policy which must be communicated to all pupils, school staff and parents.

- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

2.3 Other relevant legal frameworks that this Policy adheres to:

- Education and Inspections Act 2006
- Keeping Children Safe in Education 2021
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998
- Independent School Standard Regulations 2010

2.4 Although bullying in itself is not a specific criminal offence in the UK, (up to the age of 9 years old) it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986 and the Equality Act 2010.

3. Links to other policies

3.1 The Anti-Bullying Policy should be read in conjunction with the following areas of School policy:

- Equal Opportunities Policy
- Complaints Policy
- Behaviour Policy
- Admissions Policy
- Online safety policy
- Safeguarding policy
- SEND policy

4. Principles

4.1 The following framework underpins the Anti-Bullying Policy at Avonwood Primary School.
The process:

- Puts learning at the centre of every decision.
- Is fair, open and transparent.
- Ensures that the School community is safe, nurturing and focused on learning.
- Explicitly teaches tolerance, respect and integrity.
- Ensures that perpetrators of bullying have appropriate sanctions and take responsibility for their actions.
- Ensure children are aware that bullying incidents will be taken seriously, and that the victim of bullying will be supported and listened to.

5. Roles and responsibilities for Anti-Bullying Policy

Pupils	<p>Reporting any suspicion of bullying to an adult immediately. This can be done verbally or by writing a note to a member of a staff and putting in their 'worry box' in their classroom.</p> <p>Using taught language at Avonwood of "Stop it. I don't like it".</p> <p>Children are taught to take this phrase very seriously, always adhering to the request of the person saying this.</p> <p>Walking away from any potentially dangerous or threatening situation and telling an adult immediately.</p> <p>Demonstrating integrity at all times (doing the right thing even when no-one is looking).</p> <p>Treating everyone in the school community, face to face or online, with respect and kindness, and being mindful of others' feelings at all times.</p>
--------	---

All staff	<p>Being alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the school.</p> <p>Being available for children to talk through issues with outside lesson time.</p> <p>Being mindful of seating plans, and groupings in lessons and activities that might accentuate issues.</p> <p>Being proactive on all duties and noticing any children who seem isolated or withdrawn.</p> <p>Passing on concerns or issues immediately to the relevant pastoral leader/DSL and/or class teacher.</p> <p>Following the Behaviour policy consistently at all times.</p> <p>Using any opportunity, including our school behaviour systems, to reinforce expectations about positive behaviour and integrity.</p> <p>Could be requested to investigate an incident of bullying, where this has occurred in school or outside of school hours.</p>
SLT responsible for Pastoral Care	<p>Responsible for ensuring all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken.</p> <p>Reviewing the Anti-Bullying Policy annually.</p> <p>Monitoring, reviewing and responding to patterns in incidents relating to bullying, and communicating to SLT as and when incidents arise.</p> <p>Responsible for gathering feedback from pupils about personal safety and bullying, in order to refine policy and practice.</p>
SLT responsible for Curriculum	<p>Responsible for ensuring the relevant PSHE curriculum areas are taught in class, through assemblies and through the wider curriculum offerings.</p>
SLT responsible for Parent Contact	<p>Ensuring the 'Anti-Bullying' is on the agenda at Parents' Forums at least annually.</p> <p>Collating parent voice feedback about pupil safety and bullying, in order to refine policy and practice.</p>
Head teacher	<p>Overall responsibility for safety and care of all pupils (in the School and outside the gates).</p>

	<p>Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy</p> <p>Ensuring that staff are on duty in all areas of the school at breaks/lunches/before and after school, in order to prevent opportunities for bullying to occur</p> <p>Ensuring that parents/carers are clear about their role within this Policy</p> <p>Ensuring that feedback from staff, parents and pupils is used to refine policy and practice</p>
Parents	<p>Noticing any signs that your child might be subject to bullying or cyber-bullying.</p> <p>These could include :-</p> <ul style="list-style-type: none"> • your child regularly feeling unwell in the morning, and being reluctant to go to School • money or possessions going missing • your child asking for more pocket money for no particular reason • unexplained cuts or bruises • a sudden and sustained change in behaviour e.g. • becoming tearful, bad tempered or unhappy • a change in sleeping patterns • a change in friendship groups, or a reluctance to talk about friends • noticing a change of behaviours whilst communicating online or gaming <p>Reporting any suspicion of bullying to Avonwood Primary School staff immediately, either by speaking to a member of SLT or email in to school using the Year group email address or request a phone call from the class teacher.</p>

6. Implementation

A: Prevention

6.1 Avonwood Primary School is an inclusive, safe environment where any form of discrimination is opposed. The consistent application of the School's Behaviour Policy ensures that all children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

6.2 We expect the entire community of Avonwood Primary School to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education is the most positive and effective means of eliminating bullying from our community.

6.3 At Avonwood Primary School, we praise positive behaviours and recognise and promote examples of caring, co-operative relationships. We are role models in all that we do and demonstrate our respect for every member of the community through every interaction every day.

6.4 At Avonwood, we use an approach where all staff demonstrate and model our code of conduct and our value system through their daily interactions with others. This approach ensures that all parties are responsible for their own behaviour. Conscious discipline is a skill-based approach to help resolve conflicts, enhance brain development by creating optimal learning environments, support self-regulation in ways that strengthen relationships and help children build respectful relationships with themselves, peers, parents and each other. See Behaviour policy.

6.5 We explicitly teach behaviours and attitudes of respect, care and tolerance through our PSHE curriculum, assemblies and events.

6.6 We teach the importance of healthy relationships and acceptable behaviours between peers through our PSHE curriculum. We talk about child-on-child abuse and how to report concerns.

6.7 We explicitly teach through our computing curriculum what cyber-bullying is and what to do if you are a victim or witness cyber-bullying through discussions on how this may be different than face-to-face bullying.

6.8 At Avonwood, we create a safe environment where children can easily report bullying incidents including outside of school incidents and the children are frequently reminded of who they can report bullying to.

6.9 At Avonwood, there are a group of KS2 friendship ambassadors who work with the anti-bullying champion on initiatives throughout the school and are a point of contact at playtimes to report a bullying incident too.

B: Intervention

7.0 Children must recognise that the school will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system below. We do not 'bully the bullies.

7.1 Children and parents must report bullying to a member of staff immediately. The named members of staff in charge of anti-bullying are Kim Williams and Megan Rae. These members of staff will then be informed and will work together with class teachers to ensure a positive resolution. These strategies are regularly discussed through our PSHE curriculum with children and are also discussed at our yearly celebrations of 'Anti-bullying Week'.

7.2 Bullying incidents can be reported by contacting Kim Williams, Gina Sephton or Megan Rae or by children informing a safe adult in school. Parents can contact the school via meetings, phone calls or email. Children may inform adults at any point in the school day via a conversation or a note in the worry box.

7.3 When an incident of bullying is reported we:

- make it easy for pupils to report bullying including bullying which may have occurred outside of school or online, by being clear that pupils can report bullying to any member of staff without fear of further bullying or discrimination
- take any report of bullying seriously and investigate it thoroughly, this is then recorded by staff members on 'My Concern'
- implement sanctions for any pupil found to have bullied another pupil. This might include loss of privileges, mediation, reflection, internal or external exclusion, depending on the nature, severity and context of the bullying (see the Behaviour Policy)
- work with all involved using a restorative justice approach to help them to take more responsibility for their actions, to repair the harm done and to ensure there is no repetition.
- mediation will be carried out using the My friends and Me programme friendship skills programme led by the ELSA/pastoral team. See 6.12
- parents will be informed that the intervention will take place, and this will be logged on My Concern.
- playground Watch can take place to monitor the victim and the perpetrator to ensure that playtimes are safe and happy, allowing the victim to express their feelings and know a trusted adult is there for them.
- SLT to decide whether the Safer Schools Team from Dorset police need to intervene with individuals or groups of children.
- work closely with the parents/carers of the perpetrator, and inform them of the outcome of the investigation
- support the victims of bullying, by;
 - making sure there is an adult who is their first point of contact to express ongoing concerns,
 - use internal ELSA or external agencies eg in-house counselling service,
 - ensure pupils are clear that this is not a result of their own behaviour and reassure them that they have not done anything wrong
 - record all instances of bullying on Arbor, in line with the Behaviour Policy, and identify and respond to patterns

7.4 If we feel that an offence may have been committed, the police will be informed by the member of SLT in charge of Pastoral Care.

7.5 A bullying incident is addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, from significant harm' (Children Act 1989). When this is the case, the Child Protection Officer will follow the procedures outlined in the Child Protection Policy.

7.6 Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.

7.7 My Friends and Me – Friendship Skills Programme

This is a six-week programme to help children who have difficulty with friendships. Each session lasts approximately 45 minutes per week. It is suitable for groups of children up to 5-6 or on an individual one to one basis. The overall aim of the programme is to facilitate healthy friendships between the group members or for individual children.

The topics covered include :-

- Taking time to get to know one another better and to appreciate one another.
- Focusing attention on the benefits of being kind to others and being shown kindness by others
- Looking at the range of feelings that we all experience and what causes them
- Encouraging children to consider how their behaviour can affect other children's feelings.

Parents will be informed when the intervention is to start and finish with feedback from the pastoral team on the impact. If the intervention is necessary, this will be logged on My Concern.



Appendix 1

Flow Chart of Procedures



Flow chart to follow for Anti-Bullying Procedures

