

Ashton Gate Primary School



Anti-Bullying Policy

Introduction

This policy is linked to the Behaviour, Preventing Radicalisation and e-Safety policies. Policies are published on the school website.

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Ashton Gate Primary School, we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere free from abuse. Bullying is an anti-social behaviour that affects everyone. All types of bullying are unacceptable at Ashton Gate Primary and **will not be tolerated**. All pupils should feel able to tell and when bullying is brought to our attention, prompt and effective action will be taken. We are a **'Telling School'**, which means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Understanding bullying

Before young people, parents and professionals can start to prevent and tackle bullying, it is important the impact on children is fully appreciated.

The severity of bullying is often undermined by the following misguided statements:

- "Bullying is just a normal part of growing up."
- "It helps children deal with the cruelties of the 'real world'."
- "It helps sensitive children toughen up."

These opinions are extremely detrimental to the development and safety of children. The effects of bullying can be devastating, as they often continue long into adulthood and can cause children to become depressed or self-harm.

What is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)

Bullying can be peer to peer, teacher to student, or with older pupils, student to teacher.

Bullying generally takes one of four forms:

Indirect or 'Subtle' bullying	Being unfriendly, excluding, spreading rumours, tormenting (e.g. hiding bags or books) Please see below for more information on this.
Physical bullying	Pushing, kicking, hitting, punching, slapping or any form of violence
Verbal bullying	Name-calling, teasing, threats, sarcasm
Cyber bullying	All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging Mobile threats by text messaging and calls Misuse of associated technology i.e. camera and video facilities

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

Subtle bullying

Much bullying is performed in subtle ways, which are not clearly evident to teachers; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently innocuous one when an adult approaches. A pupil who is being bullied may be fearful of saying that anything is awry, even when questioned.

Impact on bullied children

Children who are bullied are more likely to:

- have low self-esteem;
- develop depression or anxiety;
- become socially withdrawn, isolated and lonely;
- have lower academic achievements due to avoiding or becoming disengaged with school;
- be unable to form trusting, healthy relationships with friends or partners in the future.

The school is committed to addressing bullying to prevent this impact on children

Roles and Responsibilities

Schools have a legal responsibility for preventing and tackling bullying under the Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010. The school will also respond to bullying outside the school premises, including journeys to and from school, external trips, after school clubs and cyber bullying. In the case of cyber bullying, the e-safety policy contains information on the school's position regarding the use of mobile technologies and social media. It gives details of the procedure for reporting cyber-bullying.

- All governors, staff, pupils and parents should understand what bullying is and the effect it has.
- All governors and staff should follow the policy when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Parents/Carers have a responsibility to support the school in imposing sanctions if their child is responsible for bullying.

Reporting Procedures

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs.

Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Bullying can be reported verbally by pupils or parents, or for parents by email or letter. At KS2 each class will also have systems in place so that pupils can report incidents discreetly.

- When bullying is suspected, or reported, the incident will be dealt with immediately by the member of staff who has been approached. In the case of support staff, such as a SMSA, they will immediately refer the incident to the class teacher/Phase Leader/Head of School.
- A clear and precise account of the incident will be recorded and given to the Head of School and Phase Leader.
- The Head of School will interview all concerned and will log the incident on the school's secure system (CPOMS). This will ensure that the Executive Headteacher is also kept informed.
- Parents will be kept informed.

Pupils

Staff will support pupils who have been bullied by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support, including the use of 'Drawing and Talking' therapy if required.
- Restoring self-esteem and confidence, particularly through the actions of the class teacher and Phase Leader.

Sanctions and Monitoring

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child.

- Staff will continue to monitor the long-term behaviour of the child in the class and in unstructured times, to help prevent a re-occurrence.

Sanctions will be used as appropriate and in consultation with all parties concerned. Appendix 1 shows the sanctions for both school sites. Sanctions include:

- Exclusion from certain areas of school premises e.g. the playground
- Withdrawal of privileges
- Internal exclusion
- Minor fixed-term exclusion (minimum 0.5 day)
- Major fixed term exclusion (more than 3 days)
- Permanent exclusion
- If necessary and appropriate the police will be consulted.

If necessary and appropriate, police will be consulted.

The bullying incident log will be monitored by the Phase Leaders and Head of School.

The policy will be promoted and implemented throughout the school.

The school will review this policy annually. The PSHE Leads, Phase Leaders, Head of School will assess its implementation and effectiveness and report to the Executive Headteacher and governors.

Early intervention and preventative methods

- The Home School Agreement signed by parents/carers on entry to the school is clear that bullying will not be tolerated.

The school's Code of Conduct is made explicit to pupils in age appropriate ways and reinforced throughout the year.

- There are discrete anti-bullying activities within assemblies and in PSHE. The school also takes part in external initiatives such as Anti-Bullying week every year.
- Through assemblies, PSHE and displays in school, pupils are taught the importance of reporting bullying. They are encouraged to 'tell' and not be a bystander.
- The school gives regular reward stickers and certificates for positive behaviour
- The school uses the wider curriculum such as Art and Drama (including role play) to reinforce awareness.
- There is a high level of adult supervision at break times and lunchtimes, to help pupils at risk of bullying feel safe.

Training

Staff receive appropriate training on preventing and dealing with bullying.

Induction procedures for new staff will ensure that they understand and implement the policy.


Review


The policy will be reviewed annually by staff and governors. Any complaints/concerns about anti-bullying procedures should be made in the first instance to the appropriate Senior Leader: Laura Dowlman for EYFS and KS1 and Ali Donaldson for KS2. The school will always review the policy and procedures where appropriate following any parental concern.

Date of Policy	January 2024
Review Date	January 2025

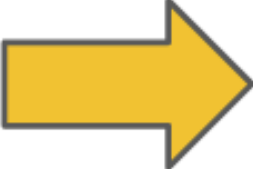
Appendix 1

EYFS and KS1 Sanctions



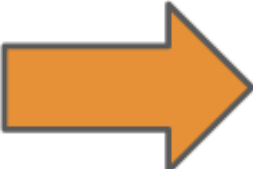


①




Verbal warning

②




Thinking time.
Miss 5 minutes of play.

③



Phone call home.
Sent to work in another class.
Miss 10 minutes of play.


④




Phone call home.
Miss 20 minutes lunch play.



①  Verbal warning

②  Time out outside class.
Miss 5 minutes of play.

③  Phone call home.
Sent to work in another class.
Miss 15 minutes of play.

④  Phone call home.
Miss 30 minutes lunch play.