Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Anti-Bullying Policy

Adopted by Ashby Hastings Primary School on:	Date: 23rd August 2021	
This policy will be reviewed	As policies, procedures and regulations are updated.	
Version	1.0	
Signed by Chair of Governors:	Charlotte Owen	
Reviewed:	Date: 18.03.25	Initials: RM

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

At Ashby Hastings Primary School staff, parents and children work together to create a happy, caring learning environment. Bullying, either verbal, physical, direct or indirect is not tolerated. Everyone at Ashby Hastings Primary School accepts responsibility to prevent instances of bullying and, if any do occur, to deal with any incidents quickly and effectively.

The Law

The Education and Inspections Act 2006 requires that schools must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures are part of the school's behaviour policy which must be communicated to all pupils, school staff and parents annually.

The Equality Act 2010
The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:
- Eliminate 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.

Schools are now required to comply with the new Equality Duty.
The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

Safeguarding Children and Young People
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 child 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. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law
Although bullying in itself is not a specific criminal offence in the UK, 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. If school staff feel that an offence may have been committed they should seek assistance from the police. For

example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Aims of the anti-bullying policy

- To teach children how to challenge bullying behaviour
- To increase understanding for bullied children and to help to build an anti-bullying ethos in school
- To develop positive strategies for dealing with bullying incidents
- To provide support structures that are sensitive and responsive to children's needs
- To adopt strategies which promote positive attitudes and values
- To provide an environment where children feel able to speak and know they will be listened to

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical. Staff have to make their own judgements about each specific case.

There are many definitions of bullying, but most have three things in common:
1. It is deliberately hurtful behaviour
2. It is repeated over a period of time
3. It causes intentional problems and difficulties for those being bullied.

Bullying can take many forms, but the four main types are:
1. Physical – hitting, kicking, taking belongings
2. Verbal – name calling, insults, racist remarks
3. Indirect – spreading nasty stories about someone, excluding someone from social groups.
4. Cyber- Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International and Beatbullying links under 'Additional Resources' at the end of this policy.

Why is it an important issue?

At Ashby Hastings Primary School we are concerned about bullying and the effect it has on the children and we do everything we can to prevent it occurring. We recognise why we need to challenge bullying behaviour in our school.

1. **The safety and happiness of the children**

   When children are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school, or lose confidence or self-esteem. Some children blame themselves for inviting bullying behaviour.

2. **Educational achievement**

   If bullied children are unhappy it affects their concentration and learning. Some avoid coming to school and miss parts of their education.

3. **Bullying can provide a behaviour model.**

   If children observe bullying behaviour going unchallenged other children may learn that bullying is a quick and effective way of getting what they want. Children who are bullied feel let down by the school's inaction. They see it as school condoning unacceptable behaviour.

4. **To show that we have a reputation as an effective and caring school**

   No school can definitely say that there is no bullying. Every school has some degree of bullying even if it is only slight or infrequent. Parents know this and need the school to respond positively and effectively to bullying. We must not be complacent. As a caring school we uphold the values of tolerance, non-discrimination and respect towards others and condemn all forms of bullying.

Who are the victims?
At Ashby Hastings Primary School we recognise that **any** child can be bullied. We acknowledge that there are certain risk factors which will make the experience of bullying more likely.
These include:
- Lacking close friends in school
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority
- Having Special Educational Needs
- Being a child who behaves inappropriately with others e.g. barging in games or being a nuisance

What can we do?

Prevention

Do not wait until an instance of bullying has been reported, steps should be taken to prevent bullying – all staff should proactively promote anti bullying and conflict resolution messages.

For example:
- talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through collective worship.
- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- Be a role model of the values of respect, courtesy, honesty, caring, equality and forgiveness for staff and other pupils, and a clear understanding of how our actions affect others.

It is important to recognise that staff, children and parents have important roles to play in recognising bullying, dealing with it and preventing it.

What children can do
- Not allow someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Tell a member of staff what is happening
- Encouraging the bullied child to join in their activities or group
- Tell the bully to stop what he/she is doing
- Show the bully that they disapprove of his/her actions

What staff can do
- Be vigilant
- Listen and investigate
- Watch for children who seem isolated or unhappy
- Watch for the problem areas e.g. toilets, playground
- Deal with incidents immediately

What parents can do.
Help school deal with bullying by:
- Discouraging their own child from using bullying behaviour at home or elsewhere
- Showing their own child how to resolve difficult situations without using violence or aggression or retaliation of any kind
- Watching for signs of their own child being bullied or bullying others
- Talking to their child
- Contacting school straight away with a problem

Procedures.

The behaviour policy should be applied in relation to bullying in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

These procedures depend upon the seriousness of the situation.
1. Discuss the incident with the victim, **always** investigate. Listen and act.
2. Identify the bully/bullies. Obtain witnesses if possible.

3. Discuss what has happened with the bully. Confront them with the details. Make it clear that bullying is not acceptable at Ashby Hastings Primary School.
4. Record incidents

If the bully owns up, then follow the procedures outlined below.
5. Inform the Headteacher or a member of the Senior Leadership Team if the Headteacher is not available.
6. Parents informed by the Class Teacher and / or Headteacher in more serious cases.
7. Sanctions decided for the bully will depend on the severity of the incident:
    o Home/school communication book/ chart and reward system where necessary
    o Praise good behaviour.
    o Loss of playtimes
    o Headteacher weekly meetings
    o Intervention Programme e.g. Circle of Friends
    o Involvement of outside agencies e.g. EIS/ EP
    o Exclusion from school
8. When the behaviour of the bully improves then sanctions can be withdrawn.

Support for the victim
1. Ask the victim what he/she would like school to do to make him/her feel safe. Follow this up by planned support e.g. named adult to talk to (this would usually be the class teacher or teaching assistant), home/school book.
2. Class Teacher monitor on a regular basis to check child is happy
3. Ask other staff to monitor the situation either in class or by observing at playtimes/lunchtimes to ensure there is no repetition.
4. Inform all staff.

Adult Bullying
At Ashby Hastings Primary School we recognise that there are occasions where adults are bullies:
• Adult to child
• Adult to adult

Any instance of bullying is dealt with seriously.
Incidents should be reported to the Headteacher and investigated thoroughly by the Headteacher, and, if necessary the Chair of the Governing Body and if necessary union representatives. If proven appropriate action is taken following HR guidance.

All incidents of bullying will be recorded on the log shown in the appendix of this policy.

Additional Resources to support the anti bullying policy

DfE resources:
DfE Behaviour and Discipline in Schools Guidance
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
Make Them Go Away (SEND DVD)
Let's Fight it Together (Cyberbullying DVD)
Legislative links:
Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
The Equality Act 2010
Specialist Organisations:
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.
Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
Restorative Justice Council: Includes best practice guidance for practitioners 2011.
Cyberbullying:
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
LGBT:
EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
This website will be updated shortly to provide links to further information and organisations on transgender and other issues.
SEND:
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Appendix 1

Bullying Log

Date of the incident	Name of child / children involved	Details on the incident	Sanction	Action