



Anti-Bullying Policy

Policy Monitoring, Evaluation and Review

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Revision History:

Version	Date	Author	Summary of Changes:
V0.1.1	01/09/2020	GA	Version control
V0.1.2	28/01/2021	GA	Policy reviewed, no changes
V0.1.3	14/09/2022	GA	Reference to Equality Act (2010)
V0.1.4	27/10/2023	GA	Review of policy
V0.1.5	17/12/2024	FI, OL, MC	Added protected characteristics Added trauma informed summary

**ABBAY MEAD PRIMARY ACADEMY
ANTI-BULLYING POLICY**

At Abbey Mead Primary Academy, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does happen, all pupils should be able to tell someone and know that incidents will be dealt with quickly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult within school. Bullying hurts. No one deserves to be a victim of bullying. We believe that all children have the right to come to school without fear of being bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and expressing their emotions. We have a responsibility to respond quickly and effectively to issues of bullying.

WHAT IS BULLYING?

Bullying is the repeated use of prejudice-based behaviours or aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim. We teach children this definition with **STOP** (Several Times On Purpose / Start Telling Other People).

Bullying can take several forms, not limited to:

EMOTIONAL	Being unfriendly, excluding, teasing (e.g. hiding or throwing equipment) or threatening
INDIRECT	Being controlling over friendship groups or through a 3 rd party
PHYSICAL	Pushing, kicking, hitting, punching, damaging property or any use of violence
RACIST	Prejudiced comments or behaviour, this could relate to how people dress and/or how individuals might worship e.g. Racial taunts, graffiti, gestures.
SEXUAL	Unwanted physical contact or sexualised language e.g. Sexual comments, Sexual jokes/'banter', Sexualised physical behaviour, Upskirting, Online sexual harassment
HOMOPHOBIC	Associated with or focused on the issue of sexuality e.g. Name-calling or insults, treating someone less favourably due to their sexual orientation
VERBAL	Name-calling, sarcasm, spreading rumours, teasing
DISABILITY	Name-calling or insults about special educational needs and disabilities
CYBER	Any of the above through text, social media or internet platforms. Defamation or slander on social network sites which can lead to the identification of individual children or adult (refer to the E-Safety Policy for information on safer internet use).

Other concerns which do not necessarily fit into these headings will also be taken seriously.

OBJECTIVES OF THIS POLICY

- All governors and teaching and non-teaching staff should know what the academy policy is on bullying and follow it when bullying is reported.
- All governors, teachers and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises.
- As an academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

EQUALITY ACT 2010

At Abbey Mead Primary Academy, we regularly discuss and support all aspects of the Equality Act (2010) including the 9 protected characteristics. Discussions take place both through assemblies and our curriculum, at an age-appropriate level, to help our children build a growing awareness of the principles and impact of the Equality Act (2010). Children are encouraged to recognise how our similarities and differences unite us and enrich the local, national, and global communities that we belong to.

SIGNS AND SYSTEMS

A child may show that he or she is being bullied. These signs and behaviours could indicate other problems (for example when new to the academy), but bullying should be considered as a possibility and should be investigated. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Doesn't want to go to school
- Becomes very quiet, worried or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do less well in schoolwork
- Comes home with clothes torn
- Has possessions go 'missing'
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or younger brothers or sisters
- Stops eating
- Is frightened to say what's wrong

A culture of telling

Every child can raise any issues in classrooms through the 'I need to talk' system. All of the children's concerns will be addressed before the end of a school day. Children also undertake weekly PSHCE sessions where class issues can be brought up and addressed. These also provide an opportunity to encourage self-esteem and social skills. All complaints of bullying will be taken seriously, and an investigation will take place, first by the class teacher and then, if appropriate, by the phase leader/Inclusion & Wellbeing Advocate (Mrs Martin).

Teaching staff are present each morning (8:40-8:55) and at the end of every school day to discuss any concerns. Senior staff are available to parents each morning between 8:40-8:55 and can be found on school gates around the site, please refer to the contact details in reception for further enquiries. The academy website offers several Anti-Bullying links for parents to develop our ethos in the wider society.

A Trauma Informed Approach

Trauma Informed Schools (TIS): Abbey Mead Primary Academy is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children, and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. This approach enables our staff to be curious about changes in behaviour and support our pupils emotional wellbeing.

To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

A comprehensive induction policy

Every new starter at the academy will be assigned a 'special friend' and will be introduced to the playground leaders. They will also be introduced to lunchtime supervisors who will support with smooth transition for the child at lunchtimes.

Peer support systems

There are play leaders in the junior playgrounds and additional adults on hand. If they see concerning behaviour, they are trained to approach an adult with their concerns that will be taken seriously and followed up.

Reporting and monitoring

If a bullying issue is reported, class teachers will complete an initial investigation into the situation and record concerns and their findings on CPOMs (our safeguarding system). This will be followed up by the Phase Leader if it has happened - STOP (several times on purpose). If the incident reported is the first time, teachers will address the issue and make a record of this on CPOMs of this in case it arises again and forms. All incidents recorded through CPOMs are discussed at weekly DSL meetings so that all key adults are aware and the actions taken can be considered. These are discussed regularly to ensure any recurring issues are investigated by Phase Leaders or Inclusion & Wellbeing Advocate. Where a pattern of reporting has occurred, meetings will be arranged with parents to investigate concerns further and whether there are other underlying concerns contributing to a child's unhappiness.

Teachers and phase leaders adopt many strategies when dealing with reports of bullying and this will be specific to the case as outlined by the Behaviour Policy. Where appropriate, additional support programmes will be put into place for both the victims and perpetrators of bullying to encourage healthy relationships within school. Further support can be offered by the RB2L team which is shown on the Removing Barriers to Learning document. Parents of both the child accused of bullying and the victim are invited into school and spoken to where it is found that bullying has occurred.

Anti-bullying week

We support the National Anti-Bullying Week initiative that aims to raise awareness of actions that can be taken against bullying throughout the year. Every child takes part in a range of Anti-Bullying based activities in their class. Assemblies are run during this time and throughout the year to maintain awareness of the issue.

Curriculum

At Abbey Mead Primary Academy, we are committed to supporting the National Anti-Bullying week initiative. All classes will take part in activities that highlight the issue. Assemblies run during this week and throughout the school year, will continue to maintain awareness of Anti-Bullying. Anti-bullying is championed by our whole staff team; with a particular focus for our Inclusion and Wellbeing Advocate (Mrs Martin) and Trauma Informed Practice Lead (Miss Cogan). They are responsible for co-ordinating the events during this week and maintaining awareness of Anti-Bullying during the rest of the year. The strategic elements of Anti-Bullying remain with the Senior Leadership Team and the Designated Safeguarding Leads.

Character Education

We are a school that promotes the development of character, including the character traits that actively promote friendship and unity. We explicitly teach and promote teamwork, cooperation, and tolerance.

What do we offer?

- We have play leaders who can support children who are not enjoying playtimes.
- Range of quality activities on offer at lunchtimes, so that children are usefully occupied. Also a system of play leaders in place, to support pupils in their activities and pick up on issues quickly, passing them on to staff.
- Regular class teacher led discussions during PSHCE sessions on the topic
- Peer support will be strongly emphasised – children will be taught how to effectively support a bullied child and how to resist 'joining in' with bullying
- A clear behaviour policy with rewards and consequences
- Safer Internet lessons

- Children are encouraged to seek out adults within school who can help them no matter who they are (teaching assistants, office staff, SLT, etc.)

Whistle-blowing Policy

Every Local Academy Councillor, teaching and non-teaching staff has the responsibility to prevent bullying in the academy. If improper conduct is witnessed from any member of staff, including adult involvement in bullying, staff will make a disclosure about this conduct by following the Whistle-blowing Policy. Any urgent necessary action will be taken while an investigation is conducted.

Review

This policy will be reviewed following responses from the pupil leadership team, parents and staff.

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WHAT TO DO IF YOU ARE BEING BULLIED

Stand tall, use eye contact and tell them to go away. Be assertive by using a loud voice



Ignore them and walk away



Be nonchalant – act as though you don't care what they say or do



DON'T do what they say, DON'T look upset or cry, DON'T get angry, DON'T hit them



TELL SOMEONE - report bullying incidents to any member of staff



Go and play with a playground buddy if you are outside

WHAT WE WILL DO IF YOU ARE BEING BULLIED

Investigate any allegation of bullying, talking to all children involved separately



Provide support to the child being bullied – a 'special friend' and monitor the situation. All staff will be informed.



If it is found to be 'Several Times on Purpose' we will call a meeting with the parent/s / carer/s of the child/ren showing these behaviours and causing distress. Make a written record of the bullying incident and record what has happened on CPOMs. We will create a plan with the parents and children to prevent this behaviour from reoccurring and educate the perpetrator as to how their behaviour is abusive.