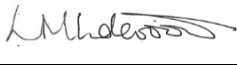


Policy Date:	August 2021	Version: 1.9		
Policy Review Date:	August 2023 June 2025	Mrs Louise Underwood (Head Teacher)		16.8.2021 8.6.2023
Adopted by Governing Body:				
Chair Of Governors:		C Brown		18.8.2021 9.6.2023



Avenue Primary School Anti-Bullying Policy 2023- 2025



Aim/Rationale

Avenue Primary School has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand *in loco parentis* (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

- This policy takes full account of the school's legal obligations under Education and inspection act 2006 (incorporating new and existing provisions), Independent School Standard Regulations 2010, the Equality Act 2010 and Preventing and Tackling Bullying (DfE June 2017).

Definition of Bullying

Bullying can be defined in a number of ways.

We follow the STOP message: **Several Times On Purpose.**

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- indirect bullying e.g. leaving people out
- cyberbullying
- having personal possessions taken e.g. bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial, national or ethnic origin.

Specific Examples of Bullying

Bullying is different from other aggressive behaviour. This policy is to be followed when behaviour goes beyond an aggressive act and becomes about imbalance of power. Low-level disruption is tackled through the school's Behaviour Policy.

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay, bisexual or transgender. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

Vulnerable pupils – SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling including using disablist language.
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping pupils, marking pupil's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Vulnerable pupils – Children in care – They may be frequently on the move and may also be vulnerable as they are the newcomer.

Cyberbullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. **Pupils are not permitted to have electronic devices such as mobile phones at school.** The Education Act 2011 amended the power in the Education Act 1996 to allow the headteacher to authorise a member of staff to:

- examine data or files and
- delete these (where there is good reason to do so).

If a suspected offence has been committed the headteacher must pass the device to the police.

Bullying outside the school premises

Avenue Primary School is not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by students from our own school, from other schools or by people who are not at school at all. Where a parent or child tells us of bullying off the school premises we will talk to the students about how to avoid or provide support through school mentoring. We will support parents, staff and children by:

- Planning appropriate PSHE sessions in school
- Holding assemblies/meetings to discuss the incident
- Working with the local community police officer.
- Talking to the Headteacher of other schools

Avenue Primary School Statement of Intent

Our school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable pupils from bullying and other forms of abuse.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school. (Ensuring pupils feel they are listened to and incidents acted upon)
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (e.g midday supervisors, community officers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

School Targets

Our school targets are as follows:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with procedures for reporting incidents.
- To ensure every pupil receives regular Circle Time opportunities.
- To ensure all bullying incidents are recorded and monitored.
- To resolve situations involving threatening and aggressive behaviour.
- To ensure all staff (including adults to pupils) deal sensitively with all types of bullying and are supported in doing so by the Leadership Team and the Headteacher

Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals
- be aware of vulnerable pupils and staff
- criticise the behaviour rather than the pupil
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give pupils ammunition to use against each other
- actively seek to develop a praise culture within the school.
- all staff must adhere to the school Code of Conduct.

Students also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for fellow pupils and adults working within the school community

- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

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 engaging in bullying.

In July 2012 the cross Government *No Health Without Mental Health: Implementation Framework* was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing. See App 1 for Risk and protective factors for mental health.

Procedures and Dealing with Incidents – A Whole School Approach

Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher either directly in the playground or through the School Office.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with a parent governor. You can find out who the parent governors are on the parent website or ask at the School Office.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education at Leicester City Council in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

Role of staff

- Teachers will record any incidents on CPOMS and alert phase leaders, DHT and HT. This includes pupil, parents and other staff (including midday supervisors and office staff) observations and comments.
- The records will be monitored by phase leaders, N Knight (anti-bullying lead) and R.Rowe, PSHE leader, DHT, HT.

- If bullying continues despite previous intervention (observation of children, discussion with children involved the next step will be a joint meeting with a member of the senior leadership team, parent, teacher and students (where appropriate)).
- Intervention can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).
- Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)
- Refer to Preventing and Tackling Bullying June 2017 for "Separate on site provision" and "Alternative provision".

Sanctions

Sanctions will be line with the behaviour policy for pupils (this will range from use of the 'Good To Be Green' system to exclusion).

Staff will be expected to follow the code of conduct in school and if this is not adhered to the Head teacher will deal with any issues that arise.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

"In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)....the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil."

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- The support group approach/No Blame Approach.
- Friendship stop
- Anti-bullying box.
- Midday supervisor training.
- Good to be green behaviour system
- Buddy systems.
- PSHE Cambridgeshire programme.
- Self esteem group – positive people

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Support for Pupils who Experience Bullying

If you are being bullied

- Move away from the bully as quickly as possible e.g. to another part of the playground.
- Tell an adult or somebody you trust what has happened straight away. (STOP –Start Telling Other People).
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The department have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

(This may initially show a rise in bullying due to awareness being raised.)

After the bullying the child's needs will be evaluated and if appropriate counselling will take place in the form of our Behaviour Mentor with the possibility of joining in nurturing and self esteem activities on a regular basis. Teachers will ensure that children will have regular circle time with time to talk about their feelings.

The children involved will be regularly monitored to ensure bullying does not reoccur.

Policy Review and Development Plan

The policy will be reviewed Annually.

Our priorities are:

- Phase leaders/ anti-bullying lead, SLT to hold records of reported bullying incidents and to monitor CPOMS.
- To continue to analyse types of bullying, issues and pupils regularly being recorded in CPOMS.
- To continue to make anti-bullying week a whole school priority.

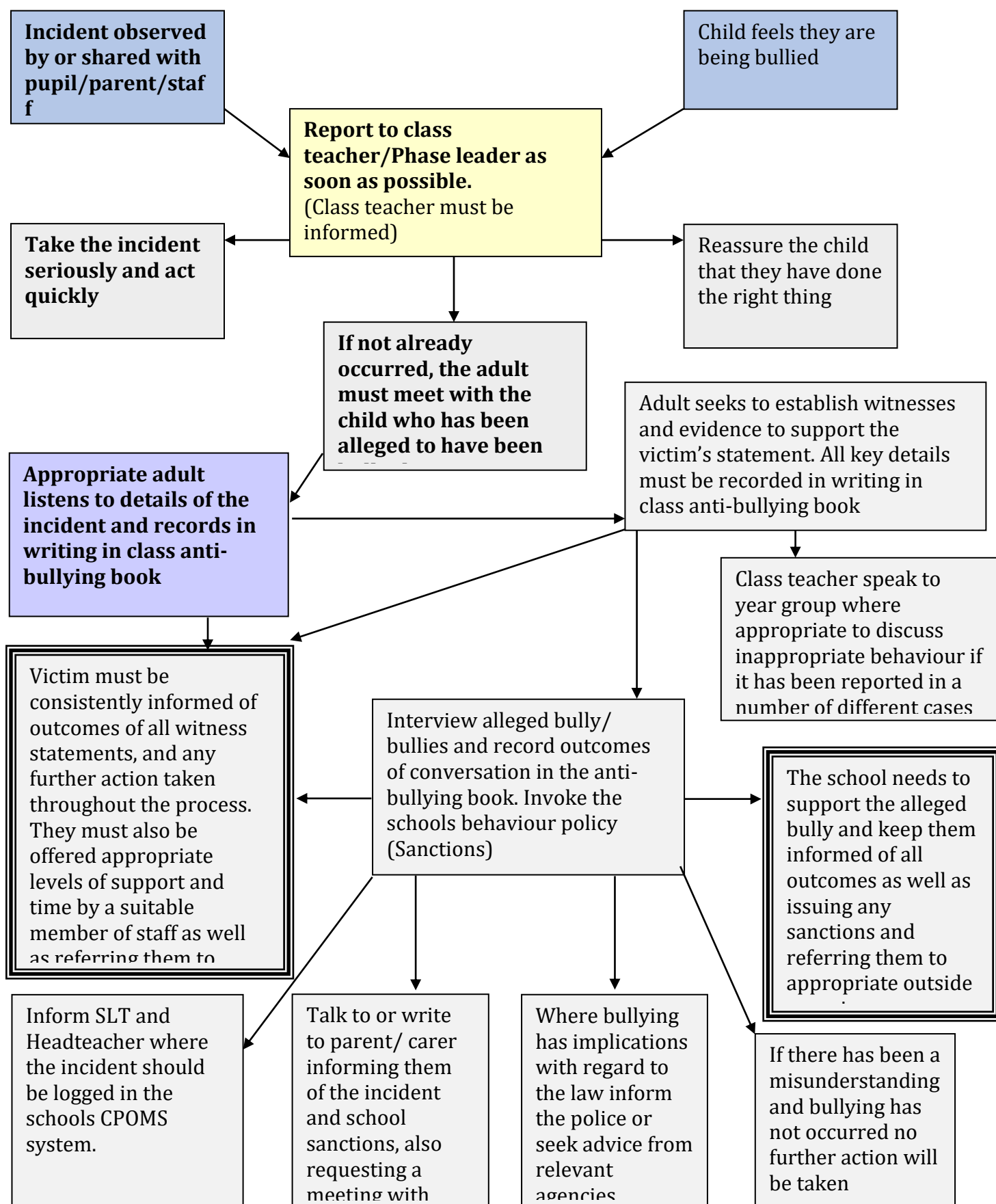
Appendices

App 1	Risk and protective factors for child and adolescent health
App 2	Anti-Bullying Immediate Response Chart
App 3	Local and national contacts
App 4	Bibliography

App 1. Risk and protective factors for child and adolescent health
(Table from Mental Health and Behaviour in Schools)
(DfE – refer to this document for more information).

	Risk factors	Protective factors
In the child	• Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, neglect or emotional abuse • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the school	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Poor pupil to teacher relationships	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

App 2. Anti-Bullying Immediate Response Chart



App 3. Local and National Contacts

Local Contacts

Staff training and inset – PSHE & Citizenship Team
ABA – Anti bullying Alliance

National Contacts, Telephone Numbers

Childline : Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC : Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape : Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

App 4 Bibliography

Anti bullying alliance - 2016

DFES Guidance – Bullying Don't Suffer In Silence – Updated September 2002

Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools – 2003

Kidscape – information/leaflet taken

Preventing and Tackling Bullying 2017