



Anti-Bullying Policy

Introduction

This document is a statement of aims, principles and strategies for anti-bullying at Ambleside Primary School. The policy was reviewed, updated and ratified by the Governing Body during the Autumn Term 2014. The purpose of this policy is to ensure a consistent approach throughout the whole school.

Ambleside's anti-bullying policy is a sub-section of the school's Behaviour Management policy and links with the school's aims and the Equality policy. It is our intention to devote a period of time each term to heighten awareness of this subject, as well as continuing to integrate it through Religious Education, S.M.S.C., collective worship and teaching about British values.

Aims

We are an inclusive school and believe that every child and adult has the right to come to school without the fear of being bullied, due to their gender, race, sexual orientation, disability, faith or colour.

'Bullying is the wilful, conscious desire to hurt another and put him or her under stress' (Tatum & Lane 1992.)

Bullying is unacceptable. It is a form of persistent, intentional behaviour through which an individual, or group of individuals, feel threatened, abused or undermined by another individual, or group of individuals. Bullying takes many forms: it can be physical, verbal or by indirect behaviour. Bullying may be carried out through the use of electronic media, including mobile phones and social networks such as Facebook and is linked to issues surrounding e-safety.

Bullying can be subtle or it can be blatant. It can cause short-term suffering for the victim or it can go on for years. It can be for clearly identified reasons, i.e. racism, actual or perceived sexual orientation issues, relationship issues, differing abilities, physique or for no clearly defined reason. It is always damaging, and it must always be taken seriously and addressed.

All staff need to know how to respond to a bullying incident. Direct action against bullying occurs within a context which reminds all pupils that bullying behaviour is unacceptable and will not be tolerated.

At Ambleside Primary School all staff challenge bullying for a number of reasons:

- The safety and happiness of the pupils.
- To promote educational achievement - unhappiness is likely to affect concentration and learning.

- To provide a model for acceptable behaviour - if bullying behaviour goes unchallenged, other pupils may learn that bullying is a quick, effective way of getting what they want or exerting power over others.
- To show that we are a caring, effective school. Parents will support a school that responds positively and effectively to bullying.

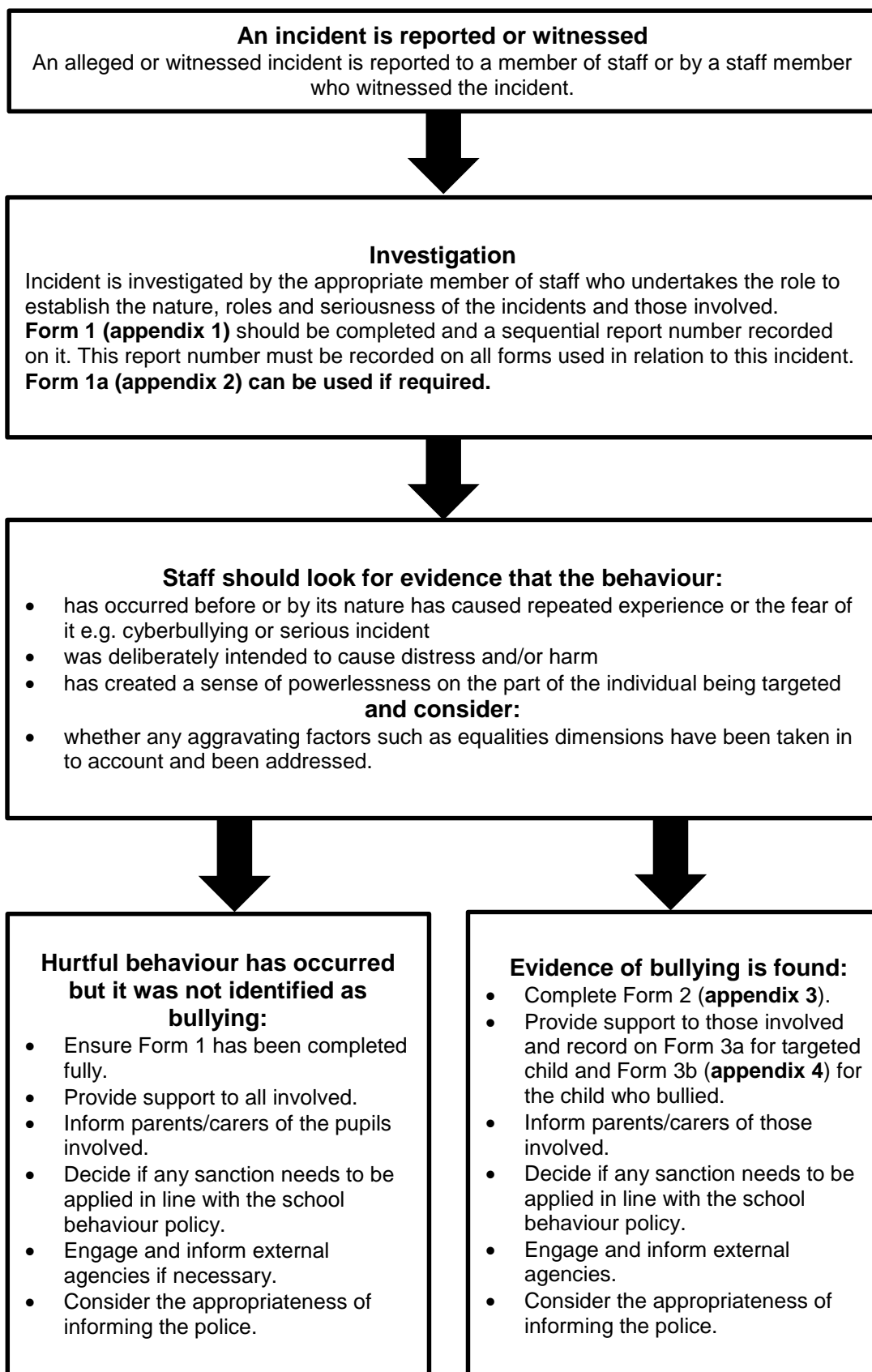
Responses to bullying at Ambleside

General approach:

- Questioning the pupils to establish the facts.
- Prompt action by teachers.
- Establishing clear lines of communication to deal with bullying and giving staff guidelines on how to identify bullies/victims and how to help them.
- Encouraging pupils to talk to staff and/or parents.
- Communicating with parents.
- Giving our pupils guidance and opportunities to help to cope with the problem.
- Encourage pupils to support each other in their relationships with other pupils.

Dealing with incidents:

All school staff have agreed the following procedures for responding to all alleged or witnessed bullying incidents:



Monitoring

Bullying might be reported by any member of the wider school community, by pupils, by any member of the teaching or non-teaching staff, or by parents or carers. At Ambleside, any incidents of bullying, and how they were resolved, are monitored through Behaviour Logs on SIMs. This serves two purposes:

To enable the school to follow up and record progress, and to identify any patterns that are becoming established. Detailed in the record is:

- Who was involved
- Where it happened
- When it happened
- What happened
- What action was taken
- Any follow up

By considering the records we determine whether bullying is becoming less frequent or changing in nature. A monthly report is produced for senior leaders to share with their teams and pupils. All records are used in evaluating and adapting the policy and reported to governors on a termly basis.

Evaluation and review

Evaluation and review ensures that the policy remains responsive to changing needs while continuing to protect our children from bullying. Information is collected from monitoring and feedback about the policy in practice provided by staff, families, pupils and Governors. This is used to review and update the school's anti-bullying approach. The policy will be reviewed by the governors' Policy Group during the four-year cycle, following staff discussions and relevant comments from other interested parties.

Role of the head teacher and the governing body

- To ensure procedure is consistent throughout the school.
- To ensure that the bullying policy is being implemented.
- To monitor bullying issues and act on any patterns or trends identified.
- To create an ethos of zero tolerance towards to bullying while supporting the bullies and victims involved.

Role of all staff

- Take all incidents seriously.
- Take action as soon as possible.
- Reassure the victim.
- Offer concrete help/support.
- Make it clear that you disapprove of the bullying behaviour.
- Explain the punishment and why it is being given.
- Inform colleagues.
- Record the times, date and nature of the incident, to see if any patterns emerge.
- Consider how P2B can offer support to the individuals
- Inform the head teacher, if the incident is serious enough, so that it can be recorded in the school logbook.

- Develop an atmosphere where children are valued and promote high self-esteem
- Ensure sanctions are followed through
- Report incidents and record appropriately

Role of parents/guardians

- Support the school in the implementation of the bullying policy
- Communicate with the school about any issues or concerns

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current School policies are available for parents and carers to read. A copy of each policy is displayed in the School lobby and all policies can also be consulted online via the School website at www.amblesideprimaryschool.co.uk. The School will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.

Timetable for review

This policy will be reviewed in the Autumn term 2018



Ambleside Primary School is an exempt charity and a company limited by guarantee, registered in England and Wales number 8246275. It has a registered office at Minver Crescent, Aspley, Nottingham NG8 5PN.



Appendix 1: Factors to help determine if incident constitutes bullying

Report number:

FORM 1

Initial Investigation into allegation of bullying

Completed by:
Position:
Date:

Reported by:
Role:
Date:

Form of referral:

- Verbal Report
 Phone Call
 Letter
 Email

Child(s) name(s) alleged to be experiencing bullying behaviour:	Age

Child(s) name(s) alleged to be engaging bullying behaviour:	Age

Reported account:
(use form 1a if required)

Details gathered to date: (use Form 1b restorative questions to interview)
(use form 1a if required)

<p>Action taken to date: <i>(please tick relevant boxes)</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Checked for earlier incidents involving same pupil</td> <td><input type="checkbox"/> Notified class teacher</td> </tr> <tr> <td><input type="checkbox"/> Individual discussions with pupils involved</td> <td><input type="checkbox"/> Group discussion with pupils involved</td> </tr> <tr> <td><input type="checkbox"/> Discussions of incident with peers/class</td> <td><input type="checkbox"/> Restoration intervention</td> </tr> <tr> <td><input type="checkbox"/> On-going support/monitoring from staff</td> <td><input type="checkbox"/> Details of action agreed with pupils</td> </tr> <tr> <td><input type="checkbox"/> Applied sanctions</td> <td><input type="checkbox"/> Parent letter/meeting</td> </tr> </table> <p>Any additional action taken? (use Form 1a if required)</p>	<input type="checkbox"/> Checked for earlier incidents involving same pupil	<input type="checkbox"/> Notified class teacher	<input type="checkbox"/> Individual discussions with pupils involved	<input type="checkbox"/> Group discussion with pupils involved	<input type="checkbox"/> Discussions of incident with peers/class	<input type="checkbox"/> Restoration intervention	<input type="checkbox"/> On-going support/monitoring from staff	<input type="checkbox"/> Details of action agreed with pupils	<input type="checkbox"/> Applied sanctions	<input type="checkbox"/> Parent letter/meeting
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<input type="checkbox"/> Applied sanctions	<input type="checkbox"/> Parent letter/meeting									

- Incident was bullying if all 3 warning below are confirmed
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or the involvement of a group
 - Involves an imbalance of power
 - Target feels s/he cannot defend her/himself, or
 - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site.

- Incident was not bullying on this occasion because it was:
 - The first hurtful incident between these children
 - Teasing/banter between friends without intention to cause hurt
 - Falling out between friends after a quarrel, disagreement or misunderstanding
 - Conflict that got out of hand
 - Activities that all parties have consented to and enjoyed (check for coercion)

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Details of any support given:

- Counselling Peer support Referral to external agencies
- None offered None-offered but refused Referral to CAHMS

Others, please specify:

Was alleged bullying confirmed? (*please see overleaf*) Yes No Insufficient evidence

**If yes, please log details on Form 2 Confirmed bullying report form.*



Appendix 2

Report number
FORM 1a

Initial Investigation into allegation of bullying additional information sheet

Continued reported account: (please see Form 1 with corresponding Report number)

Additional details gathered to date: (please see Form 1 with corresponding Report number)

Additional action taken to date: (please see Form 1 with corresponding Report number)



Appendix 3 **Confirmed bullying report form**

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. **Focus of bullying behaviour**

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. **Manifestations of bullying (indicate those that apply)**

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. **Those involved – please also record where appropriate:**

- a. **Adults as targets or perpetrator's (At) or (Ap)**
- b. **Perpetrators from outside the school community (O)**
- c. **Children who are in care (CIC) or have Special Educational Needs (SEN)**

Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)

Child(s) name(s) who are engaging in bullying behaviour	Age	Codes (see above)

4. **Description of incident(s):** Please give a precise amount including dates, times, places and any witnesses. Attach any further information (e.g. pupils accounts, witness statements, notes of meetings).

(use Form 2a if required)

5. **Action taken:** Please record all steps (including meetings, letters, investigations, sanctions)

(use Form 2a if required)

6. Summary of those notified and/or involved

	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
CAF initiated		
Local Authority informed		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Complete Form 2a with details of monitoring progress if needed

Member of staff completing this form:

Name:

Date:



Support provided for targeted child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meetings CAF CAHMS Other
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Post-incident impact monitoring and further action

Has the relationship been repaired?
Has achievement/ability to learn been affected*
Had there been a change in pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Does the target feel safe at school?
Does the target feel safe on journeys to and from school?
Does the target feel safe while online?

***N.B If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than**

the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

Member of staff completing this form:

Name: _____ **Date:** _____

Report number:
FORM 3b

Support provided for child who bullied

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. 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 additional support themselves.

Support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meetings CAF CAHMS Other
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Post-incident impact monitoring

Has the relationship been repaired?
Has achievement/ability to learn been affected*
Had there been a change in pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Does the target feel safe at school?
Does the target feel safe on journeys to and from school?

Does the target feel safe while online?

Member of staff completing this form:

Name:

Date:

Appendix 5

Possible traits 'bullies' may display:

- Aggressive attitude.
- Little empathy to victims.
- High self-esteem and often a leader.
- Physically strong.
- Strong need to control.
- Often have experienced hostile environments.

Victims may often:

- Be anxious and withdrawn.
- Be non-assertive.
- Have low self-esteem.
- Be nervous and timid.
- Often be without a good friend.

Helping the bully:

- Do not ignore bullying and set clear limits.
- Write them down.
- Explain the sanctions which will follow.
- Work on self-esteem, bolstering any good behaviour.
- Do not allow excuses.
- Ensure that the bully apologises face to face.
- Give rewards for good behaviour.
- Set goals.
- Have a 'time out' area for the bully.
- Role play situations.
- Reinforce the idea that it is good to walk away.
- Never allow bullying behaviour to be reinforced.

Helping Victims:

- Role play.
- Encourage them to talk about what has happened.
- Make a list of what has been said or what could be said.
- Teach them not to respond.
- Teach them to be assertive.
- Draw or write about feelings.
- Carry out a bully survey.