

West Ashtead Primary School

Policy for



Anti - Bullying

Governors' committee responsible	Full Governing Body
Person responsible for updating policy	PSHE Lead
Reviewed	Autumn 21
Next Review	Autumn 22

Curious, Creative, Motivated

West Ashtead Primary School is committed to providing a happy, stimulating and supportive learning environment underpinned by our values of respect, equality, aspiration and perseverance. This policy uses these principles to support its aims, objectives and procedures.

At West Ashtead we have 11 classes at present, one class in each infant year and two in each junior year. Our children are representative of the area in which they live and each class contains a diverse community each with unique skills and abilities.

Anti- Bullying Policy

At West Ashtead Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. We aim to provide a happy, safe and secure learning environment. If incidents of bullying or harassment occur, a member of staff will carefully log the incident and inform a senior member of staff. Then deal with the incident in a supportive way, swiftly and fairly.

We aim to minimise bullying by creating an environment where we celebrate individuality and diversity through our curriculum and our values. At West Ashtead Primary School we consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying. We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

The ABA defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

What is the difference between relational conflict and bullying?

- **There is a deliberate intention to hurt or humiliate.**
- **There is a power imbalance.**
- **It is usually persistent (cyber incidents may involve the same thing being sent to multiple pupils)**
- **Relational conflict is usually- accidental
 occasional
 no power imbalance or hierarchy
 remorse is evident and a desire to resolve the situation is obvious**

Types of bullying

- **PHYSICAL** –punching, kicking, hitting, spitting, any physical contact that is harmful.
- **VERBAL** - name calling, teasing, and unkind remarks. Comments directed towards gender, ethnic origin, physical/social disability, personality, appearance.
- **INDIRECT** - excluded from discussions/activities/games, with those they believe to be their friends. Spreading gossip, stopping someone having a good time at school.
- **DAMAGE TO PROPERTY OR THEFT** - property damaged, stolen or hidden. The bully may use physical threats in order that the pupil hands over property to them.
- **INTIMIDATION** - Bullying can also include making rude gestures and intimidation.
- **CYBER-BULLYING** – unkind messages/chat through social network sites, emails or texts.

Why are some groups more vulnerable to bullying?

Certain groups of pupils/adults are known to be more vulnerable to bullying due to their

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health
- Sexual orientation
- Gender orientation
- Young carers or looked after children or those with challenging home circumstances
- Sex – sexism or sexual bullying.

Why are some children, young people and adults more vulnerable to becoming bullies?

- Family background
- Social deprivation
- Trauma/ loss in the family
- Domestic violence
- SEND
- Feeling powerless
- Fear of social isolation
- Lack of emotional awareness
- Poor emotional regulation
- Low self esteem
- Previously been bullied

What do we do to promote resilience and emotional well being?

- Restorative Approaches
- PSHE curriculum (Personal, Social, Health and Economic Curriculum)
- TAMHS training (Targeted approach to Mental Health in Schools)
- CAMHS (Child and Adolescent Mental Health Services)
- ELSA (Emotional Literacy Support Assistant)
- Emotion Coaching
- Social skills/ friendship groups
- Circle of friends
- Relaxation/ yoga groups
- Clubs
- Smart Moves (transition project)
- Recognition and celebration of resilience (one of school values)
- CPOMS

If bullying is suspected

We will

- Take incidents seriously and deal with them sensitively
- Listen to both sides
- Attempt to provide further education through assemblies, PSHE curriculum and classroom negotiations.
- Contact parents of both parties.

What actions will staff take?

- Take a report seriously
- Listen to and support the child and parents/carers.
- Take action- investigate/ discuss.
- Understand and verify what has happened.
- Challenge the person who has bullied to recognise and take responsibility for their actions.

- Respect the wishes and feelings of the person who has been bullied.
- Recognise the Safeguarding needs for both children
- Apply sanctions fairly, consistently and reasonably, considering the needs of pupils with special educational needs or disability and vulnerable pupils

Restorative Approaches

This is our preferred approach to incidents of unacceptable behaviour and bullying. It means that we investigate all sides of the incident by meeting with the pupils separately and then with their agreement, in a group to discuss the incident. We aim to help them to develop an understanding of why the behaviour was unacceptable and to make an agreement where all parties feel a resolution has been reached and that the behaviour will not be repeated.

Bullying is least likely to occur in schools where:

- all staff have an opportunity to discuss goals, values and participate in policy formulation
- all staff are actively concerned about aggressive and violent behaviour
- all staff see themselves as role models for the children in their care
- all staff feel comfortable about sharing information and where that information affects decisions made.

Reference Documents:

National Documents-Relationships Education, Relationships and Sex Education and Health Education-(February 2019)
 Preventing and Tackling Bullying (June 2018)
 Anti-Bullying Alliance website
 Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support;

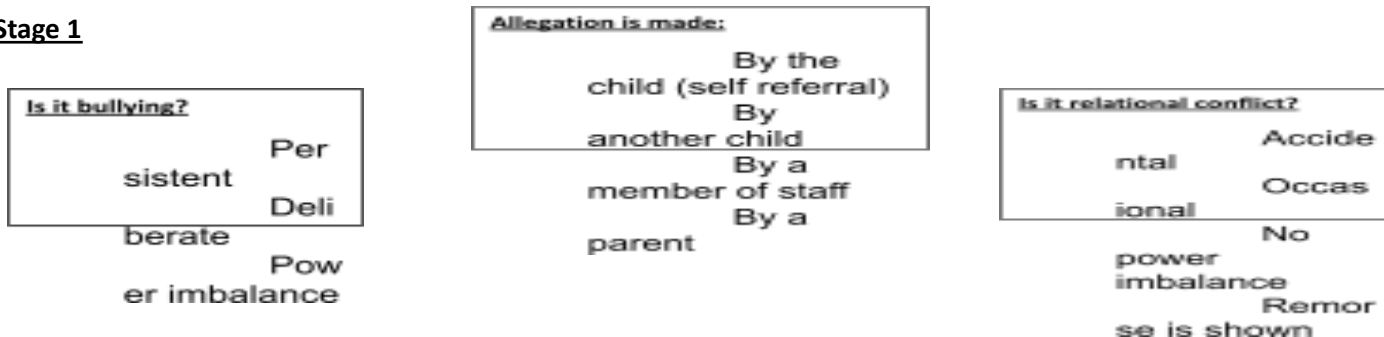
This Anti Bullying Policy is to be read in conjunction with the following school policies:

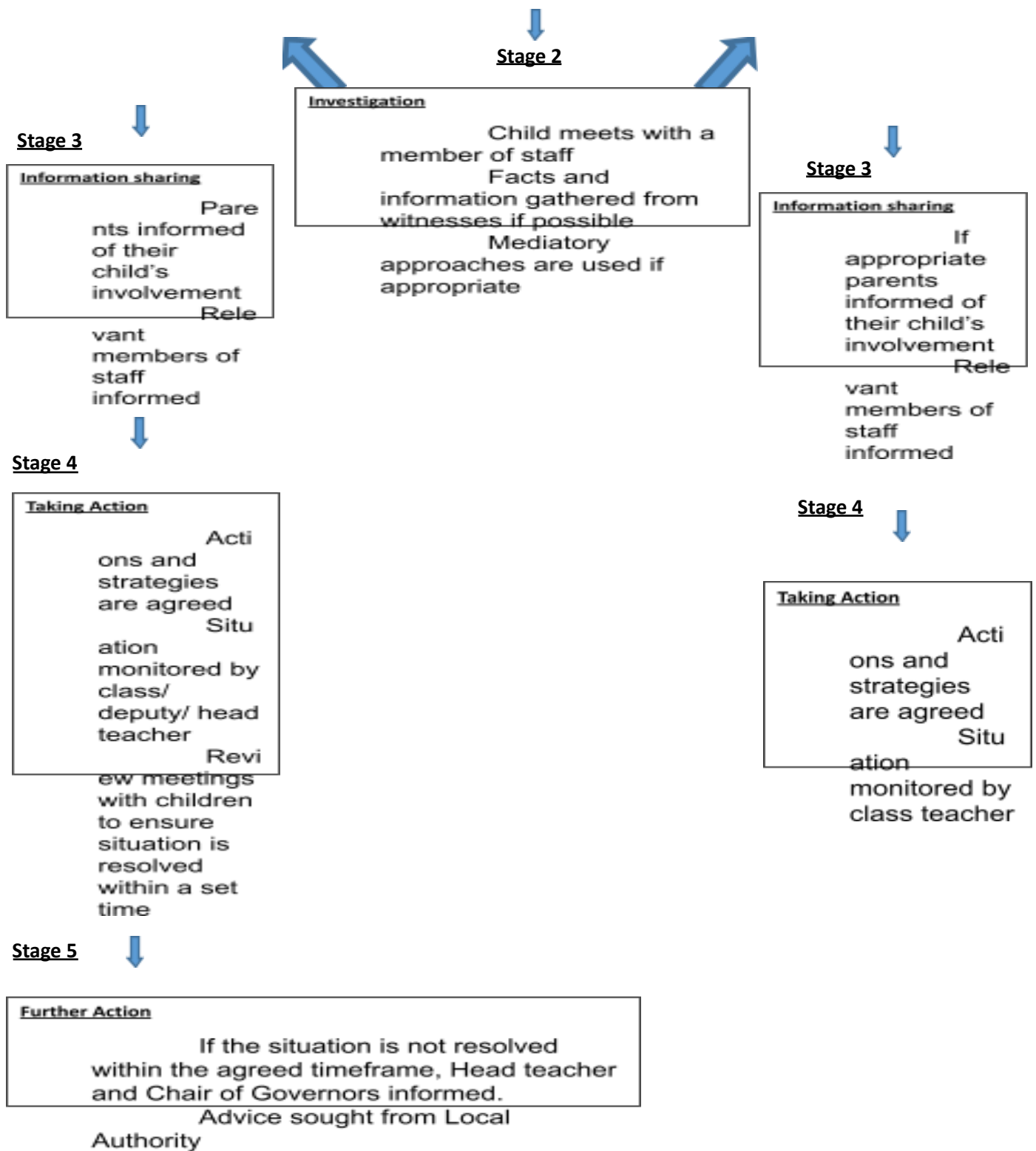
- Behaviour Policy
- SEND policy
- Attendance Policy
- Safeguarding Policy
- Use of Force Policy
- Acceptable Touch Policy
- Online Safety Policy
- Acceptable Use Policy (for Early Years, KS1, KS2)
- Acceptable use Agreement for Pupils bringing Mobile Phones to school

Appendix 1

Procedure for dealing with Allegations of Bullying

Stage 1





Appendix 2

The table below details actions which may be taken should our Restorative Approach not be successful.

	Possible actions taken by school/ head teacher
Stage 1- (if bullying continues after employing RA)	<ul style="list-style-type: none">● Parents/carers invited to meet with head teacher● Individual Behaviour Plan developed for child.● Internal exclusion● Incident reported in anonymised form to Governors
Stage 2-(if bullying continues)	<ul style="list-style-type: none">● Fixed Term exclusion.● Local Authority advice will be sought.● Head teacher will inform the Chair of Governors.
Stage 3-(if bullying continues)	<ul style="list-style-type: none">● Permanent exclusion.● Local Authority informed.

Appendix 3 Behaviour reporting sheet

Date	Location:	Time:	Reported by:
Children involved	Details of incident		
How was it resolved?			
Follow up needed?	Followed up by:		

Notes:

Date	Location:	Time:	Reported by:
Children involved	Details of incident		
How was it resolved?			
Follow up needed?	Followed up by:		

Notes:

Appendix 4 Restorative Approaches Discussion Sheet

Class:	Pupil name:	Date:
In discussion ask these questions of both children in turn and record their responses.		
What happened?		
What were you thinking /feeling at the time?		
What are you thinking/ feeling now?		
Who has been affected by what happened? And how?		
What do they need?		
What needs to happen to make things right?		
Class:	Pupil name:	Date:
What happened?		
What were you thinking /feeling at the time?		
What are you thinking/ feeling now?		
Who has been affected by what happened? And how?		
What do they need?		
What needs to happen to make things right?		
Member of staff conducting the discussion.		

