



*“...passionate about learning”*

[www.ashdeneschool.net](http://www.ashdeneschool.net)

## Anti-Bullying Policy

Governor approval	Next review	Responsible Person
March 16	March 2019	Assistant Head

**Our Core Values**

**We are caring, respectful, inclusive and empowering.**

## RATIONAL

***Ashdene promotes a culture of respect, caring and inclusivity where good manners and behaviour are the expected norm. However, there are occasions when our expected values and behaviours are challenged.***

All children are at risk of either being bullied or becoming bullies themselves. Children who are bullied or see their friends being bullied may find it difficult to concentrate on their learning. Children who are bullies are unlikely to achieve their best. The effects of bullying can be long-standing.

Some children may become temporary bullies after an event such as divorce, the death of a loved one, the birth of a new baby or because of boredom and frustration. Other children become chronic bullies and this may be because they like the feeling of power, feel inadequate, have been abused or feel no sense of accomplishment.

In either case these children need help before it becomes a life long problem. The learning, safety and happiness of children who are bullied are at risk.

At Ashdene we regard bullying as a serious matter and always take firm action against it.

## WHAT IS BULLYING ?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone on a regular basis. It is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. ***One off, extremely serious incidents, can, in some cases also be defined as bullying.***

Bullying can take many forms, but mainly falls into six categories :

- a] physical e.g. hitting, kicking, theft
- b] verbal e.g. name calling, insulting, making offensive remarks
- c] ***emotional*** e.g. spreading rumours, excluding someone from social groups
- d] ***cyber-bullying e.g. where technology is used to hurt an individual – for instance: text messaging, posting messages on the internet.***
- e] ***racist e.g. racial taunts, graffiti and gestures***
- f] ***sexual e.g. unwanted physical contact, abusive comments, homophobic abuse***

***Children and young people who are perceived as being different are particularly vulnerable to bullying behaviour, including hurtful comments about physical or learning disability or home circumstances e.g. domestic abuse. Other vulnerable children such as those looked after children by the Local Authority, Travellers or Refugees, may also be targeted.***

## **THE EFFECTS OF BULLYING**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, clinging to adults or retaliation and aggression. There may be evidence of changes in work patterns, lacking concentration or increased absence from school.

## **AIMS**

Bullying is wrong and is not tolerated at Ashdene. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as completely unacceptable. We aim to:

- provide a safe, secure, caring environment in which all pupils can learn without anxiety
- promote good behaviour and develop positive relationships
- challenge all forms of bullying
- provide support for pupils who are being bullied
- provide direction and guidance for children who demonstrate bullying behaviour
- produce a consistent school response to any bullying incidents which may occur

## **STRATEGIES FOR DEVELOPING AN ANTI-BULLYING ETHOS**

### **Curricular approaches**

We use the curriculum to:

- teach the definition of bullying
- raise awareness of bullying and our Anti-Bullying Leaflet and Policy
- increase understanding for children who are victims of bullying
- build an anti-bullying ethos
- teach children how to constructively manage their relationships with others
- foster responsibility and self discipline

Children are told that they must never suffer in silence. They must report any incidents of bullying to a member of staff, ensuring that the class teacher is aware of any issues and that all instances of bullying will be given serious consideration and dealt with appropriately.

### **Co-operative group work**

Children work together on shared tasks involving co-operation and individual accountability. This may take the form of trust building exercises, co-operative games, problem solving activities, discussion groups, role play or simulations.

## Circle Time

Participants are encouraged to listen carefully, make eye contact with one another and address particular issues or problems within the class, for example, relationships, anger, disagreements and bullying. The seated class circle aims to create a safe space that enhances effective communication, affirms positive behaviour and enhances self-esteem. Through agreed class rules children are encouraged to:

- focus on their feelings and those of others;
- listen to one another and respect others' views;
- learn to take turns;
- discuss difficult issues of concern using a problem solving technique.

## The Early Years Setting

***In the Early Years setting we emphasise the importance of the emotional environment where adults work in a supportive and encouraging way to model positive social and emotional behavioural skills.***

## Assemblies

***At the start of each half term a set of values are chosen as themes for a whole school and weekly assemblies.*** These values, such as kindness, caring, honesty, perseverance, helpfulness, trust, sharing and co-operation are also addressed through child centred stories, discussion and reflection. ***Children are rewarded through praise when they exemplify these values.***

## Play-time Pals

Children volunteer to act as playtime “befrienders”, vigilant for children who are loners and offering to play, chat and involve pupils in playtime activities, fostering inclusion and the building of positive relationships. ***They are also trained to support any children who are allegedly being picked-on or bullied. The Play-time Pals will listen to their problem and offer support or advice. He/she will always speak to the teacher of the vulnerable child so that the incident can be dealt with appropriately. There are also Buddy Stops on the infant playground whereby a child who has no-one to play with stands by the Buddy Stop to be befriended by a Buddy or another child.***

## WHOLE SCHOOL PROCEDURE TO ADDRESS ALLEGATIONS OF BULLYING

All reported allegations of bullying must be taken seriously by staff members and investigated. The class teacher is responsible for this and will be required to give a copy of the report to the Assistant Headteacher. Any further incidences of bullying

involving the same perpetrator should be reported directly to the Assistant Headteacher, who will liaise with the Senior Leadership Team and will then contact his / her parents. The parents will be informed of any recorded incident and the action taken. They will be asked to support strategies proposed to resolve the problem. The child who shows repeated bullying behaviour will also be reminded of the possible consequences and sanctions:

- withdrawal of privileges e.g. visits
- team or club membership
- exclusion.

Where necessary the school will involve outside agencies.

When an allegation has been made the following procedure should be followed:

1. Attend to what has been said. Establish the facts, gather evidence from relevant sources.
2. Reassure the pupil that he / she was right to tell you of the incident.
3. Talk to both parties regarding the discussion.
4. Decide upon the course of action and what support is needed.
5. Complete a Report of an alleged bullying incident and send a copy to the Headteacher.
6. If appropriate inform the relevant set of parents.

When dealing with alleged bullying we aim to:

- a] Stop the bullying behaviour immediately.
- b] Re-educate pupil's attitudes and behaviour for the future.
- c] Where possible, reconcile the pupils involved.

## SUGGESTED TECHNIQUES AND QUESTIONS FOR TALKING TO AN ALLEGED VICTIM OF BULLYING

It is important, in the first instance, to believe the victim's perception of what happened and to ensure them that they have acted correctly in telling an adult.

- Actively listen to the child [stop what you are doing, look at him / her, respond by nodding and making supportive sounds].
- Ask the child to tell you what happened by asking questions such as :  
"Tell me what happened"  
"Who was involved?"  
"When and where did this happen?"

“What did you do or say?”

“How often has this happened or is this the first time?”

“Was there anyone who saw or heard this?”

“Have you spoken to anyone else about this / these incidents?”

“How have you been affected by this / these incidents?”

## **SUGGESTED TECHNIQUES AND QUESTIONS FOR TALKING TO A PUPIL ACCUSED OF BULLYING**

When dealing with a child accused of bullying, diffuse the situation, do not exacerbate it by being angry, sarcastic or indignant yourself.

The pre-determined goal when talking with the alleged perpetrator is to get him / her to feel that the situation of the victim is something to feel concern about. Accept this pupils account initially, in order to keep him / her talking.

When talking with him / her about his / her behaviour and working towards a resolution, try the format of questioning below:

“I would like to talk to you because I’ve hear that ‘x’ has been having a rather bad time”, or, “I need your help, ‘x’ has been rather upset recently”.

“What do you know about this?”, or

“What have you seen?”.

After you have made the first couple of statements, remain silent and wait for the pupil to respond. [The wait may seem to take forever, but wherever possible don’t rescue him or her by talking to ease the tension.]

Whilst the child tell you his / her side of the incident do not interrupt but encourage him / her with nods, and phrases such as “really”, “that’s interesting” etc.

When you detect a note of concern for the victim stop the conversation; reinforce the notion that you both agree that the victim is upset / anxious.

Elicit constructive solutions e.g. “What can we do about it?”.

Accept the pupil’s suggestions, if reasonable, and inform the pupil that you and he / she will meet again in a few days time to discuss how things have gone.

Make a date and place to meet.

## **THE ROLE OF GOVERNORS**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidents that occur are taken seriously and dealt with appropriately.

The Governing Body is responsible for monitoring the incidents of bullying that occur and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him to conduct an investigation into the case and report back to a representative of the Governing Body.

### **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to implement the school anti bullying strategies and to ensure all staff are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

### **THE ROLE OF STAFF**

The Headteacher and staff set the school climate of positive behaviour management, respect for self and others, co-operation and tolerance. It is the responsibility of all members of staff to actively promote this ethos. When children feel they are important, valued and belong to a friendly, welcoming school, bullying is far less likely to be part of their behaviour.

### **THE ROLE OF PARENTS *and* CARERS**

Parents who are concerned that their child might be bullied, or who suspects that their child is a perpetrator of bullying, should contact their child's class teacher immediately. Parents may be requested by the class teacher to outline the allegation in writing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to make a positive contribution to school life.

### **MONITORING, REVIEW AND EVALUATION**

This policy is monitored on a day to day basis by the Headteacher and staff.

The Anti-Bullying Policy is the responsibility of the Governing Body and is reviewed and evaluated annually by the General Improvements Committee. By examining the School's Bullying Incidents Log, reviewing the content of the policy and in discussion with the Headteacher they are able to analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents, ***as well as patterns, trends and prevalence. The School Council Representatives will consult their classes annually to raise any issues and concerns about the behaviour of their peers. Bi-annually all the children complete a Pupil Survey,***

*focusing on personal and social issues, to obtain pupils' opinions about bullying, how to deal with it and who to tell.*

## **Bullying Prevention File**

### Pro-active Interventions

Name of person completing the record:	
Information/Situation:	Date:
Child's name:	Year:
Interventions:	
Review ( <i>approx. 3 weeks after the incident</i> ) Evaluation ( <i>What were the impacts of the interventions?</i> )	

**Bullying Prevention File (Example of completed form)**

Pro-active Interventions

Information/Situation:	Date: 13/03/14
<p>Harry Bell's mum came into school and spoke to Mr Hayes about a situation which has happened over the weekend. She explained that four boys: Theo Green*, Peter Rawl*, Ben Picket* and Daniel Tear* have been sending threatening messages over the internet via Facebook. She showed A the messages from the boys. She informed AG that she had already spoken to BP's, TG's and DT's parents.</p> <p>When she had arrived at school with HB she had seen DT laughing and so brought her boys into school.</p>	
Child/ren's name(s): Theo Green Peter Rawl Ben Picket Daniel Tear	Year: 6
Interventions:	
<p>All four boys have been spoken to by (Headteacher). They all said that HB had started the abusive messages, but admit that they then took it too far. TG, OA and DJ's parents have already banned them from using Facebook because of this incident.</p>	
<p>(Headteacher) spoke to them about their expected behaviour and that they are going to be closely monitored around school to ensure that this situation doesn't arise again.</p>	
<p>The Year 6 staff have been informed of the situation and so will be monitor HB's behaviour towards the boys to ensure that certain situations can be prevented.</p>	
<p>AH is to contact (PCSO) to speak to Year 5 and 6 about internet safety and cyber-bullying.</p>	
<p>AG is keeping parents informed</p>	
<p><b>Review (approx. 3 weeks after the incident)</b>  <b>Evaluation (What were the impacts of the interventions?)</b></p> <p>No other situations have arisen. All parents have been made aware that the situation has calmed, but that they are to still monitor the children's internet usage.</p> <p>A PCSO came in and spoke to Year 5 and 6 about internet safety and cyberbullying.</p> <p>Theatre group booked for the Summer term to deal with the issues of internet safety and cyberbullying.</p>	

