



# Anti-Bullying Policy

For Abbots Green Academy, part of the Unity Schools Partnership

This policy should be read in conjunction with:

- **Abbots Green Academy's School's Behaviour Policy, November 2020**

Date of Review:	November 2020
It was ratified by the Abbots Green Local Governing Body on:	
Date of next Review:	November 2022

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# ANTI-BULLYING POLICY

This policy is based on DfE's guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also considers the DfE's statutory guidance 'Keeping Children Safe in Education 2020'

## Context

At Abbots Green, we recognise that bullying, especially left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental health and well-being. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment where children are able to learn and achieve.

## Aims

It is a primary aim of our school that every member of the school community is respected, supported and valued. The aim of this policy is to prevent and tackle all forms of bullying by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- Create a safe and secure environment where all can learn without anxiety.
- Provide a consistent school response to any bullying incidents that may occur.
- Make all those connected with the school aware of our opposition to bullying and make clear each person's responsibilities about the prevention of bullying in our school.

## Definition of Bullying

At Abbots Green we consider bullying to be pre-meditated 'behaviour taken by an individual, or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally' (DfE 'Preventing and Tackling Bullying, July 2017').

Bullying can also include unacceptable behaviours online, sometimes referred to as cyberbullying. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyber bullying

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## **Responsibilities**

### *The Role of Governors*

Governors have a critical role in supporting the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governors do not tolerate bullying in our school, and that any incidents of bullying which occur are taken very seriously and dealt with appropriately.

They should:

- Monitor the incidents of bullying and review the effectiveness of the school's policy regularly. The Governors require the Head teacher 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.
- Respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body should notify the Head teacher and asks him/her to investigate the case and to report back to a representative of the Governing Body.

### *The Role of the Head teacher*

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying.

The Head teacher should:

- Report to the Governing Body about the effectiveness of this policy on request.
- Ensure all staff understand how to respond to an allegation of bullying (Appendix 1) and their role in this.
- Ensure all staff are aware that bullying can be perpetrated by all children and that no child deserves to be bullied, whatever their behaviour or demeanour.
- Ensure the Response to an Allegation of Bullying (Appendix A) is carried out, with specified recording and communication taking place. The logbook of reported incidents and the actions taken will be held in the Head teacher's office.
- Ensure all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Children are clearly taught what constitutes bullying and what to do if they observe it happening or are a victim themselves. If an incident occurs, children know that they must tell someone about it and should be confident that something will be done about it.
- Set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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### *The Role of Teaching and Non-Teaching Staff*

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Whenever a member of staff is alerted to the fact that bullying may be taking place, the Head teacher must be informed.

Where wider staff, especially LSAs, need to be made aware of children who are being bullied and of the perpetrator(s), in order to monitor behaviour in class and on the playground, then this will be done verbally by a member of the senior leadership team.

When incidents of bullying are uncovered, the establishment of support groups for both the victim(s) and the perpetrator(s) may be required. This is likely to be led by an LSA or teacher with whom the child/ren feels comfortable.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### *The Role of Parents/ Carers*

Parents/ carers who are concerned that their child might be being bullied, or who suspects that their child may be the perpetrator of bullying, should contact their child's class teacher or a member of the senior leadership team immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as the incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the child who has carried out the bullying to ensure that it does not happen again (see Appendix 1).
- Encourage the child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all steps to identify the person responsible. This may include:
  - Looking at school systems.
  - Identifying and interviewing possible witnesses.
  - Contacting the service provider and police, if necessary.
- Work with the individuals to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Sending reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to, or are unable to, delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Inform the police if a criminal offence has been committed.

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- Provide information to staff and pupils regarding steps they can take to protect themselves online.

### **Supporting Adults**

At Abbots Green, we take measures to prevent and tackle bullying among children, however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Education and Training**

The school community will:

- Train all staff, including teaching and non-teaching staff (e.g. administration staff, support staff and site support staff), to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, School Council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### **Monitoring and Review**

This policy will be reviewed annually and monitored by the governing body.

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## Appendix A

### Response to an Allegation of Bullying

	Stage	Action	Notes/ Comments
1	Either a report is made of a child being bullied by the victim/ other children/ family or bullying behaviour is noted by members of staff.	<ol style="list-style-type: none"><li>1. If bullying suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.</li><li>2. The School will provide appropriate support for the child being bullied making sure they are not at risk of immediate harm and involve them in any decision making as appropriate.</li><li>3. Class teacher (if appropriate) or member of the Senior Leadership Team (SLT) speaks to the victim to ascertain who the perpetrators are.</li><li>4. If there is evidence that bullying has happened, the victim is offered the opportunity to talk with the perpetrator(s) and the adult, to say how this makes them feel. The adult makes it clear that the bullying should stop and makes a review with the victim on a regular basis (at least once a week initially) to check progress.</li></ol>	Head teacher should be informed. Incident should be recorded in logbook.

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		<p>5. The school will inform other members of staff.</p> <p>6. Parents of perpetrators are informed by either class teacher or SLT of incident.</p> <p>7. Sanctions (as identified by the school's Behaviour Policy) and support will be implemented in consultation with all parties involved.</p> <p>8. Parents of victim are informed about action, which has taken place and what will happen next (reviews or Stage 2).</p>	
<b>2</b>	Review or further report from the victim/parents indicates that the bullying has not stopped.	<p>1. Head teacher or member of SLT speaks with victim/ family again to find out what is happening.</p> <p>2. If there is evidence that this is continuing, parents/ carers of the perpetrator(s) are invited into school to speak with the Head teacher and their child/ren.</p> <p>3. Perpetrator(s) have sanctions applied (staying in at playtime/lunchtime; loss of privilege (e.g. sports competition) as applicable and in order to both enforce the unacceptability of the action and to protect the victim.</p>	Incident recorded in logbook. Meeting with parents of perpetrator(s) recorded and entered onto child's file.

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		<p>4. Perpetrator(s) are told that the bullying must stop, and every effort is made to ensure that home and school are working together to prevent this.</p> <p>5. Parents of perpetrators and victims are told what will happen next (Stage 3).</p>	
<b>3</b>	Review or further report from the victim/parents indicates that the bullying has not stopped.	<p>1. Headteacher invites in victim and family to talk through issues.</p> <p>2. Victim is offered one-to-one support e.g. ELSAs. Review meetings also continue.</p> <p>3. Parents of perpetrator(s) are invited into school and an Individual Behaviour Plan (IBP) is set up for their child. Teachers and Children's and Families Support Manager (CFSM) are responsible for monitoring this and reporting to Head teacher about any concerns.</p> <p>4. Sanctions for further bullying are made clear to both child and parents (in order of severity):</p> <p>a) Staying inside for play/lunch times.</p> <p>b) Lunchtime exclusions.</p> <p>c) Half day fixed term exclusion.</p>	Incident recorded in logbook. Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child/ren about sanctions which may follow. IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by CFSM.

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		d) Full day fixed term exclusion. e) Two day fixed term exclusion. f) Longer term fixed term exclusion. g) Permanent exclusion. 5. Positive role model support group is established for perpetrator to model and encourage good behaviour.	
4	Review or further report from the victim/parents indicates that the bullying has not stopped.	1. Head teacher holds meeting with those involved and families. 2. Sanctions a), b) and c) may begin. 3. Support from County Inclusion Service is accessed. 4. Support may be accessed from other agencies e.g. No.72, Kernos etc.	Incident recorded in logbook. Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child(ren) about sanctions which may follow. IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by CFSM.
5	Review or further report from the victim/parents indicates that the bullying has not stopped	1. Head teacher holds meeting with those involved, including outside agencies, and families. 2. Sanctions d), e), and f) begin.	Governors are informed immediately about decisions to exclude. Governors discuss the possibility of permanent exclusion. All records are kept as above.
6	Review or further report from the victim/parents indicates that the bullying has not stopped	1. Head teacher holds meeting with those involved, including outside agencies, and families. 2. Head teacher talks with Chair of Governors about exclusion.	Agreement from Chair of Governors/ LGB must be gained before parents are notified of exclusion.

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		3. Perpetrator(s) permanently excluded from the school.	
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## Appendix 2

### Useful links and Supporting Organisations

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-childinternetsafety-ukccis](http://www.gov.uk/government/groups/uk-council-for-childinternetsafety-ukccis)

Race, Religion and Nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

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Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## **LGBT**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harrassment and Sexual Bullying**

Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-SchoolsGuide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-SchoolsGuide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-andgender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-andgender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

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