



Alver Valley
Federation of Schools

Anti-Bullying Policy

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| Date written | March 2016 |
| Date approved by FGB | |
| Review Date | March 2019 |
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Rationale

Everyone at The federation of Alver Valley Infant and Nursery and Alver Valley Junior Schools has the right to feel welcome, secure and happy. If this is the case all members of the school community will be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. We endeavour to provide structures and procedures within the school behaviour policy to prevent bullying through our caring and supportive ethos. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour and to increase the understanding for bullied pupils and help build an anti-bullying ethos in the school. This document outlines how we make this possible at Alver Valley Federation.

Definition of Bullying

Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

People are bullied for a variety of reasons and it can happen to anyone.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

Bullying can take many forms but typically includes the following types of behaviour:

- Physical – hitting, kicking, spitting, pinching, punching, scratching and taking or destruction of belongings.
- Verbal – name calling, insulting, threats, and offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, e-mail and text messages and abuse of any kind via social networking sites (Cyber bullying refers to bullying through information and communication technologies).

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out.' We realise that many parents use the word bullying when children have actually had a fall out during play so we try to ensure that when staff feed back to parents after an incident that we give a true account of our findings.

Our school expectations and the consistent approach to behaviour (See Behaviour Policy), promote good behaviour choices and encourage children to have respect for each other and for other people's property. Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying.

Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times (and particularly during playtimes and lunchtimes) staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings. One-off incidents of aggressive behaviour or use of discriminatory language will be dealt with in accordance with the wider Behaviour Policy.

Children are also supported in building positive peer relationships through class circle time and interventions led by our pastoral team including ELSA, friendship groups, circle of friends and other such programs.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. If bullying is suspected or reported;

- The incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded, see Appendix 1, and given to the a member of the Leadership Team;
- Statements will be taken from all children involved;
- Class teachers will be kept informed and if it persists they will report it immediately to a member of the Leadership Team.
- Parents will be kept informed;
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

In order to support the school ethos staff will;

- Use Circle time or group work to discuss bullying issues, encouraging children to be caring, co-operative and make good friendships with one another;
- Ensure adequate supervision in the playground;
- Provide opportunities for small group work on social skills and self-esteem;
- Be consistent in following the formal and informal procedures to deal with bullying issues;
- Be aware of the distress signs and, listen and respond to any concerns children or adults bring to your attention. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, ICT (E-Safety) and assemblies as appropriate, in an attempt to eradicate such behaviour.

Children

Children are encouraged to report any incidents of bullying to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns. In addition, peers within the playground may be approached to support the child to report the incident.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- Reassuring the child; offering continuous support; restoring self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing honestly what happened and work with the adult to resolve it;
- Discovering why the child became involved;
- Establishing the wrong doing and need to change;
- Show that they understand and display appropriate behaviour at all times;
- Informing parents or guardians to help change the attitude of the child;
- Offering continuous support.

The following disciplinary steps could be taken:

- Official warnings to cease offending;
- Detention
- Time in
- Exclusion from certain areas of school premises;
- Minor fixed-term exclusion;
- Major fixed-term exclusion;
- Permanent exclusion.

We expect parents/carers to:

- Support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school;
- Discuss friendships and problems that their child tells them about;
- Be aware of early signs of distress;
- Support their child and not simply say “boys will be boys” or “go and hit him/her back”;
- Speak to their child’s class teacher or any member of school staff about any concerns they have;
- Support the school’s sanctions if their child has bullied;
- Feedback to the school following incidents of their child being bullied or has bullied.



Appendix 1

Bullying incident report

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|-------------------------|---------------------------|
| Reported by: | Role: |
| Date(s) of incident(s) | |
| Times(s) of incident(s) | No. (Filled in by office) |
| Location(s) of incident | |

| | |
|--|---|
| Bullying incident related to: tick all that apply | |
| <input type="radio"/> Gender <input type="radio"/> SEN or disabilities <input type="radio"/> Race <input type="radio"/> Age | <input type="radio"/> Appearance or <input type="radio"/> Health condition <input type="radio"/> Sexual orientation <input type="radio"/> Religion or culture Other (define) |

| | |
|---|--|
| Forms of bullying used: tick all that apply | |
| <input type="radio"/> Physical aggression <input type="radio"/> Deliberately excluding <input type="radio"/> Name calling and teasing <input type="radio"/> Cyber bullying Other (define) <input type="radio"/> Extortion | <input type="radio"/> Damaging or taking personal possessions <input type="radio"/> Spreading rumours <input type="radio"/> Verbal threats <input type="radio"/> Other (define) |

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| Frequency and duration of bullying behaviour: |
|--|

- Once or twice
- Several times a week
- Persisting over two months
- Persisting for more than a year

Details of people involved

role - ringleader, outsider, reinforcer, assistant, defender, victim - and

level of involvement. 1 = *very involved* 2 = *involved* 3 = *slightly involved* 4 = *only indirectly involved*

| Child | Involvement | Role | Gender | Age | Ethnic Origin | SEN/LAC | |
|-------|-------------|------|--------|-----|---------------|---------|--|
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Other notes on incident: including relevant previous behaviour

Checklist: Tick as appropriate

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|---|--|
| Does incident involve same person? Yes/No | Has a follow up date been set? Yes/No |
| Have parents/carers been notified? Yes/No | Has action been agreed with victim? Yes/No |
| Had individual discussions with all? Yes/No | Has action been agreed with perpetrator? Yes/No |
| Had group discussion with all involved? Yes/No | Are notes and comments attached? Yes/No |

Other actions:

| | |
|--------------------------------------|--------------------------------------|
| Medical treatment required? | Police involvement? |
| Report to governors? | Referral to other agencies? (Detail) |
| Specific report from staff attached? | Other? |

Details of actions agreed with everyone involved - including parents and carers where appropriate:

| | | |
|----------------------|--------------|--------------|
| Completed by: | Role: | Date: |
| Checked by: | Role: | Date: |

Outcome of follow up and further actions taken:

Has the bullying stopped? **Yes/No**

Describe any other outcomes, who was involved and when they occurred:

Is any Further action required?