Federation of Alver Valley Schools

Anti-Bullying Policy

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Rationale

At Alver Valley Schools we are committed to providing an environment which is positive, caring, friendly and safe, so everyone in our community can achieve their full potential. Bullying, of any kind is unacceptable at our school. We endeavour to establish a learning community in which all members show respectful behaviours towards others, and individually and collectively take responsibility for developing positive learning behaviours. The 6 strands learning behaviours of boundaries, respect, resilience, self-regulation, focus and independence, our personal development curriculum, philosophy for children (P4C), and our RE curriculum, are all key to developing an ethos and culture of tolerance and respect within the school. We provide structures and procedures within the school positive behaviour policy to prevent bullying.

If an incident of bullying occurs, we want the child to confidently 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 culture in the school. This document outlines how we make this possible at Alver Valley Schools.

It is everyone's responsibility to prevent bullying from happening and this policy contains guidelines to support this ethos

Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying often involves an imbalance of power between the person or group displaying bullying behaviour and the person or group experiencing it. This imbalance may be physical, psychological or social and may also exist within online relationships. People are bullied for a variety of reasons, and it can happen to anyone and may occur face to face or online.

Bullying and safeguarding

All staff recognise that bullying may constitute a safeguarding concern and that some bullying behaviour may be a form of child-on-child abuse, including harassment or violence. Where an incident raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) or deputy without delay.

Staff will consider the needs and safety of all children involved, including the child experiencing bullying and the child displaying bullying behaviour, and whether either child requires additional support or safeguarding intervention.

Bullying may overlap with child-on-child abuse. This may include physical abuse, sexual harassment or violence, prejudice-based or discriminatory behaviour, abuse within intimate personal relationships, and online abuse. Where staff suspect that behaviour may constitute child-on-child abuse, the school's safeguarding procedures will take precedence.

This policy covers all types of bullying including any reference to:

- **race, ethnicity, nationality, religion or belief;**
- **sex;**
- **disability or special educational needs;**
- **sexual orientation;**
- **gender reassignment;**
- **appearance or health/medical conditions;**
- **being looked-after or previously looked-after;**
- **being a young carer;**
- **family or home circumstances;**
- **other actual or perceived differences.**
- **Cyber-bullying**

Bullying may also be prejudice-based or discriminatory.

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
- Online bullying: bullying carried out through digital technology, including messaging, social media, online games, websites, images or videos, group chats and other digital platforms or services. Online bullying will be responded to in accordance with this policy, the school's Online Safety Policy, Behaviour Policy and, where appropriate, safeguarding procedures.
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Prevention

The school supports pupils, parents and carers to understand the distinction between bullying, friendship difficulties, conflict and isolated incidents of unacceptable behaviour. All concerns will be taken seriously and investigated appropriately, regardless of whether the behaviour ultimately meets the definition of bullying.

Our school expectations and the consistent approach to behaviour (See the Positive Behaviour Pro Social, Pro Learning 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. Children are also supported in building positive peer relationships through our personal development curriculum, class discussion, circle time and interventions led by our pastoral team, including Thrive sessions, friendship groups and circle of friends.

Although bullying is generally characterised by repeated behaviour, a one-off incident may still constitute serious misconduct, prejudice-related behaviour, harassment, violence or a safeguarding concern and will be addressed appropriately under the school's Behaviour and/or Safeguarding policies.

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 on Arbor and alerted to a member of the Senior Leadership Team;
- Statements will be taken from all children involved;
- Parents will be kept informed;
- Coaching conversations will be held in line with the school's pro social and pro learning approach to dealing with behaviour and in consultation will all parties concerned;
- Actions to challenge, correct and teach will be identified;
- Class teachers will be kept informed and, if bullying persists, they will report it immediately to a member of the Senior Leadership Team;
- A period of monitoring will be established to ensure any bullying is effectively tackled;
- Where appropriate risk assessments will be used to set out preventive measures.

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 awareness of the nature of bullying through inclusion in our personal development curriculum, computing and assemblies as appropriate, to eradicate such behavior.

Children
Children are encouraged to report any incidents of bullying to an adult in school or at home, whether 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 displayed bullying behaviors will be supported to understand the impact of their behaviors, take responsibility, and make sustained changes to their behaviour by;

- Discussing honestly what happened and work with the adult to resolve it;
- Discovering why the child became involved;
- Establishing the wrongdoing 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:

- Time working away from their class group;
- Protective measures put in place to support the child
- Exclusion from certain areas of school premises;
- Lunchtime suspension
- Suspension, in accordance with current statutory guidance and the school's behaviour policy;
- Permanent exclusion, where appropriate and as a last resort, in accordance with current statutory guidance.

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 "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 consequences;
- Feedback to the school following incidents of their child being bullied or has bullied.

The school will monitor and analyse recorded bullying incidents to identify patterns, trends, repeated concerns, vulnerable pupils, locations, times of day and any prejudice-related or discriminatory themes. Findings will inform preventative work, curriculum provision, staff

deployment, and other appropriate actions.

The Role of Governors

The governing body supports the Executive Head Teacher and the senior leadership team in all attempts to eliminate any possible bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying which do occur and regularly reviews the effectiveness of this policy. Governors will receive appropriately anonymised information about bullying incidents, patterns and trends and will monitor the effectiveness of the school's preventative and responsive arrangements.

Appendix 1

Bullying incident report

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	
○ Gender ○ SEN or disabilities ○ Race ○ Age	○ Appearance or ○ Health condition ○ Sexual orientation ○ Religion or culture Other (define)

Forms of bullying used: tick all that apply	
○ Physical aggression ○ Deliberately excluding ○ Name calling and teasing ○ Cyber bullying Other (define) ○ Extortion	○ Damaging or taking personal possessions ○ Spreading rumours ○ Verbal threats ○ Other (define)

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	

Other notes on incident: including relevant previous behaviour

Checklist: Tick as appropriate	
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?