



ANTI-BULLYING

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Introduction

At Buckingham Primary Academy we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

Bullying hurts. Everyone has the right to be treated with respect.

Aims and Objectives

- Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- The policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- That children, parents and all adults understand the difference between general playground rough and

tumble and children's' squabbles and, though annoying, this does not constitute bullying. These situations are dealt with through appropriate sanctions and punishments.

Definition

The definition of Bullying as defined in the DFE "Preventing and Tackling Bullying (2014) is: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Physical Bullying

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

Verbal Bullying

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

Indirect/Social Bullying

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

Cyber Bullying

Definition taken from the DFE publication “Preventing and Tackling Bullying (2014)

Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

Reporting Incidents In and Out of the Academy

Children are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Children must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.

Bullying that occurs outside of school, and is reported to a member of staff, should be investigated in the same way as that which occurs in school. This includes all forms of bullying, including cyber bullying.

Further guidance for dealing with incidents of poor behaviour that occur outside of school can be found in ***DfE ‘Behaviour and discipline in schools – Advice for headteachers and school staff.’***

Prevention of Bullying

At Buckingham Primary Academy we use a range of prevention strategies to support our positive behaviour ethos.

These include:

- Assembly time
- JIGSAW
- Lego Therapy
- POWER
- Headstart

Children are taught to be responsible for their actions and to understand the consequences should they treat others disrespectfully.

Responding to Incidents of Bullying

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform a member of SLT. We then invite the child's parents/carers into the school to discuss the situation. In more extreme cases for example where these initial discussions have proven ineffective, the Principal may contact external support agencies.

If a teacher witnesses an act of bullying, they do all they can to support the child who is bullied over a period of time, then, after consultation with the Principal, the teacher will inform the parents.

Roles and Responsibilities

The Academy Improvement Committee (AIC)

The AIC and a member from the Trust supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the AIC does not allow bullying to take place in our Academy, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The AIC will:

- Support the Principal and staff in the implementation of this policy
- Be fully informed of matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- An appointed Governor has specific responsibility for bullying.

The Principal

The Principal is responsible for implementing the anti-bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum

- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour at Buckingham Primary Academy

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which support the school policy
- Emphasise and behave in a respectful and caring manner to create a positive atmosphere
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the Academy's policy

Staff

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

Parents and carers who are concerned that their child might be being bullied, or who suspect their child may be a perpetrator of bullying, should contact their child's class teacher immediately.

Pupils

We expect that pupils:

- Will support the Principal and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, usually either a member of staff or parent.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Monitoring and Reviewing

This policy is monitored regularly by the Principal, who reports to governors about the effectiveness of the policy.

Other related school policies that support this Anti-Bullying Policy include Equal Opportunities Policy, ICT Policy, PSHE Policy, E-Safety Policy, Child Protection Policy, Equalities and Diversity Policy, Attendance Policy, SEN Policy, Positive Handling Policy and Behaviour Policy.

Academy Contacts

Principal: Miss P Hillman

Vice Principal: Miss Doy

Assistant Vice Principal and SENCo: Mrs J Lyon