



Anti-Bullying Policy

Autumn 2022

Date	Author	Version	Comment
Autumn 2021	Paula Hillman	1.0	Review Autumn 2022
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Introduction

1.1 It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in 'Every Child Matters'.

1.2 DfE guidance defines bullying as;

“behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(Preventing & Tackling Bullying, DfE 2017)

This also includes bullying online.

1.3 This policy supports the aims of our Mission Statement;

Our Mission is to ensure that our young people leave us as confident and adaptable learners who are imaginative, intelligent and independent ready to be responsible, respectful and aspirational members of their community and the wider world.

Signs and Symptoms of Bullying

Children who are being bullied may show changes in behaviour. All staff should be alert to changes in behaviour or work patterns and act promptly and firmly in accordance with this policy. Signs of a child being bullied may include:

- Reluctance to attend school or a high level of absence
- Feigning illness
- Appearing more anxious or insecure
- Having fewer friends or appear lonely
- Appearing unhappy
- Appearing shy or nervous
- Having low self-esteem or confidence
- Having a negative self-image
- Clinging to adults or prefer adult company
- Feeling stupid or a failure or unattractive

At Buckingham Primary Academy, we recognise that bullying can be:

- Pupil on pupil
- Pupil on staff
- Staff/adult on pupil
- Adult on adult

Aims and objectives

Our aim is for all our pupils to be safe so they can learn in a relaxed and secure atmosphere. We are committed to preventing and responding effectively to the bullying of ALL children including children of protected and vulnerable groups of children, such as disabled children, children with SEN, those who are perceived to be LGBTQ, race or religion targeted, young carers, looked after children, appearance targeted, sexist or sexual bullying in line with the Equality Act 2010. If bullying does occur, each individual should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell.

2.1 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.

2.2 We are committed, as a school, to providing a caring, friendly and safe environment where all our pupils can learn in a relaxed and secure environment.

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2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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.

3 The role of the Academy Improvement Committee (AIC)

3.1 The AIC supports the Principal in all attempts to eliminate bullying from our school. The AIC will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

3.2 The AIC reviews the effectiveness of this policy regularly. The AIC requires the Principal to keep accurate records of all incidents of bullying, and to report to the AIC on request about the effectiveness of school anti-bullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of the AIC to look into the matter. The AIC responds within fifteen school days to any request from a parent to investigate incidents of bullying. In all cases, the AIC notifies the Principal, and asks her to conduct an investigation into the case, and to report to a representative of the AIC.

The role of the Principal

4.1 It is the responsibility of the Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the AIC about the effectiveness of the anti-bullying policy on request.

4.2 The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, during Anti-Bully Week, PHSE sessions.

4.3 The Principal and SLT ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying and are also aware of school routines and procedures.

4.4 The Principal sets 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.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records (via CPOMS) of all incidents that happen in their class, and that they have dealt with in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Principal or member of SLT. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal or member of SLT, the teacher informs the child's parents or carers.

5.3 Any member of staff who witnesses an act of bullying should record it on CPOMS (recording system – all staff have access to this system). Staff inform the Principal or member of SLT immediately of any serious incidents. Entries on CPOMS are read daily by senior members of staff and reviewed on a weekly basis. We also record incidents that occur near the school, online, or as the children travel between school and home.

5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and for the offender. Support is provided to both victim and perpetrator. Explaining to the perpetrator why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Principal/ SLT. We then invite the child's parents or carers into the school to discuss the situation. In more extreme

cases, e.g. where these initial discussions have proved ineffective, the Principal may contact external support agencies, such as: OUTREACH or Applied Psychologies or Advotalk.

5.5 Lunchtime staff should discuss any issues/incidents with the Vice Principal or member of SLT and incidents recorded onto CPOMs.

5.6 The school has a 'Well-being Team' who support children who are experiencing difficulties of any sort – including bullying. They also work with children who are seen as bullies to help them develop more appropriate behaviour.

5.7 Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. They praise, reward and celebrate the success of all children, and thus help create a positive atmosphere, which in turn will help to prevent incidents of bullying.

6 The role of parents and carers

6.1 Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. If they are not satisfied with the response, they should contact the Principal or member of SLT. If they remain dissatisfied, they should follow the school's complaints procedure.

6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

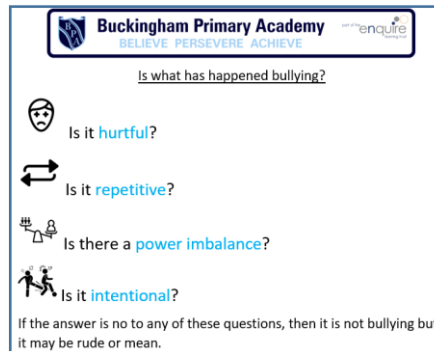
7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires.

7.3 Our Learning Council also provides an opportunity for bullying concerns and issues to be raised.

In order for children to understand the definition of bullying, the following prompt is displayed in all classrooms, discussed at the beginning once a week during PSHE sessions and further repetition is in the form of class discussions lead by the Learning Council at regular intervals throughout the year.



8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the Principal, who reports to AIC on request about the effectiveness of the policy.

8.2 The anti-bullying policy is the AIC' responsibility, and they review its effectiveness annually. They do this by discussion with the Principal. AIC analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed every two years; or earlier if necessary.