



Anti-Bullying Policy

Hardwick Green Primary Academy

Enquire Learning Trust

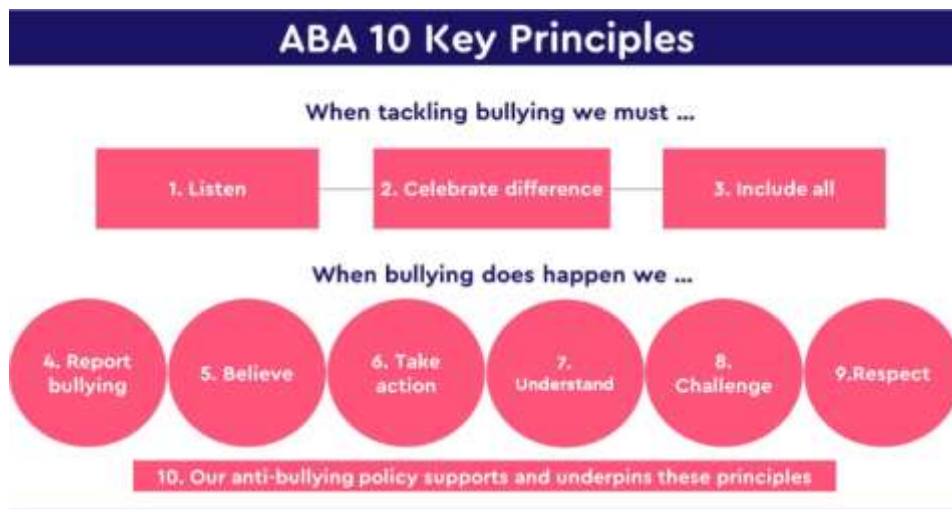
Ever Curious, Always Learning

Approved by:	Chris Story	Date: January 2022
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Introduction:

Our anti-bullying champion is the Principal, Chris Story. He will take the lead on all proven bullying incidents.

Bullying is **never** acceptable behaviour. We follow the Anti-Bullying Alliance's ten principles:



What is bullying?

Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations.

Knowing how to identify and respond to relational issues is part of being able to respond effectively to bullying.



Our agreed definition of bullying: Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

It can be verbal, physical or psychological. It can happen online or face to face.

The imbalance of power is vital to understand when thinking about bullying. As soon as a person says 'no' to something and that is ignored, there is an imbalance of power.

Here are some other examples of situations where there may be an imbalance of power where the person/people who are the target of the behaviour:

- are in a smaller group than those experiencing it
- are part of a minority group, e.g. a minority gender, race, or faith group
- are a smaller stature or physical strength

- are younger
- have communication difficulties or a disability

Those more at risk include:



Bullying as a group behaviour:

Bullying is rarely a one-on-one situation. The ABA have identified different roles in bullying situations.

The **reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

The **defender** stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.

The **ringleader** initiates and leads the bullying.

The **assistant** is actively involved in 'doing' the bullying, but does not lead it.

The **target** is the person at whom the bullying is aimed.

The **outsider** ignores or doesn't see the bullying and doesn't want to get involved.



Read more about the roles here: <https://youtu.be/-h28qPlxQvA>

In fact, by understanding that bullying involves a power imbalance and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals of groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour. Remember, though, that the safety of the 'victim' is paramount at all times.

Preventing bullying:

Our school aims to prevent bullying by:

- Celebrating difference and diversity in all
- Having a strong anti-bullying ethos
- Developing staff skills in preventing and dealing with bullying

Classroom strategies

- We have an effective PSHE and Relationships and sex education curriculum, which teaches children about celebrating differences. We use the Jigsaw materials to support this.
- We celebrate Anti-bullying week in November each year.
- We weave anti-bullying and celebration of friendship, diversity and kindness through the curriculum with a focus on PSHE. For example, choosing texts to study in English that focus on bullying. Our library is also full of diverse and inclusive texts.

Non-classroom strategies:

We aim to make outside as safe as possible by

- Developing buddy strategies
- Providing Social opportunities e.g. quieter areas, structured activities in the playground
- Providing a high-level of adult supervision
- Ensuring all staff are effectively trained in anti-bullying strategies

As a school we also take part in the United Against Bullying programme, to raise the status of anti-bullying.

As well as preventing bullying inside of school, we will always seek to prevent and respond to bullying outside of school (e.g. online bullying, journeys to and from school).

Responding to bullying:

Initially, staff are to discuss the situation with the Principal to determine if the situation is bullying, or relational conflict. If identified as bullying, the Principal adds this to CPOMS.

We follow the ABA's three step process:

Step 1: Secure the safety of those involved

The first step is to make sure everyone is safe. Have people been physically and/or emotionally hurt by the bullying? Are children safe in school? Some key things to consider:

- Think about safeguarding issues – following the safeguarding policy and behaviour policy
- Is anyone in immediate danger?
- Use reporting and recording systems
- Assure pupils that you have taken their report seriously and immediate action will be taken

Step 2: Stop the behaviour reoccurring

This step is about ensuring that the behaviour for the group will not continue. This is where the ability to see bullying as a group behaviour will help, and you can use strategies to intervene such as restorative approaches, sanctions and group work to develop empathy. This process will include:

- Use group roles to identify those involved
- Make it clear that the behaviour needs to stop
- Work with the group in the most effective way to stop the behaviour reoccurring and set up agreements amongst the pupils involved about the way forward
- Keep a note of all actions

The victim is fully involved. We ask them “what would you like to see happen?” and we accommodate this, as much as possible.

Peer support is employed wherever possible.

Sanctions may be applied (see behaviour policy) and resolution / restorative practices used. Examples may be:

- Monitoring by Mentor/Learning Manager
- Peer support/peer mentoring
- Use of home / school communication books
- Involvement of external agencies
- Liaison with parent/carer/social worker

Step 3: Whole school learning

This is an important step as it allows us to reflect upon the schools' approach and if there's anything we can do to prevent a similar situation in the future.

Spend some time reflecting on the incidents. Ask yourselves:

- What has this incident taught us?
- Does this show us that we have any issues in school? E.g. do you have an issue with language in school or an area within the school which needs more adult supervision
- Do staff need any training?
- Does the school policy need to be refreshed?
- What needs to happen / who do you need to speak to to make this happen? By when and how?

Recording bullying:

When recording bullying the lead will record the action taken, outcomes and review dates.

We will include SMART (specific, measurable, achievable, realistic and time bonded) outcomes.

The Equality Act 2010:

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.