Avishayes Primary School
& Early Years Centre
Anti-bullying Policy

Responsibility:	**Governors**
Reviewed:	**May 2025**
Next review date:	**May 2026**
Key legislation:	**Equality Act 2010**
This policy should be read in conjunction with:	
Exclusion Policy **Use of Reasonable Force Policy** **Behaviours for Learning Policy** **Special Educational Needs (SEN)** **Equal Opportunities Policy** **Attendance Policy** **Safeguarding and Child Protection Policy** **Keeping Children Safe in Education**	
The Education and Inspection Act 2006, 2011 **The Equality Act 2010** **The Children Act 1989** **Protection from Harassment Act 1997** **The Malicious Communications Act 1988** **Public Order Act 1986** **The Computer Misuse Act 1990**	

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", March 2014

Objectives of this Policy

This policy outlines what Avishayes School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Prevention ❤ Action ❤ Attention ❤ Restoration

Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

We use **STOP** to help us remember:

Several
Times
On
Purpose

Forms of bullying covered by this Policy

Bullying can include (advice from Childline):	This policy covers ***all types*** of bullying including:
• being called names, teased or humiliated • posting, commenting on or liking nasty photos, videos or posts about you online • being pushed, hit or hurt • having money and other stuff stolen • spreading rumours or starting group chats about you • being ignored, left out or made to feel you are worthless • being threatened, intimidated or sent nasty messages • trolling you or commenting on your posts or pictures saying nasty things • someone revealing personal details without your permission • targeting you over and over again in an online game	• Bullying related to race, religion or culture. • Bullying related to SEND (Special Educational Needs or Disability). • Bullying related to appearance or physical/mental health conditions. • Bullying related to sexual orientation (homophobic bullying). • Bullying of young carers, children in care or otherwise related to home circumstances. • Sexist, sexual and transphobic bullying. • Bullying via technology – "cyberbullying"

Our school community:

Prevention:	• Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis. • Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all. • Supports all staff to promote positive relationships to prevent bullying • Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. • Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
Action:	• Staff will intervene by identifying and tackling bullying behaviour appropriately and promptly. • Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy. • Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. • Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff) to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents). • Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
Attention:	• Offers support to both the perpetrator and the victims of bullying in line with 'Keeping Children Safe in Education 2020' • Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy. • Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

	• Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others. • Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
Restoration:	• Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate • Use a variety of techniques to resolve the issues between those who bully and those who have been bullied. • Work with other agencies and the wider school community to prevent and tackle concerns. • Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

Prevention:	• Regularly ask for children's views on the extent and nature of bullying. • Involve pupils in anti-bullying campaigns in schools and embedded • messages in the wider school curriculum.
Action:	• Ensure that all pupils know how to express worries and anxieties about bullying.
Attention:	• Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying. • Publicise the details of help lines and websites.
Restoration:	• Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

Prevention:	• Make sure that key information about bullying is available to parents/carers in a variety of formats. • Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
Action:	• Ensure that all parents/carers know who to contact if they are worried about bullying. • Ensure all parents/carers know about our complaints procedure and how to use it effectively.
Attention:	• Ensure all parents/carers know where to access independent advice about bullying. • Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
Restoration:	• Keep parents informed about the support given to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy. Laura Constable and Barbara Dale.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Alison Hawes

The named member of staff with lead responsibility for this policy is: Clare Rinaldi - Headteacher

Monitoring & review, policy into practice

This policy will be monitored and reviewed: May 2026

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Appendix 1:Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 2: Additional Content

Dealing with Incidents
The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and put onto My Concern and complete Bullying Allegation Report Form (Appendix A)
- A member of SLT will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police may need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils
Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults
Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with the Headteacher and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Appendix A

Bullying Allegation Report Form

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		**Possessions**/kit taken or damaged	
Physical/being hit or hurt		**Forced into actions** against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		**Written**	
Cyber (On-line, social media, email, text, posting photos/videos)		**Spreading rumours**	
Other (please specify)			

Names of individuals involved:

		Gender	**Age**	**Role***
1				
2				
3				
4				
5				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did bullying behaviour occur?

Sports playing area	
Changing rooms	
Toilet	
Other (specify)	

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

With each individual involved (noted on page 1):

In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Now log the concern on My Concern

Form completed by:	**Date:**