



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Anti-Bullying Policy – March 2023

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Deb Williams	Date reviewed	March 2023
Position	Headteacher	Date ratified	May 23
Document status	Ratified	Next review date	Spring 2025
EIA approved by	S&W	Reviewing committee	S&W (at FGB)

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

At Alexander Hosea we strive to create an inclusive community where its members have self-belief, accept and value similarities and differences in themselves and others and learn to respect each other within school and in the wider world.

These values are reflected in the school's vision, ASPIRE values and aims:-

Adaptability - To be adaptable in a changing world

Self-belief- To have self-belief in what they can achieve

Perseverance - To persevere and show resilience

Inclusion - To accept and value differences and similarities in ourselves and others

Respect - To respect views, opinions and belongings of ourselves and others

Enquiry - To foster a zest for discovery and learning

Bullying is regarded as unacceptable and will not be tolerated at this school.

Definition of Bullying

At Alexander Hosea we define bullying in the following way:

Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

This behaviour can be:

Physical (e.g. repeated hitting, kicking or other physical attack; damaging/stealing belongings)

Verbal (e.g. repeated name calling; offensive/cruel remarks; threats of violence)

Emotional/indirect (e.g. spreading rumours; manipulating/ruining relationships; excluding, ignoring or isolating someone from social groups/activities, sending malicious online messages; cyber-bullying)

Specific incidents of bullying include racist, transphobic, homophobic, related to sex or gender or bullying on account of a child's special educational needs or disabilities.

These incidents could happen face to face or via other media such as internet gaming sites.

We believe that bullying can damage the way people feel about themselves, lower self-esteem and may affect their life as they grow up.

Actions commonly mistaken for bullying:

- Playful teasing.
- Isolated irresponsible or unkind acts.
- A one off fight or ongoing rivalry/disagreement.
- Boisterous play with no intention of causing harm/damage to property.
- One off physical, verbal or indirect

These incidents are dealt with under the Behaviour Policy

Aims

In order for pupils to learn to the best of their ability, they must have a safe and friendly environment in which to spend their time.

- To promote a safe and happy environment, free from threat, harassment and any type of bullying behaviour
- To take positive action to prevent bullying from occurring.
- To foster home school partnerships to help create a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes needed to good citizens of the class and wider school community.
- To promote understanding of diversity and respect for difference.

To this end, we aim for everyone to:

- Feel safe and able to trust one another.
- Be treated with respect.
- Expect people to be kind.
- Not be made to feel sad.
- Have friends.

Staff also have the right to work in an environment free from harassment and bullying.

Anti-bullying measures

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

1. Explicitly taught Relationships, Sex and Health Education (as part of Jigsaw PHSE) which address peer relationships, hate crime and bullying.
2. Exploration of PHSE objectives through the wider curriculum, with real life focus of projects
3. An annual anti-bullying week in the autumn term.
4. Regular references to respecting others in assemblies.
5. Combating cyber-bullying explicitly taught in ICT scheme of work and during the annual e-safety week (spring term).
6. The work of the Pupil Council in bringing pastoral concerns to the attention of the SLT.
7. Positive role models through House Captains, Play Pals and other buddy systems throughout the school.
8. Behaviour policy, child protection policy and procedures, SEN guidelines and school ASPIRE values.
9. Reinforce positive behaviour through recognition and rewards (including House points, teacher Awards, Headteacher Awards and termly Citizenship Awards) – using a ‘praise in public’ approach.
10. Pupil Council ‘Charter to Prevent Bullying’ – reviewed annually and displayed in prominent place.

Procedures to follow:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and make such enquiries as may be necessary to clarify exactly what has been happening and ascertain whether bullying has indeed taken place (as defined by this policy), or whether the child has been upset by a breach of the school rules: Be Kind, Be respectful, Be responsible. The latter can be dealt with in accordance with the school's behaviour policy. Staff member will record the incident on CPOMs.
2. If an incident of bullying has been established, a clear account of the incident(s) will be recorded and given to a member of the Senior Leadership Team (SLT). The member of the SLT will record details on CPOMs as bullying. Key messages to the victim will be that it is not your fault you have been bullied; you have done the right thing to speak up and you do not have to face this alone. Ask the victim what they would like done about the bullying. Both parents will be informally notified at this point, to reassure them that the matter is being resolved.
3. SLT to determine an appropriate course of action (depending on whether the victim would like the action to be indirect or direct).
 - 3(a) Indirect – The matter will be dealt with through the use of teaching and learning strategies and will be the responsibility of the teacher. The way a member of the class is feeling and being treated will be discussed and suggestions taken from the children about how this situation could be resolved. Classroom time allocated for building positive peer relationships (eg through additional PHSE sessions) and challenge bullying behaviour.
 - 3 (b) Direct – This requires the bully to be confronted and details of how the victim is feeling made clear. The member of the SLT will attempt a resolution where the 'bully/s' empathise with the feelings of the victim and agrees to alter their behaviour and make amends. This will be considered as a 'notice to stop' to give opportunity for the perpetrator to alter their behaviour.
4. The victim and bully will have regular check-ins from a member of SLT over the course of the next term to ensure that the behaviour has changed. Parents will be informed of progress at regular intervals.
5. Should further incidents occur, all children involved will then be met with again by the member of SLT and the parents of both parties informed. Should conflicting reports of the incident be reported, the member of the SLT will determine what has occurred on the balance of probabilities. At this point sanctions may be applied to the perpetrator(s) in line with the school's behaviour policy. Individual support will be provided for both bully and victim in class and potential hotspots around the school.
6. Use of additional agencies for further support. Where a perpetrator has an underlying SEND, a referral might be made at this point to an external agency for additional support or strategy advice (eg Behaviour Support Team). In consultation with parents, the victim may be referred to appropriate pastoral support services, where appropriate.

