



Anti-Bullying Policy

Abbotsford Preparatory School

1. Introduction

It is a Government requirement that all schools have an anti-bullying policy. Our policy reflects the DCSF guidance for schools under two headings: Don't Suffer in Silence and Bullying – A Charter for Action.

At Abbotsford Preparatory School we are committed to providing a warm caring, safe, environment for all our children so that they can learn and play in a relaxed and secure environment.

2. Policy Aims

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

3. Objectives of Policy

- To describe school systems for dealing with bullying
- To have strategies in place to support victims and bullies
- To ensure that parents know who to approach if they are worried that their child is being bullied.
- To ensure that children know what bullying is and know what to do when it occurs.

4. What is Bullying?

The DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to)

Our pupils were asked the question 'What is bullying' and the school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone

- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching, or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti. Gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focussing on the issue of sexuality
- Online/cyber setting up 'hate websites' sending offensive text messages, emails and abusing the victims via their mobile phones
- Gestures/
Actions any unfavourable or negative comments, made to someone relating to their disability or special educational needs

5. Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

6. Where does Bullying happen?

It can happen anywhere in the classroom, in the corridor, in the toilets, in the dining hall, in the playground, during off site visits etc.

7. School systems for reporting and monitoring bullying

When it is reported that a child is being bullied (either by themselves or someone else) then action will be taken promptly and firmly. The allegation will be thoroughly investigated by the Headteacher or member of the Senior Management Team. Both victim and alleged bully will be interviewed separately and a record of the incident will be kept in the Serious Misbehaviour/Sactions Book. The bully will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with behaviour policy).

In most cases once a bullying incident has been reported and the children involved spoken to there will be no further incidents. If bullying persists then parents of both bully and victim will be informed and encouraged to work with the school to stop this happening again. In such cases the children involved will be highlighted to all staff to help monitor and prevent the bullying.

8. Who bullying can be reported to?

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies/PSHE lessons they are told they can tell any adult including:

- A member of staff in the playground
- Their class teacher
- Lunch time supervisors
- Classroom assistants
- Office staff
- The head teacher
- Their parents
- A friend or fellow pupil who is prepared to tell an adult

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue they can speak to the Assistant Head or Head.

9. Support for children involved

Victims will be:

- Encouraged to confide in a named member of staff if the bullying continues
- Helped to develop positive strategies and appropriate assertive skills
- Monitored in class by teacher and in playground by meal supervisors
- Told how the bullies have been dealt with
- Encouraged to share feelings during class discussion times
- Supported through restorative justice methods if bullying persists

Bullies will be:

- Made aware of the seriousness of their actions and possible consequences
- Monitored in class by teacher and in playground by lunch time supervisors
- Where behaviour does not improve have their own personal behaviour plan

If bullying persists parents of victim and bullies will be informed and involved in the restorative justice process.

Using the curriculum to talk about bullying

The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

At Abbotsford opportunities for children to discuss bullying and relationships are found through the following means:

- Assemblies
- Class assemblies
- Direct teaching through PSHSE
- Circle time
- Cooperative group work

Care is taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

10. Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Following an annual review any amendments will be made to the policy and everyone informed. The anti-bullying policy is the responsibility of the Head.

Sources of further information support and help.

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Kidscape	020 7730 33009 (general enquiry no.) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Parentline Plus	0808 800 2222	www.parentline.org.uk
Anti-bullying Alliance	0207 843 1901	www.anti-bullyingalliance.org
NSPCC	0808 800 5000	www.nspcc.org.uk
Beat Bullying	0208 771 3377	www.beatbullying.org
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Bulling Online	020 7378 1446	www.bulling.co.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
The Children's Legal Centre	01206 872 466	www.childrenslegalcentre.com
Anti-bullying Network	0131 651 6103	www.antibullying.net
DCSF	01325 392164	www.dcsf.gov.uk

Date	Position	Name of Reviewer	Date of Next Review
November 2017	Head	Mrs C Howard	November 2018