



**Alder Grove**  
Church of England Primary School



**“Unlocking the Future”**

# Anti-Bullying Policy

## Version Control

<b>Version</b>	<b>Date</b>	<b>Description</b>
1	Sept 2020	New Policy
2	Sept 2022	Review
3	Autumn 2024	Review Increased detail around definitions and actions

Date: Autumn 2024  
Review: Autumn 2026

## Christian Vision at Alder Grove



Our vision for Alder Grove School is about the importance of roots. Just as a tree cannot grow to be healthy and strong without good roots, so we believe that children need the right conditions to grow and flourish.

Our school community at Alder Grove is rooted in the following values:

**Kindness**

**Service**

**Truthfulness**

**Forgiveness**

**Courage**

**Perseverance**

We see these values in the life of Jesus, and Christians choose to live their lives rooted in him. At Alder Grove, we want to help all our children, whatever their faith background, to grow deep roots which will enable them and the whole community to be strong and healthy learners, and to care for each other.

As we live out these values, we help each other to flourish and grow. Our vision is not just about individuals but about a whole community, so we emphasise the importance of serving each other, and treating each other as we would like to be treated, and we also believe in the importance of caring for the world around us.

When the roots are healthy, we will see fruit growing:

*'They are like trees planted along the riverbank, bearing fruit each season'* (Psalm 1.3).

The right roots will allow our children to fulfil their potential in all areas of life.

**Aims:**

Alder Grove Church of England Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form

**Description:**

Alder Grove England Primary School's vision is to build deep roots and bear fruits for the years ahead. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals, thus weakening those foundations. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn, fulfil their potential and go on to live life in all its fullness.

**Introduction**

Everyone at Alder Grove CofE Primary School has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

**Aims and Objectives**

*Bullying is wrong and damages individual children. We will therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour we aim to prevent bullying. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.*

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

The aims of our anti-bullying policy are as follows:

- To fulfil our statutory responsibility to respect the rights of children and to safeguard and promote their welfare by being proactive in preventing bullying.
- To create an ethos in which attending our school is a positive experience where all members of our community feel safe.
- To constantly promote the school's Christian values of Kindness, Service, Truthfulness, Forgiveness, Courage & Perseverance.
- To make it clear that all forms of bullying are unacceptable at our school.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To ensure all members of staff deal with every incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.

- To monitor incidents of bullying on a regular basis and make amendments to the Behaviour Policy and Anti-Bullying Policy as necessary.
- To liaise with parents and other appropriate members of our community.
- To work with outside agencies including Community Police Officers in order to raise awareness of bullying and empower individuals to respond and resolve issues proactively.
- To ensure all members of our community feel responsible for helping to reduce bullying.

### **Definition**

Bullying is an act of **repeated** aggressive behaviour in order to intentionally hurt another person, physically or mentally. Bullying is characterised by an individual behaving in a certain way to gain power over another person. (Ducharme 2010).

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic, bi-phobic and trans-phobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

Bullying will not be accepted or condoned at Alder Grove CofE Primary School. All staff will be proactive in the prevention of bullying and all forms of bullying will be addressed.

Bullying can include: Physical pushing, kicking, hitting, pinching etc. Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals. Racial taunts, graffiti, gestures, sexual comments, and/or suggestions and unwanted physical contact.

It is important to recognise 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 targeted (negative) behaviour is carried out several times/repeatedly 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; however, it is still important to recognise that this behaviour is upsetting and not acceptable. Such incidents will be dealt appropriately by class teachers in line with our behaviour policy.

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief, or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'. As part of our school's requirement to promote fundamental British values, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even if it represents a one-off incident and monitor closely.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical

disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying

### **Cyberbullying**

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- excluding a child from online games, activities, or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name.

### **Prevention of Bullying**

We believe that the most important part of our bullying strategy is to prevent it from happening in the first place. To do this we:

- Set a culture and ethos of good behaviour through consistent implementation of the behaviour policy Ensure that adults proactively deal with issues between children before it escalates.
- Ensure all parents know their roles within this policy
- Regularly review and update approaches
- Ensure that sanctions are proportional to the seriousness of bullying
- Have open discussions about issues that may motivate bullying in lessons
- Use anti-bullying organisations to raise awareness
- Ensure staff are strong training around managing bullying
- Ensure processes are in place to stop bullying as soon as it arises - Create an inclusive environment where success is celebrated

### **Education to help prevent Bullying**

- Collective Worship on Our British and School Values themes raise awareness of bullying

- PSHE scheme – Jigsaw PSHE scheme has set units of work around bullying, how it impacts others and how it can be dealt with
- Anti-bullying week – Each year the school engages with anti-bullying week.

### **The Role of Governors**

The Governing Body supports the Headteacher and Executive Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher 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 deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher 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.

### **The Role of Staff**

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the Headteacher.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Admin Staff, Lunchtime Staff and other adults must inform the class teacher of any concerns. Teachers will consult the Headteacher, who will inform the child's parents.

If there is a concern around bullying staff should fill in a Bullying Concern Form (see appendix B) after investigation, Incidents which are considered to be of a bullying nature are recorded on the Bullying Report Form (see appendix A). Where Parents contact school to make allegations of bullying, a Parent Interview is completed to record the conversation and actions to be taken (see appendix C). These are monitored by the Headteacher. Such incidents are photocopied and kept in an 'Anti-bullying Folder', so that any bullying trends can be monitored more easily.

If teachers become aware of any bullying taking place between members of a class, they should deal with the issue immediately. This may involve counselling and support for child being bullied, and for the child who has carried out the bullying. For the child carrying out the bullying, the school's Behaviour Policy must be followed. Teachers spend time talking to the child who has bullied: we explain why the actions were wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. Teachers invite the child's parents into the

school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Social Services.

Adults routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **First Responses to Bullying**

When dealing with incidents of bullying, we must be careful in the language that is used as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

- remain calm - you are in charge
- take the incident or report seriously
- reassure the victim/s
- find out as much as you can relating to the incident
- act as quickly as possible
- think hard about whether action needs to be private or public
- should other adults be informed?
- offer concrete help and advice to the victim/s
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- punish the bully, but be careful how this is done
- be careful to follow the school's Behaviour Policy
- Clearly explain the punishment and why.

When an incident occurs, all staff will:

- Record the incident on a Bullying Incident Form (Appendix 1) and hand it to the Headteacher to be uploaded to CPOMS
- Make sure the incident does not live on, but monitor the victim and bullies discretely.
- Think ahead to prevent a recurrence.
- Follow the Behaviour Policy for sanctions to implement

### **Reporting Incidents of Bullying: Advice for Parents/Carers (see Appendix D for more details)**

All staff members at Alder Grove CofE Primary School are committed to working in partnership with parents and believe that the best outcomes emerge when professionals and parents / carers are able to work together.

All concerns about potential bullying should be communicated to the class teacher at the earliest opportunity. All expressions of concern will be taken seriously and investigated thoroughly. An incident sheet will be completed that is comprehensive and may include witness statements from all parties involved. The Headteacher will be informed of the incident immediately. Parents of all children involved will be contacted to discuss actions that need to and will be in place to ensure there are no further incidents of bullying. Sanctions where appropriate will be put in place in line with the school's Behaviour Policy. Parents may also be invited to attend a Review Meeting at a mutually convenient time to discuss successful outcomes of the agreed actions and sanctions and identify any further action points that need to be implemented.

## Bullying Report Form

**Location/event:**

**Date of incident:**

**Time of incident:**

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

**Names of individuals involved:**

		<b>Gender</b>	<b>Age</b>	<b>Role*</b>
1				
2				
3				
4				
5				
6				

\*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander **Where**  
**did the bullying behaviour occur?**

<b>Are there indications that the behaviour was related to any of the following:</b>			
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

With each individual involved (noted on page 1):

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

<b>Form completed by:</b>	<b>Date:</b>
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**Bullying Concern Form**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Record Taken by:	
Present:	
Concern Raised (What/When/Where?)	
Actions:	Time Scale:

Evidence attached? YES/NO \_\_\_\_\_



**Meeting Discussion Record**

Name of child:	Class:
Date: Telephone/Face to Face	
Who called the meeting: Parent/School?	
Nature of the incident:	
Agreed Actions (include dates to be actioned by/who responsible):	
Review/Follow up:	
Signed (School):	
Signed (Parent/Carer):	
Signed (Other Agency if applicable) :	

## Additional Information for Parents

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing, it may be useful for parents/carers to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

Although incidents may not be considered bullying any concerns will always be followed up thoroughly in the school and dealt with appropriately. When a bullying incident has come to the attention Alder Grove CofE Primary School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

Alder CofE Grove Primary School staff will: Talk the incident through with all parties involved.

- Record the incident and any actions thoroughly on an Incident Sheet.
- Support the person who has been bullied to express their feelings.
- Support the person displaying the bullying behaviour to express their feelings and identify strategies for modifying behaviour.
- Discuss which rule(s) have been broken.
- Discuss strategies for making amends.
- Consider the involvement of outside agencies where necessary.
- Ensure all staff are aware of the incident and are actively monitor the situation at break time, lunch time and lesson times.

Actions will be in line with our Behaviour Policy, and may include:

- Withdrawal of a privilege for a limited period of time.
- Missing part or all of break and lunch times.
- Internal exclusion (working in isolation and staying in at break and lunch times) as a consequence to more serious incidents.
- Exclusion (fixed term or permanent) in extremely serious circumstances.