



AVONDALE PREPARATORY SCHOOL

Anti-bullying Policy

1 Introduction

Our school is committed to providing a safe, caring and friendly environment for all staff and pupils.

Bullying of any kind is unacceptable. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can live and learn without anxiety. We aim to create an environment in which everyone feels able to discuss feelings and events openly and are confident to seek support if they feel they need to.

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. All parents receive at the start of the year information on bullying and the school's stance to such. This policy and its contents are deemed as an extension to the Child Protection Policy. All objectives, procedures and sanctions have been carefully considered in line with the protection of children whilst under the care of Avondale staff.

2 Definition of Bullying

The definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

(This is also the DCSF's definition, from: Safe to Learn: Embedding anti-bullying work in schools. Department for Children, Schools and Families, 2007)

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focussing on the issue of sexuality
- Transgender- focussing on choice of gender
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities)

3 Objectives

- To ensure that all pupils, parents/carers and staff know what the school policy is on bullying and what they should do if bullying arises;
- To ensure that all staff, parents/carers and pupils have an understanding of what bullying is;
- To set out a coordinated approach to preventing and tackling bullying at school and whilst pupils are engaged in school-activities outside the school.

4 Preventative strategies

We have a number of whole-school strategies that prevent bullying. These include:

- a whole-school approach to developing pupils' social and emotional skills;
- rewards and celebration strategies for good social skills;
- peer support;
- developing school/class rules;
- developing a school-specific anti-bullying charter;
- individual support and/or small-group work for pupils related to social and emotional skills.

Our school has a strongly Christian ethos and its basis is tolerance and understanding of all individuals. We do not refer specifically to so-called minority groups as to do so is to draw attention to differences. Rather we view all people as people.

5 Support through the curriculum

Care and consideration for others underpins our daily lives at Avondale School. Through promoting a positive atmosphere of support topics such as teasing and bullying largely remain in the abstract. As such they are explored through:

- PSHE lessons
- RE lessons
- assemblies
- group activities as the need arises

6 Roles

The role of the Co-Headteachers

This policy statement makes it very clear that the Co-Headteachers do not allow bullying to take place in the school, and that any incidents of bullying that do occur are taken very seriously and are dealt with appropriately.

- The Co-Headteachers monitor the incidents of bullying that occur, and review the effectiveness of the school policy regularly. The Co-Headteachers keep accurate records of all incidents of bullying and monitor the effectiveness of school anti-bullying strategies.
- The Co-Headteachers respond within 3 days to any request from a parent to investigate incidents of bullying. In all cases, the Co-Headteachers conduct an investigation into the case and report back to the parents concerned.
- It is the responsibility of the Co-Headteachers 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 Co-Headteachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Co-Headteachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Co-Headteachers set 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 the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They are aware of the need to be approachable and to encourage children to share their feelings. They must inform the Co-Headteachers of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Co-Headteachers, the teacher informs the child's parents.

We keep an anti-bullying logbook in the staff room where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions and endeavour to help the child change their behaviour in future;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

If a child is repeatedly involved in bullying other children, we inform the Special Needs Co-ordinator. We then 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 Co-Headteachers may urge parents to contact external support agencies such as family doctor, health visitor, etc.

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.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher and Co-Headteachers immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Procedures

It is important that all staff, pupils and parents/carers are aware of how incidents should be reported and dealt with. When dealing with serious incidents, involvement of parents/carers at an early stage is essential.

- Pupils/parents/carers/staff members report bullying incidents to the Class Teacher/ Co-Headteachers
- All cases of bullying (as defined by the school's definition of bullying) should be recorded by staff (as described in section 9);
- In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem;
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- An attempt will be made to help the bully/bullies change their behaviour;
- Support will be available for the person being bullied;
- In serious incidents the situation will be monitored by staff to ensure that the bullying has stopped permanently.
- Where the person being bullied is a member of staff reference should be made to the Staff Handbook. The situation will be dealt with along similar lines to the above.

8 Reporting Incidents

It is important that schools create an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that action taken will be swift and sensitive to their needs. Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue. It is very good practice that pupil reporting systems should offer confidential and varied routes to report bullying.

All incidents of bullying (including how the incident is responded to and monitored) should be recorded on Backdrop.

9 Responses and Sanctions

With reference to 'The Rules of Our School', which relate to our Behaviour Policy:

Incidents of bullying will be dealt with quickly and firmly. If it is deemed that this is a first or 'one off', then the perpetrator will be admonished and parents made aware. A note of the event will be made in the pupil's file. In the event of further incidents sanctions will be employed. Initially these will be loss of Break-time or other privileges, rising to temporary short term and ultimately permanent exclusion from the school. Where a child bullies, or is bullied, attempts will be made to help sensitively to resolve the issues surrounding the behaviour. With advice from the DCSF in mind sanctions should take into account any Special Need identified, although sanctions should be applied fairly and consistently.

However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what s/he is doing." (extract taken from page 26 of *Safe to Learn: Embedding anti-bullying work in schools*, DCSF publications: 2007).

10 Monitoring and review

This anti-bullying policy is the Co-Headteachers' responsibility and they review it annually. They do this by examining the school's anti-bullying logbook/ online Backdrop records, and by consulting on, monitoring and evaluating the Anti-Bullying Policy.

Revised September 2024

Signed as read:

Signature: _____ Name: _____ Date: _____