



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care towards all

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**Ankermoor Primary Academy**

# **Anti-bullying Policy**

## **2020-21**

**Reviewed by:**

**Date:**

**Approved by:**

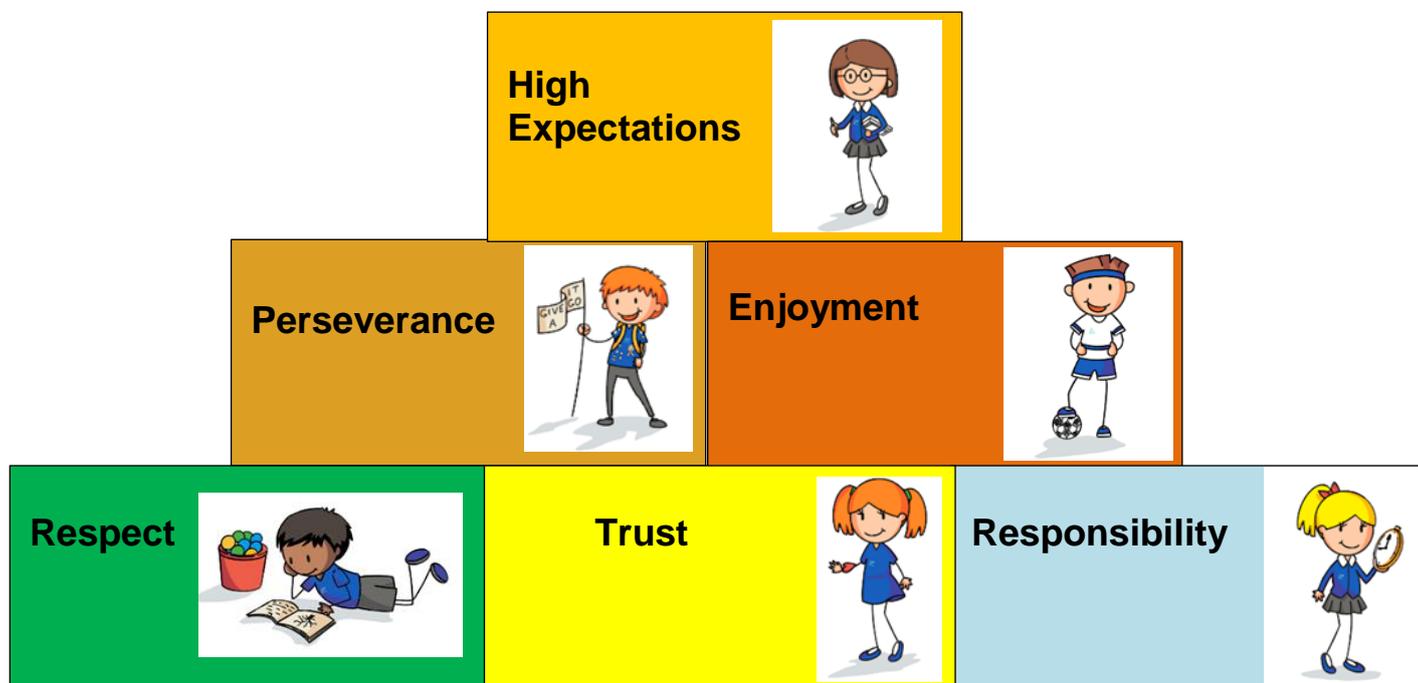
**Date:**

**Next review due:**

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## Our School Values

Learn together, Achieve together



### Introduction:

At Ankermoor, we are committed to ensuring that all children are safe and are cared for whilst in our school, ensuring that the atmosphere is conducive to learning. **Bullying of any kind is unacceptable at our school.** If bullying does occur, children are expected to make staff aware of this so it can be dealt with promptly and effectively.

### Policy objectives:

- This policy outlines what Ankermoor Primary Academy will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Ankermoor are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## Responsibility:

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently, reasonably and responsibly.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## Definition of bullying:

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer/child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

We acknowledge that bullying can be:

- |              |   |
|--------------|---|
| • Emotional  | being unfriendly, excluding, tormenting   |
| • Physical   | pushing, kicking, hitting, punching or any use of violence  |
| • Racist     | racial taunts, graffiti, gestures   |
| • Sexual     | unwanted physical contact or sexually abusive comments  |
| • Homophobic | because of, or focussing on the issue of sexuality  |
| • Verbal     | name-calling, sarcasm, spreading rumours, teasing   |
| • Cyber      | all areas of internet, such as email and internet chat room misuse<br>Mobile threats by text messaging and calls<br>Misuse of associated technology, i.e. camera and video facilities |

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or damaged property
- has possessions which " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Prevention

We promote a variety of ways to minimise bullying throughout the school year. These include:-

**Promoting British Values** - Ankermoor Primary Academy actively promotes the fundamental British values of: Democracy, The rule of law and Individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is achieved through the effective spiritual, moral and cultural development of our pupils, as part of a broad and balanced curriculum and extra-curricular activities, through links with the local community and the wider world. We will enable our learners to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our school, which we will make parents aware of, will support the rule of the English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law,

we will take particular care to explore the relationship between state and religious law. Our learners are made aware of the difference between the law of the land and religious law.

**SEAL/Difference and Diversity (PSHE)** - areas of the curriculum that lend themselves to aspects of education and anti-bullying are highlighted. Teaching strategies include drama, especially role-play, discussion, circle time, and thinking and listening skills. One of our challenges is to not only teach children to help themselves, but to teach children to help each other. Children recognised for such achievements will be publicly rewarded by the Headteacher and given house points.

**Ankermoor Angels** – Many areas of well-being are covered within Ankermoor Angels Nurture group. Aspects of work relate to the building of relationships, supporting children’s understanding.

**Behaviour Reward system** – Children are rewarded house points when they are seen demonstrating any of the School values and other acts of kindness towards someone else. These are given out by all members of staff throughout the school day – both in lessons and around school. They are recorded on their class house point charts.

**Playground Leaders** - Children from Year 5, in cooperation with the Lunchtime Supervisors, ensure that all children have someone to talk to at lunchtime should the need arise. There are also children who have had training. All staff (including lunchtime supervisors) in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children behave to the best of their ability. We uphold the ethos of equity, consistency, respect and understanding, linked to our school values.

In particular, the lunchtime supervisors have committed to the following responsibilities in collaboration with the children:

- to listen, to help, to look out for, to treat kindly, to teach fun games and to organise activities.
- to help solve disagreements at playtimes without the need for teacher/other adult intervention.
- to reward children with positive rewards such as house points.

**School Council** - are instrumental in not only developing the policy but also in putting the policy into practise. They reflect the views of their peers and provide further channels of communication for children.

**Year 6 transition** - learners undergo a period of planned transition activities in order to ensure that they are fully prepared for, and not worried about their transition to the High School.

**Display work** – throughout the year, displays will be renewed on a regular basis to reflect British values or the schools values.

**Outside agencies** - certain professional bodies will be invited to speak to the children, such as the Tamworth Street Wardens, Police, Barnardos, NSPCC, as the opportunities arise.

**Rights Respecting School** - we are committed to being a Rights Respecting School through UNICEF ensuring that the Convention of the Rights of the Child (CRC), ensuring that we create a class charter at the start of the year to reflect our commitment.

**Anti-bullying Week** (16<sup>th</sup>-20<sup>th</sup> November 2020) – during this week there will be a whole school focus on issues related to bullying and anti-bullying, beginning and ending with special assemblies.

**Physical Environment** - bullying can take place both inside and outside of school. All staff are aware of the limitations of the environment and places where children are expected to be more independent. Environments both inside and out need to offer children:

- ❖ safety;
- ❖ engaging activity and
- ❖ access to adults for immediate help.

Staff are aware of potential 'danger spots' around the building such as the toilets. Most importantly, the children themselves are made aware of these as well as strategies for maintaining their own personal safety by their class teacher.

**Parents** – We have engaged with parents on developing the policy. Parents have opportunities to engage with staff about how we deal with 'bullying' and increase their awareness through discussion. Parents can also complete a form where their concerns can be highlighted (see *Parent/Carer Record of concern related to a suspected bullying Incident form below*).

### **Outcomes when bullying is judged to have occurred:**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place such as missing playtimes, supervised lunchtimes, supervised by an adult outside or completing a report card.
- 2) In serious cases, fixed term or even permanent exclusion will be considered.
- 3) If possible, the learners will be reconciled and follow up discussion, individual or group work will take place.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Procedures**

#### **Recording of incidents**

All incidents are to be recorded on an incident form and kept in a file in the Headteacher's office, by the person that they were reported to.

Follow up section to be completed by the same person who filed the report.

Records to be kept until the learner leaves the school.

All staff, learners, parents and governors to know about the system and have access to relevant data on request.

Incidents are reported to the Governors termly in the Headteacher's report.

### **Actions as a consequence of reporting an incident**

These sanctions are dependent on the severity of the incident. At certain times, the staged sanction approach may be suspended. For example, an incident of physical violence/assault may lead straight to a fixed term exclusion.

The sanctions for this behaviour will follow the outline below:

1. Discussion with the victim and perpetrator by the Headteacher.
2. Verbal warning with an informal meeting with parents.
3. If repeated: Formal meeting with parents, formal recording as a bullying incident with possible referral to behaviour support service, educational psychologist or other professional bodies as appropriate.
4. Fixed term exclusion including lunchtime exclusion.
5. Permanent exclusion - as a last resort - for persistent racist name calling or bullying where the learner has not shown the willingness to adapt their behaviour.

Other sanctions may include a letter of apology to victims, detention, removal to an alternative playground or loss of playtime.

### **Parent Partnerships**

**Parents are to be informed of the policy and the whole policy will be available on request. Further information will be communicated through letters and the school website. A copy of the Policy is available on school website.**

Parents will be immediately informed and involved in any serious incident of proven bullying involving their child. They will also be fully involved in the application of sanctions.

Involvement at this level will be with the Headteacher and/or the class teacher.

### **Management, Monitoring and Evaluation**

This policy is monitored on a day-to-day basis by the Headteacher.

Review of planning, learner conferencing, staff conferencing and lesson observation all form part of the monitoring and evaluation process.

*This will also be through:*

- ✓ Monitoring of the recording procedures.
- ✓ Data analysis of incidents, type, frequency and children involved.
- ✓ Tracking of children who have been involved through victim or perpetrator role.

Reviewing the effectiveness and relevance of the policy and may lead to:

- ✓ More regular anti-bullying messages/reminders.
- ✓ Modification of practice and/or policy.

### **Dissemination and review**

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **HELPFUL ORGANISATIONS:**

|   |  |
|---|--|
| Advisory Centre for Education (ACE)       | 0808 800 5793  |
| Children's Legal Centre                   | 0845 345 4345  |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204   |
| Parentline Plus                           | 0808 800 2222  |
| Youth Access                              | 020 8772 9900  |
| Bullying Online                           | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a> |

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.



**Parent/Carer Record of concern related to a suspected bullying Incident**

**Date(s) of Incident(s):**

**Name of child:**

**Class:**

**Name of parent/carer:**

**Brief summary of Concern (include details of any related incidents)**

**Action Requested:**

**This form is to be returned to Mr Russell, Headteacher**

**E-mail: [headteacher@ankermoor.org](mailto:headteacher@ankermoor.org)**



**Action Taken:**

Has there been contact with parent(s)/carer(s) of victim? Yes/No  
Has there been contact with parent(s)/care(s) of perpetrator? Yes/No  
Further help required from other support staff/agencies? Yes/No

**Further action required:**

**Signed:**

**Designation:**

**Follow up:** *(to be completed by the same person who filed the report)*

**Signed:**

**Designation:**

*Incident form to be kept in a file in the Headteacher's office and retained until the learner leaves the school.*