



Allenbourn
MIDDLE SCHOOL

Anti-Bullying Policy

Our Anti-Bullying champion is: Amber Nash with the School Council

Date issued: October 2016

Date to be reviewed (annually): October 2017

1. Roles and responsibilities:

The Anti-Bullying champion will:

- a) Develop the policy in line with this guidance document.
- b) Review the progress the organisation is making in relation to the anti-bullying agenda.

The leaders in our organisation will:

- a) Support children/young people who have experienced bullying.
- b) Respond to children/young people who have bullied.
- c) Model appropriate, respectful behaviour.
- d) Promote safety for all groups of pupils regardless of: race, religion, perceived or actual sexuality or gender identity, including the use of language.

Children/young people in our organisation will be supported to:

- a) Embrace a culture that respects difference.
- b) Support children/young people who have experienced bullying behaviours.
- c) Model appropriate, respectful behaviour.
- d) Participate in;
 - the development of the policy
 - the implementation of the policy
 - the evaluation of the policy.

In school, Governors are responsible for monitoring the above.

2. The aims and objectives

The aims and objectives of this policy should develop and maintain;

- a) a culture of respect where difference is valued
- b) a system of support for children/young people who have been bullied
- c) a system of clear, fair and consistent responses to incidents of bullying

The pupils at AMS said that the purpose of our policy is;

- Stop bullies and get them to understand that although we may be a different religion or colour, we're still human and we deserve to have friends. We are unique. (6M)
- Reduce upset feelings and bring back happiness. (8 2a)
- To give advice to all members of the school community (pupils, parents, staff) on how to handle bullying. (8 2b)
- To show that we accept no type of bullying at all, even cyber bullying. People should not feel alone in this matter. (8N)
- Support people if they are being bullied. (5F)

3. Defining bullying

The pupils at AMS defined bullying as;

- When someone is overpowering you and using it against you, but doing that action repetitively and deliberately. (8 2a)
- A repetitive array of: negative actions, words or physical contact. (5F)
- When someone makes stuff up about you and calls you names. (7H)
- When you are made to feel like a piece of paper; screwed up & thrown away. (6H)

4. Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child." (UNICEF, 2010 website).

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by;

- Training to ensure a knowledge about diversity and issues associated with bullying.
- Training to ensure a knowledge about e-safety and issues associated with bullying through technology including YSPI in light of new government guidance.
- Raising awareness of and tackling the use of HBT (Homosexual, Bisexual and Transsexual) language.
- Modelling of appropriate respectful behaviour by all people.

The pupils at AMS said bullying could be tackled in the following ways:

- By helping the bully get round the problems they might have. (8A)
- If you see it, say it. Don't be a bystander. (7J)
- Encourage pupils to be brave and stop bullying. (6L)
- Raise awareness of bullying behaviours. (6L)

- The three Ts: tell your tutor, family and friends. (6H)

5. Support children and young people want when they are bullied

<ul style="list-style-type: none"> • Quick and substantial action. (7Z) • Have more teachers/adults outside during playtimes. (6N) • Clear consequences for bullies. (5F) 	<ul style="list-style-type: none"> • Have the main message from the policy clearly displayed outside the hall. (5F) • Opportunities to create Circle of Friends groups. (6H) • To have a bullying box where people can write a letter and put it in (it would be padlocked so no-one could get in apart from the person that checks it). (8 2b)
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We will address each incident of bullying individually and appropriately. This will include:

- Listening to the child/young person who has been bullied about the type of support they feel they need.
- Listening to the child/young person who has been bullying and agree the type of support they need.
- Apply rules consistently and fairly.

6. Child Protection

The Children 1989 says a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, this will be reported to Children's Services Social Care.

Any Young Person Sexting Incident (YPSI) at school will be treated as a safeguarding issue.

7. Evaluating

Our organisation will decide how to evaluate the effectiveness of our anti-bullying policy. This could include:

- Pupils feel safer with less incidents of bullying, which could result in certain pupils progressing more effectively in their learning.
- Parental and carer confidence.
- Surveys every half term of pupil experiences. (8N)
- School Council should discuss the policy with pupils regularly. (7Z)
- Have the policy in pupil diaries. (5F) Pupils should sign it and really think about what it means. (7J)

Appendices

A. Provision available in school for supporting children in regards to bullying

Our school has the following support for pupils:

- Trained ELSA
- Trained School Counsellor
- Peer supporters
- School Council
- Visible messages around the school of outside agencies that can be contacted safely and anonymously

B. Flowchart for reporting suspected cases of bullying

All pupils are encouraged to report any suspected cases of bullying and tell an adult or use the anonymous 'Bully Box'. Any member of staff who witnesses an act of bullying should record it on the Anti-Bullying Log (T:Drive).

