



Allenbourn
MIDDLE SCHOOL

Anti-Bullying Policy

Our Anti-Bullying champion is: Mr Luke Smith - Deputy Headteacher

Last review: November 2023

Next review: November 2024 - *as part of National anti-bullying week*

1. Roles and responsibilities

The Anti-Bullying champion will:

- a) develop the policy in line with this guidance document by collating views from pupils and staff
- 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 been 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. Participate in;
 - the development of the policy
 - the implementation of the policy
 - the evaluation of the policy.

In school, Local School Committee Members 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 differences in religion, race, style, opinion and personality are 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;

- to encourage pupils to speak up and stop bullying (5G)
- so that pupils know what to do if they see it or it is happening to them (6R)
- to keep people safe and happy in school (6W)
- making people aware that they can get help and support if they are being bullied (8R).

3. Defining bullying

The pupils at AMS defined bullying as;

- a form of persistent physical, verbal or online actions that harms another on purpose (5G)
- intimidation from others doesn't have to be physically violent; it could be words or emotional bullying (5W)
- can be based on identity, culture, race, beliefs, religion, sexuality (8N)
- it can include rude looks, gestures, physical harm, comments, ignoring or avoidance (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:

- We could have an online form to email teachers about bullying issues and use of worry boxes (5G).
- Have clear consequences for bullying behaviour (7Z).

- Invite visitors into school to discuss topic of anti-bullying and promoting happy environments (7Z).
- Equip others to recognise signs of bullying and needs of pupils (8R).
- Teacher representatives who are trained in helping bullies/those bullied (6H).

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

<ul style="list-style-type: none"> ● Awareness for children who are too scared to talk about how they are being bullied whether that be teachers or pupils. 5W ● For the bully (perpetrator) to receive consequences for their actions. 6R 	<ul style="list-style-type: none"> ● Regular tutor check-ins. 8J ● Time to talk to Anti-Bullying champion about what happened. 6G ● Support from form tutor. 7C ● Time spent discovering the reasons why the bully acted in the way they did. 5G
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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
- applying 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 can say what to do, who to tell etc. if they are being bullied or know someone who is being bullied (5G).
- People will be paying more attention to what is happening to each other (6R).
- Happy confident pupils (8N).
- Survey results will indicate increased happiness/less bullying (8R).

Appendices (A and B)

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

Our school has the following support for pupils:

- trained ELSA
- a Pupil Parliament MP with responsibility for this area
- 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. Any member of staff who witnesses an act of bullying should record it on Class Charts.

