

# Anti-Bullying Policy

## The Federation of Abbey Infant and Junior School



**Approved by:** Governors **Date:** December 2024

**Last reviewed on:** December 2024

**Next review due by:** December 2026

## Introduction

At Abbey we focus on developing and fostering positive relationships to create a school where children feel safe, happy and which allows our children to learn in an atmosphere which is focused on improving their life chances.

At Abbey we use these umbrella rules:

- Everyone has the right to feel safe in school. Therefore, **everyone has a responsibility to behave in a safe-way.**
- Everyone has the right to enjoy the school environment. Therefore, **everyone has a responsibility to look after the school environment.**
- Everyone has a right to come to school to learn. Therefore, **everyone has a responsibility to create an environment that encourages learning.**

We explicitly teach what good behaviour looks like and have a good behaviour policy which details the vision and promotes an 'Assertive Discipline' model that rewards and encourages good behaviour. All staff manage behaviour in this way, at all times. Under no circumstances is poor behaviour acceptable and when it occurs it is dealt with immediately. Maintaining a positive culture requires constant work and our staff positively reinforce the behaviour that reflects the values of the school and prepares children to engage in their learning. We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity.

We expect our children to be safe and feel safe and expect that everyone is treated respectfully – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our children to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our children, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with quickly and effectively. **Bullying will never be tolerated at our school.**



## **Policy Objectives**

This policy outlines what our school will do to prevent and tackle all forms of bullying.

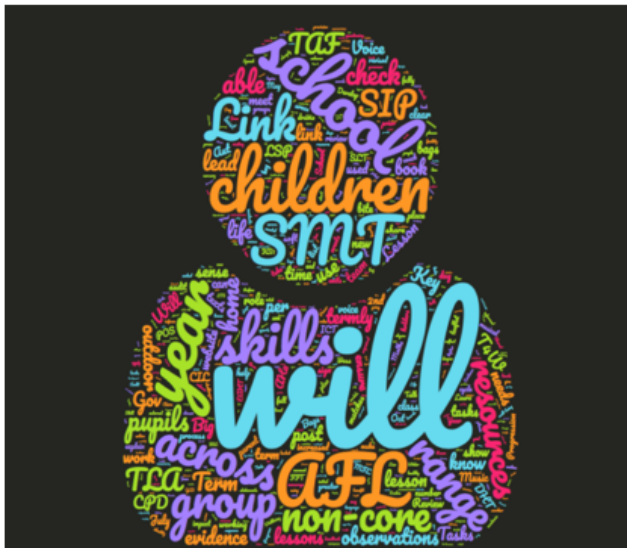
- The Policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSIE) statutory guidance (Sept 2023) and Behaviour in Schools (Sept 2022) – advice for headteachers and school staff.
- It has been adopted with the involvement of the whole school community.
- The policy follows advice from the Anti Bullying Alliance (ABA) and Sandwell’s Shape Anti-Bullying Training. It will utilise support from the LA and other relevant organisations.
- Our school understands the importance of challenging inappropriate behaviour between peers and supports staff to promote positive relationships to help prevent bullying.
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Staff will intervene to identify and tackle bullying behaviour appropriately and promptly and ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively.
- We require all members of the community to work with the school to uphold the antibullying policy.
- We will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- The school seeks to learn from good anti-bullying practice elsewhere.
- This policy and our practice will be reviewed and evaluated on a regular basis.

## **Roles and Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- 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 follow the school rules, be respectful and kind and to follow the agreements in the home-school agreement.

## Vision and Values



At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We will promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives.

## Definition of Bullying

At Abbey we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

## **What is Bullying?**

*“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”*

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

Not all conflicts that arise in relationships lead to bullying, however if there are unresolved issues or bad feeling, this could lead to a pattern of behaviour where this is intention to harm and make an individual or group more vulnerable. Where there is an imbalance of power in a relationship, that's when it becomes questionable if this relationship is healthy or not. The list below may show where an imbalance of power may take place:

- Part of a minority group by gender, race, social group or faith
- Smaller in stature or physical strength
- Age difference

- Children who are or perceived as or identify as LGBTQ+ (lesbian, gay, bisexual, transgender and queer or questioning)
- Vulnerable children and young people (Looked After Children, Children on a CIN/CP plan, those struggling with mental health or Young Carers)
- SEND pupils with learning or physical disabilities, which may include:
  - Poor or immature behaviour, which requires additional support
  - Limited social skills, for example they struggle with friendships and are involved with relational conflict
  - Struggle academically
  - Poor concentration levels, for example because they have ADHD
  - Physical ability

We will discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

### **What is Bullying?**

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, 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.

Abbey recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

**Bullying is recognised by our school as being a form of child on child abuse (KCSIE); children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".**

**We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.** All targets will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. **Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.**

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders and the wider school community).

### **What does bullying behaviour look like?**

At our school we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Staff will take into account any contributing factors that are identified after a behaviour incident has occurred (bereavement, abuse, mental health needs, subjected to bullying, has SEND or is experiencing significant challenges at home). Our focus will always be the safety and welfare of all children involved (target and perpetrator).

### **Bullying behaviour may include, but is not limited to:**

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobia, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

## Where does bullying take place?

We understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

## How to report bullying concerns

We want our children parents/carers, staff, and visitors to understand what bullying is and to be able to confidently report bullying and know that their concerns will be taken seriously.

At Abbey we use an approach called 'Abbey, Let's Start S.T.O.P'. The acronym S.T.O.P helps children identify what bullying is; **Several Times on Purpose**. It helps them decide what to do about it; **Start Telling Other People** and it also acts as an assertive phrase '**STOP! I don't like that!**'. This message is promoted each term (not just during anti bullying week) and staff have regular training.

## Abbey Let's Start STOP



**S.T.O.P** helps us to identify what bullying is - **Several Times On Purpose**

**S.T.O.P** helps us to know what to do about bullying - **Start Telling Other People**.

**STOP** is an assertive word when someone is upsetting us. Practise saying '**STOP! I don't like that!**'. Do this as a bystander too! Don't let a person you know be a bully.

**We encourage all children to identify bullying as Several Times On Purpose and to NOT be a bystander/outsider and to do what is right if they feel uncomfortable about a situation.** We ask that all pupils report concerns of bullying or bullying behaviour to a trusted adult, this can be: any member of teaching or non-teaching staff, including a class teacher, an LSP/LSA, the Head Teacher, Deputy Head Teacher or SENCo, a lunchtime supervisor, site staff, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report using a record of concern form and pass this to the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Other relevant staff will be informed.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore promote additional reporting mechanisms in place such as our Playground Buddies, Safeguarding Champions, Childline, NSPCC reporting systems (sexting), CEOP button and PREVENT button.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

### Pupils, including bystanders/witnesses

We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator any bystanders/witnesses to the bullying behaviour and the wider school community.

We recognise bullying can be a group behaviour where there is: **The Target** (the person at whom the bullying is aimed), **The Ringleader** (the person who is leading the bullying, but not always doing the bullying), **The Assistant(s)** (who are actively involved in 'doing' the bullying) and **The Reinforcer(s)** (who support the bullying or encourage other people and give power to the ringleader). There are the those who ignore the bullying and do not want to get involved; these are termed **Outsiders or Bystanders** and there are those who stand up for someone who is being bullied and these are known as **Defenders**. This illustration demonstrates bullying as a group behaviour:



## Parents/carers as partners

We proactively encourage parents to work in partnership with us and communicate the school policy to build and maintain the school's culture. This is done through the schools' **Home School Agreement** and by sharing key policies and the schools' vision and values. The Home School Agreement makes behaviour expectations transparent to all pupils, parents and members of staff. It sets out the provision for every child and provides reassurance that expectations of, and response to behaviour are consistent fair and proportionate.

School	Parents/Carers	Pupils
<p>The School will:</p> <ul style="list-style-type: none"> <li>Ensure your child's physical and social well-being at all times, and foster feelings of confidence, self-worth, belonging and independence.</li> <li>Deliver a broad, balanced and carefully planned curriculum which meets the needs of your individual child.</li> <li>Provide a range of after school extra-curricular activities designed to enrich your child's experience.</li> <li>Ensure that all homework tasks are given regularly and on the agreed day, and that they reflect your child's learning needs.</li> <li>Actively welcome parents/carers into the life of the school and to ensure that the teaching staff are always available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare.</li> <li>Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular.</li> <li>Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at key meetings, where appropriate.</li> <li>Uphold the professional standards for teachers.</li> </ul>	<p>I/We undertake to:</p> <ul style="list-style-type: none"> <li>Ensure that my child attends school regularly and that absences are properly notified.</li> <li>Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.</li> <li>Support the school's policies e.g. Behaviour; Uniform; Equal Opportunities.</li> <li>Support my child in his/her homework and wherever possible promote opportunities for learning at home.</li> <li>Ensure my child goes to bed at a reasonable time on week-days.</li> <li>Attend Parents' Evenings and discussions about my child's progress at school.</li> <li>Support the school in preparing children for life in multi-cultural Britain including the promotion of tolerance, respect and the rule of law.</li> <li>Uphold courteous standards towards all of our school community.</li> <li>Sign up for Parent Pay.</li> </ul>	<p>I agree to:</p> <ul style="list-style-type: none"> <li>Always try to do my best in lessons.</li> <li>Always try to remember to be polite and thoughtful towards others.</li> <li>Always try to enjoy school and help other children do the same.</li> <li>Help make our school the best place it can be by treating everyone fairly.</li> </ul> <p>Agreement.</p> <p>School  <i>R. Kerton</i></p> <hr/> <p>Parents/Carers</p> <hr/> <p>Please print name Pupil</p> <hr/> <p>Please Print Name</p>



The Federation of Abbey Infant and Junior Schools

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The Federation of Abbey Infant and Junior Schools.

Home-School Agreement.

Excellence Through Partnership



We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a record of the allegation and Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Other relevant members of staff will be alerted. An investigation into the report will be started.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### **School staff**

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted.

### **Visitors**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to.

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated or Deputy Safeguarding Lead. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted.

## How our school will respond to reports of bullying

At Abbey all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's Safeguarding Tracker. These records are used to identify trends and inform our school's preventative work. Information from these records is shared with relevant staff to ensure that key staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and **each incident will be dealt with on a case-by-case basis**. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, those involved in group bullying and any outsiders/bystanders/witnesses. Staff will do this sensitively and not, at the initial stage talk with both perpetrator and target together.
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Offer appropriate pastoral support for target and perpetrator.
- Talk to the parents (of the target and/or the alleged perpetrator). Encourage parent/carer involvement with an 'open door' policy.
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable. They may include, but not limited to; verbal reprimands and serious talks; meetings with parents; temporary removals from class; withdrawal of privileges; school community service and internal exclusion; short-term exclusion; and permanent exclusion).
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises, including cyberbullying (e.g., the local Police, PCSOs, DSLs from other settings, FIB form, Sandwell Council, CEOP, PREVENT etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator,

solution-focused meetings, individual or group work with The Target (wishes and feelings work, journals, diaries, GOTO (a goto person), intervention groups etc), individual or group work with the alleged perpetrator (W&F work, mentoring, journals, GOTO (a goto person)), intervention groups etc), individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)

- Where appropriate restorative and reflective approaches may be used to resolve conflict and repair harm, and may include, but not limited to; problem-solving circles (circle time); restorative discussions; mini-conferences and classroom conferences.
- Other reactive strategies may include, but not limited to: interventions for pupils involved in a bullying incident (personal behaviour plans; anti-bullying plans; SMART targets; support plans; behaviour contracts; good behaviour agreements and one-to-one individual meetings with target setting); adapted peer support schemes; use of the pastoral team; monitoring systems; curricular approaches; staged responses to bullying; whole-school approaches such as assertive discipline, golden rules; group-based approaches; strategies involving parents; and team teach in critical situations.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; (universal services, mental health services, Early Help or Inclusion Support).
- Liaise with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead – a DSL may then decide to complete a MARF.
- Keep records of pupil, staff, parent and outside agency discussions, meetings and activities. Use school systems to record the incident/report, which may include: Parent Consultations File, Safeguarding Tracker, Behaviour Tracker/File and SIMMS. Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will act as soon as an incident has been reported or identified. We will provide:

- Appropriate pastoral support for the person who has been cyberbullied and an opportunity to discuss the incident with a trusted adult. Provide ongoing support.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible and ensure that appropriate sanctions are implemented, as well as providing additional help or support they may need.
- Identify and interviewing possible witnesses.
- Inform the police, if a criminal offence has been committed.

- Work with the parents and individuals to remove or delete inappropriate content
- Work with online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Provide information to staff, pupils and parents regarding steps they can take to protect themselves online (advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, helping those involved to consider and manage any private information they may have in the public domain).
- Keep a record of the bullying as evidence (see above) and discuss how to respond to any further concerns.

### **Sexual violence and sexual harassment.**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault. Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. We should consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (KCSIE 2022 paragraph 482)

**[Note there is separate and distinct section in the school's Safeguarding policy detailing how to respond to allegations]**

### **Anti- Bullying Strategies and the Curriculum**

Understanding that bullying behaviour exists and investigating all allegations of bullying is crucial. Our school curriculum and ethos aims to create a positive, safe environment for pupils to learn and we do this by promoting a school environment where we are respectful and kind towards each other. We ensure that all children know about kindness and inclusion and that any bullying, discrimination, aggression or derogatory language (including name calling) are not tolerated at Abbey. Our Abbey

Our **approach to behaviour** management uses the assertive discipline model that aims to reward and encourage good behaviour. All staff should manage behaviour in this way at all times. A copy of the behaviour policy can be found on our website. <https://www.abbeyfederation.co.uk/policies/>

Each week we deliver **assemblies (Collective Worship)** that are linked to **British Values**, diversity, inclusion, managing our physical and mental health, managing our emotions, managing relationships, promoting kindness to ourselves, others and the community and life skills. A full range of the assemblies can be found in our video resource centre and detailed in our Curriculum Statement, Promoting British Values document, Health, Relationships and Sex Education Policy, and our Safeguarding Across the Curriculum document. Links to documents can be found at the end of this policy document.

In addition to the assemblies we deliver **health and Relationship Education**. This is compulsory in all primary schools in England. We use a scheme called Jigsaw, and have used the content of this scheme to provide us with a progressive curriculum that provides age appropriate and developmentally appropriate content that is taught both sensitively and inclusively. The subject content provides our children with the knowledge and capability to take care of themselves and receive support if problems arise with bullying, relational conflicts or discrimination:

*‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation’.*

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**The school HRE content is delivered in themes over the academic year**

## EYFS

Area of learning and development	Aspect	End of YR expectation
Personal, social, emotional development	Building relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
	Managing self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Self-regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>

## KS1 and KS2

Rolling Programme - overview of the Health and Relationships Education (HRE)		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Managing our Feelings and Emotions (self-regulation) including resilience (Abbey well-being assemblies)	Healthy Bodies, Healthy Minds including Online Safety– Abbey well-being Units	Managing Relationships – Abbey well-being assemblies
Being Me in My World – Jigsaw Programme	Dreams and Goals - Jigsaw Programme	Relationships - Jigsaw Programme
Anti-Bullying, including cyber bullying – Abbey well-being assemblies	Talking about Mental our Health – Abbey well-being assemblies	Preparing for and Coping with Change including revisit to resilience and self-regulation– Abbey well-being assemblies
Celebrating Difference – Jigsaw Programme	Healthy Me - Jigsaw Programme	Changing Me - Jigsaw Programme

### To enhance the curriculum we include, but are not limited to:

- School council with representatives from each year groups – links to Rights Respecting Schools
- Active Junior PCSO group and Safeguarding Champions
- Playground Buddies – playground strategies and peer support strategies
- Health and Safety monitors who promote a care for the school environment

- Kindness Cup
- Celebration and Praise Assemblies – star of the week
- Rewards in class and reward days
- Staff - Mental health first aiders
- Behaviour management approach – Ready Steady Go
- Lunchtime Supervisor training and GOTO (go to person) support
- Lunchtime clubs – a non-stigmatising way to access adult/peer support
- Lunchtime staff training for playground strategies and improving provision at lunchtime
- Improvements to school grounds – fixed playground equipment (basketball hoops, climbing wall, trim trail, climbing frames, swing bars, astro turf pitch, gym equipment), playground markings, toys and resources (hoops, balls, ropes, stilts, bean bags, music, spinning tops and balance bikes).
- Availability of quiet spaces and sports spaces during lunchtime (ie art club and hall games)
- Taking part in Anti-Bullying Week annually and Odd Socks Day (November)
- Using Anti Bullying Alliance Resources to support incidents in school and provide class lessons
- NSPCC assemblies
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- An engaging and inclusive Religious Education curriculum using Sandwell SACRE
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through EYFS curriculum, PASS surveys and discussions with leaders responsible for subject areas etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences

- Building Blox / ELSA support / Lego therapy / counselling for identified students
- Specific interventions for identified individuals or groups
- Parent involvement with school events and training (BT ICT Gurus)
- Parent surveys to gain a voice of our parent/carer community
- Dedicated Parent Pages on our School Website (Safeguarding, Online Safety and Mental Health and Well-Being) for parents and signposting for universal services
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour
- Staff - Place2Be Mental Health Champions – Foundation Programme supporting mental health through the arts.
- Staff – mental health first aider

#### **Where appropriate, Special Needs Behaviour Management**

**Schools should consider whether a pupil's SEND has contributed to the misbehaviour/bullying and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.**

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

#### **Equalities policy.**

The school recognises its duty under the DDA and this policy should be read in conjunction with the school 'Equalities Policy' (this subsumes Race, Gender and Disability). School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

#### **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they meet and discuss their concerns with a member of staff. If dissatisfaction continues then parents/career are advised to follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with statutory and non-statutory guidance**

- DfE guidance Preventing and Tackling Bullying July 2017 and supporting documents.
- Keeping Children Safe in Education 2023
- Behaviour in school – advice for headteachers and school staff September 2022
- Suspension and Permanent Exclusion from maintained schools – academies and pupil referral units in England, including pupil movement – guidance for maintained schools, academies, and pupil referral units in England – September 2022
- Sexual violence and sexual harassment between children in schools and colleges guidance. **[Note there is separate and distinct section in the school's Safeguarding policy detailing how to respond to allegations]**
- Cyberbullying: Understand, Prevent and Respond: Guidance for Schools – Childnet
- The Use and Effectiveness of Anti-Bullying Strategies in School – DfE Research Brief 2011

### **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

### **Links with other policies**

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

<b>Policy</b>	<b>Link</b>
Behaviour Policy	<a href="https://www.abbeyfederation.co.uk/behaviour-discipline/">https://www.abbeyfederation.co.uk/behaviour-discipline/</a> Includes details about the rewards and sanctions for pupils
Safeguarding Policy	<a href="https://www.abbeyfederation.co.uk/safeguarding/">https://www.abbeyfederation.co.uk/safeguarding/</a> Includes information about child protection procedures and contextualised safeguarding
	<a href="https://www.abbeyfederation.co.uk/safeguarding/">https://www.abbeyfederation.co.uk/safeguarding/</a>

Safeguarding Across the Curriculum	How the school safeguard children through the school curriculum <a href="https://www.abbeyfederation.co.uk/health-safety/">https://www.abbeyfederation.co.uk/health-safety/</a>
Acceptable Use Policy	Information about online safety, data protection and safeguarding
Equalities Policy	<a href="https://www.abbeyfederation.co.uk/sen-equality/">https://www.abbeyfederation.co.uk/sen-equality/</a> Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	<a href="https://www.abbeyfederation.co.uk/curriculum-guidance/">https://www.abbeyfederation.co.uk/curriculum-guidance/</a> Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Promoting Fundamental British Values	<a href="https://www.abbeyfederation.co.uk/curriculum-guidance/">https://www.abbeyfederation.co.uk/curriculum-guidance/</a> Information about how the school promote British Values through the school values, life skills, curriculum and wider range of enrichment activities across the school.
Radicalisation and Extremism	<a href="https://www.abbeyfederation.co.uk/safeguarding/">https://www.abbeyfederation.co.uk/safeguarding/</a> Information about opposition to fundamental British Values and safeguarding children against extremist views and exposure to extremist material.
Curriculum Statement	<a href="https://www.abbeyfederation.co.uk/safeguarding/">https://www.abbeyfederation.co.uk/safeguarding/</a> Includes full details of our curriculum offer
Complaints Policy	<a href="https://www.abbeyfederation.co.uk/general/">https://www.abbeyfederation.co.uk/general/</a> Includes information about how to make a complaint if you are not satisfied with the school's response

### **Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

## Appendix 1

### **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families:

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)  
[10 theeducationpeople.org](http://10theeducationpeople.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Race, Religion and Nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## **LGBTQ+**

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harassment and Sexual Bullying**

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying):  
[www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)

### How to report bullying concerns

We want our children parents/carers, staff, and visitors to understand what bullying is and to be able to confidently report bullying and know that their concerns will be taken seriously.

At Abbey we use an approach called 'Abbey, let's start S.T.O.P.'. The acronym S.T.O.P helps children identify what bullying is; Several Times on Purpose. It helps them decide what to do about it; Start Telling Other People and it also acts as an assertive phrase 'STOP! I don't like that'. This message is promoted each term (not just during anti bullying week) and staff have regular training.

We encourage all children to identify bullying as Several Times On Purpose and to NOT be a by-stander/outside and to do what is right if they feel uncomfortable about a situation. We ask that all pupils report concerns of bullying or bullying behaviour to a trusted adult, this can be: any member of teaching or non-teaching staff, including a class teacher, an LSP/LSA, the Head Teacher, Deputy Head Teacher or SENCO, a lunchtime supervisor, site staff, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report using a record of concern form and pass this to the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Other relevant staff will be informed.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore promote additional reporting mechanisms in place such as our Playground Buddies, Safeguarding Champions, Childline, NSPCC reporting systems (sexting), CEOP button and PREVENT button.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

#### Abbey Let's Start STOP

S.T.O.P helps us to identify what bullying is - Several Times On Purpose

S.T.O.P helps us to know what to do about bullying - Start Telling Other People.

STOP is an assertive word when someone is upsetting us. Practise saying 'STOP! I don't like that'. Do this as a bystander tool. Don't let a person you know be a bully.



### How our school will respond to reports of bullying

At Abbey all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

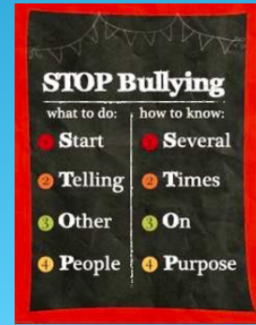
Our school keeps records of all reports of bullying, this information is stored on our school's Safeguarding Tracker. These records are used to identify trends and inform our school's preventative work. Information from these records is shared with relevant staff to ensure that key staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, those involved in group bullying and any outsiders/ bystanders/witnesses. Staff will do this sensitively and not, at the initial stage talk with both perpetrator and target together.
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Offer appropriate pastoral support for target and perpetrator.
- Talk to the parents (of the target and/or the alleged perpetrator). Encourage parent/carer involvement with an 'open door' policy.
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable. They may include, but not limited to; verbal reprimands and serious talks; meetings with parents; temporary removals from class; withdrawal of privileges; school community service and internal exclusion, short-term exclusion, and permanent exclusion).



### The Federation of Abbey Infant & Junior School Anti-Bullying Leaflet



This leaflet is formed from extracts of our anti-bullying policy.

The full policy can be found on <https://www.abbeyfederation.co.uk/behaviour-discipline/>

### Good behaviour is good for everyone.

At Abbey we focus on developing and fostering positive relationships to create a school where children feel safe, happy and which allows our children to learn in an atmosphere which is focused on improving their life chances.

At Abbey we use these umbrella rules:

- Everyone has the right to feel safe in school. Therefore, everyone has a responsibility to behave in a safe way.
- Everyone has the right to enjoy the school environment. Therefore, everyone has a responsibility to look after the school environment.
- Everyone has a right to come to school to learn. Therefore, everyone has a responsibility to create an environment that encourages learning.

We explicitly teach what good behaviour looks like and have a good behaviour policy which details the vision and promotes an 'Assertive Discipline' model that rewards and encourages good behaviour. All staff manage behaviour in this way, at all times. Under no circumstances is poor behaviour acceptable and when it occurs it is dealt with immediately. Maintaining a positive culture requires constant work and our staff positively reinforce the behaviour that reflects the values of the school and prepares children to engage in their learning. We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity.

### What is bullying?

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online, this is sometimes called online bullying or cyberbullying. Specifically, 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.

Abbey recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by our school as being a form of child on child abuse (KCSIE); children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All targets will be taken seriously and offered appropriate support, regardless of where the abuse takes place.



### Relational conflict.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or 'falling out'. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

### ANTI-BULLYING ALLIANCE



Change log	
V 1.1	Substantive review based on DFE guidance July 2022
V1.2	Added paragraphs on SEND equality; Equalities duty; Current version to footer
V1.3	Paragraph added about SVSH
V1.4	Dates updated; screenshot of anti bullying leaflet in appendix – no substantive changes