

Anston Park



Anti-Bullying Policy

2025

INTRODUCTION

Anston Park Junior School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations for all pupils, staff and parents and strive to create a school community in which all children can fulfil their potentials.

Bullying of any kind is unacceptable at Anston Park Junior School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying coordinator (Mr French, Assistant Head teacher).

We celebrate diversity and promote cohesion within our community.

Bullying outside school premises:

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority, of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Department of Education October 2014: ‘Preventing and tackling bullying’ – Advice for head teachers, staff and governing bodies.

This policy reflects the following guidance:

OFSTED Guidance for inspecting schools under the common inspection framework from September 2015, including the clarification document for schools.

Further advice and references:

Department of Education October 2014: ‘Preventing and tackling bullying’ – Advice for head teachers, staff and governing bodies.

Ofsted Report ‘No place for bullying’ – How schools create a positive culture and prevent and tackle bullying. (Age group: 5-18 Published: June 2012 Reference no: 110179)

Keeping Children Safe in Education 2023

What is Bullying?

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' **DfE definition**

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' **Anti-Bullying Alliance**

The Equalities Act 2010

The Equalities Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation (links to Prevent strategy)

This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- Disability
- Gender
- Gender reassignment / transgender identity
- Race
- Faith
- Sexual orientation / sexuality
- Pregnancy / maternity

The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability.
- Appearance of health conditions
- Home circumstances and lifestyles including young carers and looked after children
- Sexist or sexual bullying
- Gender
- Transgender status / Transphobic bullying

- Homophobic bullying Safe to Learn: Embedding anti-bullying work in schools DfCS 2007

The following are examples of bullying behaviours:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Written e.g. ridicule through drawings and writing
- Incitement e.g. encouraging others to bully
- Extortion (demanding money/good with threats)
- Racist (racial taunts, graffiti, gestures)
- Sexual (Unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focusing on the issue of sexuality)
- Damage to Property e.g. theft of bags, tearing clothes, ripping books
- SEND (Special Education Needs & Disability)
- Online/Cyber e.g. inappropriate texting /emailing.
(A type of bullying that happens online or through text messages or emails. It includes posting rumours on sites like Facebook, sharing embarrassing pictures or videos, and making fake profiles or websites.)
- Sexting (Definition: images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. DfE.

What we will do as a school:

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer
- Appoint an Anti-bullying Governor
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community. (See appendix, flowcharts A and B)
- Develop a preventative approach to bullying. Pupils will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Implement a consistent system for recording incidents of bullying in line with current OFSTED/DfE guidelines
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe (using pupil voice) areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.

Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:

- Developing a child friendly policy
- Developing an adult friendly policy
- Regular praise of positive and supportive behaviour of pupils, by all staff
- Work in school which develops empathy and emotional intelligence
- Any incidents being treated seriously and dealt with immediately. Support for both parties/sanctions where applicable.

- Ensuring if a child is found to be the target of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The targets and perpetrators' parents will be informed as per DfE Guidance.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.

How we will work with targets of bullying:

- Ensure that there are clear pathways for reporting bullying including confidential methods. Appendix A and B
- Ensure that targets are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure targets are consulted, and kept involved and informed

How we will work with those accused of bullying:

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - Counselling/instruction in alternative ways of behaving
 - Adult mediation between the perpetrator and the target (provided this is safe for the target)
 - Rewards/positive reinforcement for young people in order to promote change and bring acceptable behaviour under control
 - Fixed periods of exclusion
 - Permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders/ upstanders:

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders. Introducing the concept of being an 'upstander' rather than a bystander empowering CYP to take appropriate action

Strategies we may use for a preventative approach:

- Teaching through the curriculum – Universal Prevention approach
- Assemblies
- Peer mentoring
- Anti-Bullying Ambassadors
- Peer mediation
- Circle of Friends
- Circle Time
- Support from external agencies
- Sharing good practice with other schools (Rotherham Healthy Schools Good Practice Award and / or Silver Level Reaccreditation)
- Participation In National Anti-Bullying Week / Healthy Schools Celebration Event

How we will educate the school community:

- Emphasise through all aspects of the whole school ethos and curriculum that bullying will not be tolerated

- Ensure that the anti-bullying officer and governor attend appropriate training and development
- Provide training opportunities for the whole school staff body
- Ensure that pupils learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum and links to British Values eg. In PSHE, RE, History and Citizenship)

How will we work with parents and carers

By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report concern to
- Every opportunity is given to parents/carers to share their concerns
- Where a parent/carer is dissatisfied with the schools handling of a situation then the heard teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (See Appendix B – Pathways of Help parents/carers).
- If after following the schools formal complaints procedure that parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints
- Confidentiality relating to homophobic bullying/transphobic bullying will be considered in partnership with the safeguarding officer, to ensure pupils are not 'outed' to parents/carers inadvertently, whilst still safeguarding the young person.

How we will support staff:

- We will ensure appropriate agencies contact details who can support staff available in the staff handbook and / or section of the school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987 (LA maintained school staff)
- Human Resources and Union Representatives
- Cyberbullying of staff within the school community references:
 - Department for Education: Cyberbullying: Advice for head teachers and school staff
 - Safer Internet Organisation: E-safety policy advice and signposts – Rigorous e-safety policies and procedures are essential to safeguarding children online

Support Agencies we may consult are:

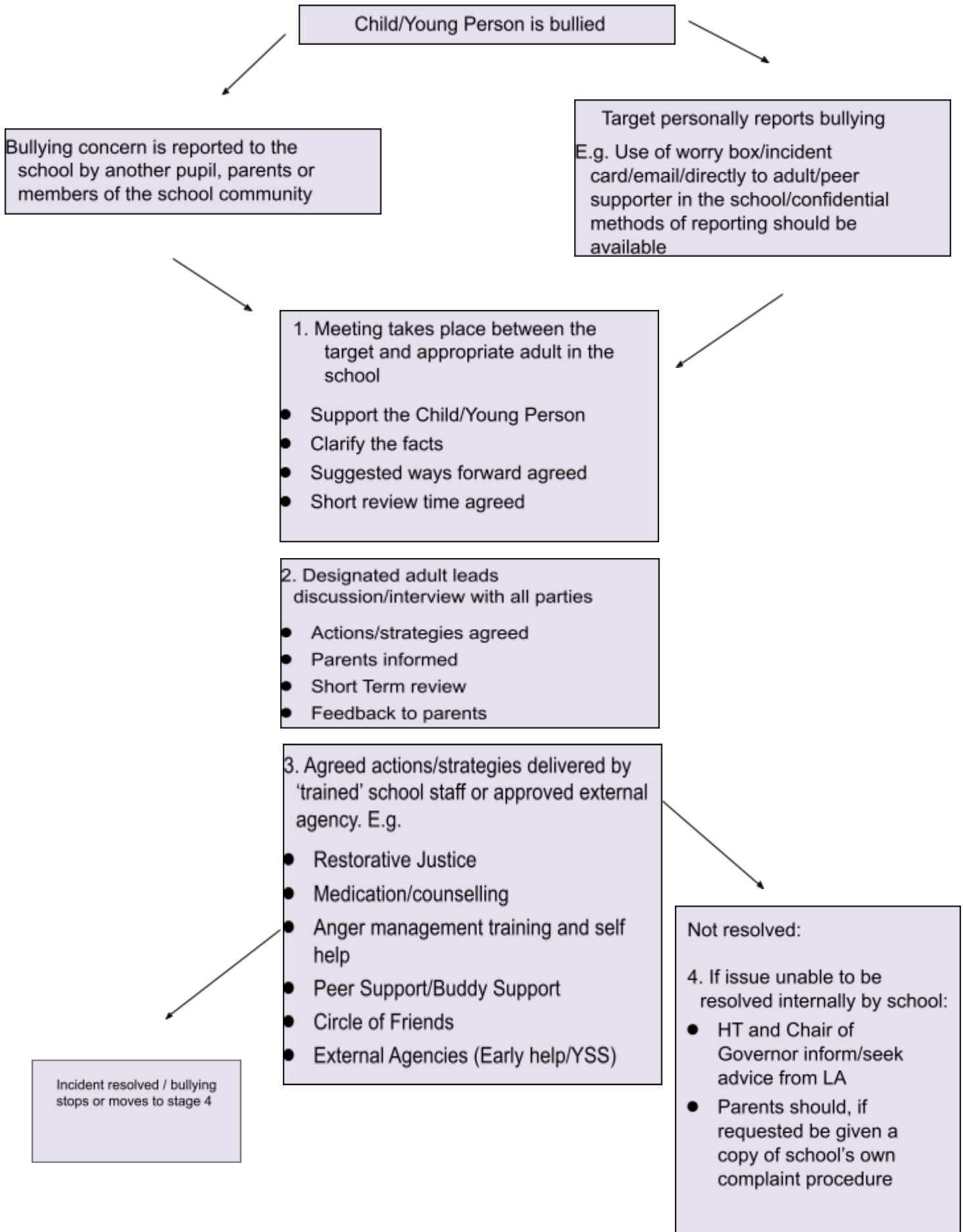
Local authority
 Anti-bullying officer
 Rotherham School Improvement Service
 Educational Psychology Service

External sources of advice and support

The Anti-Bullying Alliance
 Think you know (Online Bullying)
 ChildLine
 Kidscape

Appendix A

Pathways of help for children



Appendix B
Pathways of help for parents and carers

Step 1
Parent/carers contacts school to report
bullying allegation

Step 2
Parents/carers arrange a meeting with appropriate staff member
with responsibility for Anti-Bullying within school.
Discussion on the facts/Suggested ways forward/Short review
time

Step 3
Review meeting/phone
conversation/email

Step 4a
If issue is resolved; continue to all parties
eg via discussion/Interview with all
parties

Will use: suggested and
agreed actions/strategies

Step 4b
If issue remains unresolved Parent/Carer
contact Head Teacher/Chair of
Governors

Discussion/Interview with all parties
Will use suggested and agreed
actions/strategies

If continues to be unresolved

Step 5
Details of LA complaints officer given
to Parents/carers