

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and goes towards the bottom right, passing through the top-left edge of the largest circle. The other line starts from the top center and goes towards the bottom right, passing through the top-left edge of the medium-sized circle. The largest circle is at the bottom right, the medium one is in the center, and the smallest one is at the top center.

# **Ainslie Wood Primary School Anti Bullying**

## **Policy and Procedures**

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

**2022**

Bullying of any kind is unacceptable in our school. We are a TELLING school and believe that ignoring bullying is wrong. If bullying behaviour does occur, all children and adults should be able to tell someone and know that all incidents will be dealt with promptly and effectively. At Ainslie Wood anyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and report it.

### **What is Bullying?**

A distinction needs to be made between unkind behaviour and bullying. We do not allow unkind or cruel behaviour in our school. Not all unkind behaviour is bullying.

At Ainslie Wood, we have a shared definition of bullying which is:

**‘When somebody keeps on hurting someone else  
(physically, emotionally or verbally) on purpose’**

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time
- that it is deliberate
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying
- that it has an outcome that is always painful and/or distressing

We also know that bullying can be overt and/or extremely subtle and it can take many forms and manifestations.

It can be:

- physical: pushing, kicking, hitting, pinching and any other forms of violence
- verbal: name-calling, sarcasm, spreading rumours, threats
- emotional: excluding, tormenting, threatening gestures, ridicule, humiliation
- discrimination: negative references to faith, race, gender, sexuality, physical disability, any special educational need or difference
- visual: looks, actions or subtle gestures
- hiding equipment or other possessions
- mobile phone texts, messages and calls
- internet/cyberspace misuse - email and social media communication (Refer to Online Safety Policy)

### ***Persistent bullying can result in:***

- depression
- low self-esteem
- shyness

- poor academic achievement
- isolation/withdrawal

Consequently, we regularly promote children's understanding of bullying through Circle Time sessions, Anti-Bullying Week, the RSE Curriculum, the Personal Health and Mental Well-Being Curriculum and Safer Internet Day.

We also monitor children's understanding of bullying informally in class during the above, and formally through Anti-Bullying week and Safer Internet Day. Data is analysed against pupil cohorts, including gender and ethnicity, to identify any patterns and enable the school to respond appropriately.

### **Counteractive Measures and Advice**

Ainslie Wood is a **telling school** and so we always advise children to:

- tell someone they trust if they see or know about bullying
- be assertive and be proud of who they are

### **Preventing**

We recognise that children need support to understand the impact of their behaviours and to change their behaviours. We use various approaches to help prevent bullying. These include:

- Using regular Circle Time sessions, Restorative Justice, the RSE and Personal Health and Mental Well-Being Curriculum to proactively develop an ethos within the school where children are encouraged to value and care about each other
- Discussing and formulating sets of rules around desired behaviours
- Developing greater understanding of Rights and Responsibilities through the curriculum
- Assemblies and class stories
- Behaviour contracts
- Discussions within class about bullying and its consequences for both parties
- Anti-bullying week and subsequent displays
- Safer Internet Day
- 1:1 or group work with the Pastoral Lead
- Training for adult support in identification and eradication

### ***Advice for parents/carers:***

DO watch for signs of distress in your child. There could be, for example, an unwillingness to come to school.

DO inform the school immediately and ask for a meeting with your child's class teacher, if you think your child is being bullied.

DO contact the school if you know of an incident of bullying.

DO NOT approach the bully or their parents or carers.

DO NOT encourage your child to hit back.

DO seek further information and guidance from support agencies such as: Bullying Online (<https://www.bullying.co.uk/>) and Kidscape (<http://www.kidscape.org.uk/>).

## **School Procedure**

- Day-to-day incidents and/or any conflict between children are dealt with by the class teacher or Support Leader, as appropriate, and parents are informed. These incidents, actions and communications are logged on CPOMs.
- Any serious incident(s), which might include a child being hurt emotionally, physically or electronically, will be brought to the attention of the Pastoral Lead and SLT via CPOMs. The designated staff member will talk to all parties and if he/she judges the incident(s) to be a case of bullying, he/she will contact the parents of both parties (victim/bully) that same day and arrange separate meetings to discuss the incident(s).
- At the meeting with the parents or carers of the child who was bullied, the designated staff member will discuss and agree with the parents strategies for ensuring that the bullying does not recur. The staff member will also discuss with the parents strategies for empowering their child. Arrangements will be made with key members of staff to closely monitor him/her and regularly report back to the Pastoral Lead and SLT via CPOMs.
- Using a Restorative Justice approach, the child who has bullied will be asked to reflect on their behaviour and the hurt they have caused and to make amends with the child they have bullied once the incident has been discussed with the staff member. Intervention programmes will be implemented at this point where necessary. Arrangements will be made with key members of staff to closely monitor them regularly and report back to the Pastoral Lead and SLT via CPOMs. In the case of persistent bullying, further meetings will be arranged with parents or carers and other professionals may be implemented (e.g. Behaviour Support) and future steps agreed.
- Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
- Incidents of bullying are dealt with by co-operating with the parents or carers of the victim and the bully. Both sides will be offered positive advice and support, which will reflect the specific circumstances of individual incidents.

## **Monitoring**

The Pastoral Lead and Senior Leadership Team will conduct an annual review of all serious incidents, which includes an investigation into any recurring patterns, including by pupil cohorts such as gender and ethnicity. This will include analysis of the effectiveness of the school's procedure, and also the actions and response to any incidents of bullying.