



Abbots Langley School

Inspiring life-long learners

Anti-bullying Policy

This policy will be reviewed in full by the Governing Body on a two yearly basis.

This policy was reviewed and updated in **November 2017**

Next review date: **November 2019**

Summary

This policy is an anti-bullying policy and forms an integral part of our school ethos as a 'listening school'

Introduction

This policy statement outlines the commitment of the staff, children and Governors of Abbots Langley Primary School to ensure that any form of bullying is prevented and avoided as far as possible for all members of the school community. These include:

- Children
- Teaching staff
- Support staff
- Voluntary staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

Equal opportunities and mutual respect should permeate all aspects of school life, and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of everyone within our school community. The responsibility for keeping the issue of anti-bullying at a high level of priority at all times and in all areas, is that of headteacher, Rebecca Negrello and our Inclusion Leader, Elizabeth Salt.

Learning without Limits

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

The adults in the school try to provide good, positive role models in their approach to all issues relating to anti-bullying and equality of opportunity.

Definition of Bullying

All members of the school community are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/ carers.

At Abbots we define bullying behaviour as;

- Intentionally hurtful- It is deliberate, unjustifiable and unprovoked behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- A repeated experience- It is persistent or repeated anti-social behaviour.
- An inequality of power- The person being bullied finds it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim.

Examples of bullying:

- Verbal bullying and cyber bullying
- Physical bullying
- Indirect bullying, eg, spreading rumours or excluding individuals
- Psychological bullying, eg, intimidation
- Racist taunts or gestures (All incidents are reported to county)
- Sexual
- Homophobic
- Disability

Prevention of Bullying

Abbots is a Listening School. We celebrate a warmth and 'openness' of atmosphere which welcomes and values everyone. We aim to respond immediately to any allegations of bullying behaviour whether it be verbal, implied (e.g ignoring, isolation) or physical intimidation or harm.

At Abbots we:

- Establish school rules within classrooms which demonstrate positive caring behaviour
- Have assemblies where the importance of being respectful and valuing others is discussed by children and adults.
- Encourage children to resolve their issues.
- Use Restorative Justice strategies to deal with situations that arise between the bully and the victim.
- Ensure that all incidents of harassment and bullying are recorded and monitored. All racist incidents are recorded and a confidential record is kept electronically.
- Inform the parents of the victim and perpetrator in the event of any racial harassment.
- Inform the parents of the victim and perpetrator of any incidents of physical harm or sustained bullying. The school will always try to work with all parties to stop, and further prevent, bullying behaviour.

Role of Parents/ Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils to achieve their potential. Parents and carers have an important role to play in actively encouraging their child to be a positive member of Abbots. If bullying is reported to the school, parents and carers need to be informed in a sensitive and responsible manner.

If parents or carers have concerns over bullying behaviour they should take up those concerns with the class teacher or the Head teacher as soon as possible. Parents or carers should take up any concerns they have with the school and not the parents or carers of other parties. The best place to resolve conflicts between children is in the school where all sides and aspects of incidents can be explored.

Parents and carers are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents/ carers are requested not to spread stories about incidents as partial information can be inaccurate and affect the reputations of individual children and the school.

Parents/ carers will be informed of any significant incidents involving their children in order to support their children and the school in seeking resolution and restoring a safe environment for all children.

If, as a parent/ carer, you are not satisfied with how a situation has been handled, you can speak to Chair of Governors, Jon Messenger, who is contactable via the school office.

Resources and Materials

The provision of good quality resources and materials to support discussions in the classroom is a high priority. Curriculum resources should:

- reflect “the reality of an ethnically and culturally diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals.

Staffing and CPD

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995 and guided by the Hertfordshire Policy on Equal Opportunities in Employment.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

All members of staff are valued and we are proud to meet the standards of Investors in People.

Monitoring and Review

Our anti-bullying policy is identified as an area requiring careful and ongoing monitoring throughout the curriculum and across all aspects of school life. All members of our school community have a right to feel safe and to be listened to.

All key stage and subject leaders are responsible for monitoring the impact of this policy on practice. The Head teacher is responsible for ensuring that our aims are communicated to all staff and are adhered to.

Racism

At Abbots Langley Primary School we take all bullying incidents very seriously and that would include any incidents of racism. It may be a physical or verbal act suffered by a group or individual because of his/her colour, race, nationality and ethnic or national origins.

The Home Office Code of Practice on Recording and Reporting Racial Incidents (April 2000) requires that all agencies use the same term to define what constitutes a racist incident: "any incident which is perceived to be racist by the victim or any other person" (P.15)

Hertfordshire County Council Guidelines state that:

‘4.7 In some incidents the motivation may have been to cause that harm or offence, in others it may have been unintentional. Both would constitute recordable racist incidents.’(P17)

‘4.11 Racist incidents may include:

1. Threatened or actual physical assault
2. Verbal abuse
3. Racist graffiti (on school furniture, walls or books)
4. Distributing racist literature
5. Wearing of badges or symbols belonging to known racist organisation
6. Name calling
7. Teasing in relation to language, religion or cultural background
8. Expressions of prejudice calculated to offend or to influence the behaviour of others
9. Intimidation
10. Isolation and spreading of rumours
11. Inappropriate and hurtful humour’ (P.18)

‘4.13 In recording unintentional racist incidents the school may be dealing with some aspects of the list above but might also be responding to no more than an individual's perception that they feel upset, distressed, picked on or discriminated against. Younger pupils may unwittingly use offensive language which they do not fully understand and did

not intend. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used.’(P.18)

‘In recording incidents you are not labelling children as racist. The records are held centrally in the school and not on individual children's records (unless the behaviour becomes extreme or repeated. Contact with parents of those who have given offence would not be necessary in victimless incidents, unless intent was evident or this was repeated behaviour.’ (P.21)

‘6.3 Under DfEE guidelines governing bodies have a responsibility to monitor the number and nature of racist incidents in the school and the action taken to deal with them. Never the less, full details of incidents would not go to a full governing body meeting.’ (P.29)
Taken from ‘Preventing and dealing with racist incidents’ produced by Hertfordshire County Council

How we deal with racist incidents:

All reported incidents of racism are treated very seriously and reported to the Head teacher who will then make a record of the incident and record action taken. Incidents involving young children are handled sensitively and with the awareness that the child may not completely understand the full implications of what has been said or done. It is made clear to both children that the racist action or use of racist language is totally unacceptable. Sanctions may be used in line with the school behaviour policy.

The school follows the guidelines as set out in the handbook ‘Preventing and dealing with racist incidents’ produced by Hertfordshire County Council.