



Anti-bullying Policy

Our definition of bullying:

Bullying is repeated action taken by one or more people with the *deliberate intention* of hurting another either physically or emotionally.

Bullying behaviour includes:

- name calling and taunting (by verbal or written means)
- threats and extortion
- physical violence
- damage to belongings/stealing
- leaving pupils out of social activities deliberately and frequently
- e-bullying or cyber bullying through e-mailing, social networking sites and use of mobile phones
- spreading malicious rumours

Bullying is a form of child on child abuse and can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation

No form of child on child abuse, including bullying, will be tolerated and all incidents will be taken seriously. Bullying is wrong and is a negative experience for BOTH victim and perpetrator. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

The role of Governors

The Local Governing Committee of Ashfield Primary School supports the Headteacher in all attempts to eliminate bullying from our school. The Governors monitor the incidents of bullying that occur, and review the effectiveness of the school policy regularly.

The role of the staff

The Headteacher, along with all staff, promotes a safe, happy climate, where pupils learn about what bullying is and that bullying is not tolerated. This will be achieved explicitly through assemblies and PSHCE lessons and implicitly through our day-to-day interactions with children. Staff will promote equality and celebrate diversity.

The Headteacher ensures that accurate records of all bullying incidents are maintained, monitors and reviews incidents regularly and reports to the governing body about the effectiveness of the policy.

All staff act as positive role models at all times. They work hard to establish a climate of trust and respect for all, by praising, rewarding and celebrating the success of all children.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy.

Parents who are concerned that their child might be being bullied should inform their child's class teacher at the earliest opportunity.

The role of pupils

Pupils at Ashfield Primary School respect the rights of others and behave in a responsible way in and out of the classroom.

Pupils agree to seek and accept help from others at Ashfield Primary School so that problems and concerns can be discussed and solutions sought.

Pupils should be encouraged to talk to a member of staff if they witness or suspect that another pupil is being bullied.

Ashfield is committed to deal effectively with all incidences of bullying by supporting both the victim and the perpetrator. Ashfield will continue to review their procedures to ensure successful resolution of problems.

Related policies:

- Behaviour
- Single Equalities Scheme
- PSHCE
- Care and Control

Ratified by the governing board of Ashfield Primary School 24/01/2024

Updated: December 2025

Review date: Spring 2027

Appendix 1

A summary of the problem solving approach to bullying

Step one

Interview the victim and offer them the opportunity to share their feelings.

Try to find out who was involved, ask for details and record the information.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made. Seek the victim's permission to use this information with the person(s) involved in the bullying.

Step two

Arrange to meet with the people involved, this will include the alleged bullies and any bystanders.

The victim could be included but often chooses not to be present.

Step three

Explain the problem to those involved, emphasising the distress caused.

Do not discuss the incidents or allocate blame to an individual or group.

Step four

Communicate the need to accept shared responsibility and an expectation that all can do something about it.

Step five

Encourage all in the group to contribute to the discussion of how the victim could be helped to feel happier. Summarise the ideas generated and help the group to consider which are likely to be most effective if implemented. Provide positive feedback about the proposed solution(s) but do not extract a promise.

Step six

Conclude the meeting by passing over the responsibility to the group to solve the problem

and set an expectation by communicating trust. Arrange a follow up meeting to make it clear they will have the opportunity to share with you how they perceive

things are going. [If the victim did not choose to attend the meeting, provide information re the groups suggested solutions and invite them to a follow up meeting prior to the group meeting, so they can discuss how things are progressing].

Step seven

Monitor how the victim is feeling at the follow up meeting. Try and get them to attend the group meeting where each person will be asked to say how things have changed .Encourage further suggestions of what needs to continue to happen. This allows the mediator to monitor the bullying and keep the group involved in the process.

Appendix 2 Guidance for staff

All staff will follow the 7 step approach to problem solving outlined in Appendix 1.

Advice to staff responding to concerns raised by children & parents/carers:

- *recognise* that the child/parent may be upset and feeling angry
- *keep an open mind* –bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- *remain* calm and understanding ,making clear that the school does care and that something will be done
- *listen sensitively*, ask for details and record the information
- *advise the child/parent* that they will be contacted when you have followed the recommended procedures and have more information to share (preferably within 24 hours)

Informing parents that their child is involved in bullying

We foster a co-operative ethos by involving parents constructively at an early stage.

Mediators

Each class teacher should try to facilitate this approach if the victim is in their class but incidents which arise and are reported during playtime / lunchtime sessions will be managed by the Headteacher, learning mentor or assistant heads.

Recording, monitoring and evaluating procedures

Forms are available from the staffroom notice board. The completed sheets should be given to the Headteacher for safe storage in a locked filing cabinet in the Headteacher's office.

All staff including Lunchtime staff are expected to record and report any incidents arising during their period of supervision.

Persistent offenders or serious incidents of bullying

Serious incidents of bullying will require the involvement of the Headteacher and parents

at an early stage.

Serious incidents would include the following:

- causing physical harm or damage to a person or their property
- group bullying
- repeated bullying after adult mediation

The 'problem solving approach' should still be utilised if possible but the Headteacher may decide that initially a period of isolation or exclusion is necessary. The Headteacher will decide on the action to be taken, according to the individual circumstances of each case.

Appendix 3 Guidance for parents

If you think that your child has been bullied:

- calmly talk to your child about it
- make a note of what they tell you - particularly who was said to be involved, how often the bullying has occurred, where it happened and what happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's class teacher

Strategies for talking to staff about bullying:

- try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident – talking to the teacher politely will get your point across more effectively
- be as specific as possible about what your child says has happened
- allow member of staff time to investigate – let them know if things improve as well as if problems continue

Appendix 4 Guidance for children:

If you are unhappy about the way someone is treating you:

- talk to someone you trust eg parent, member of school staff, friend
- allow that person to help you
- do not believe that it is all your fault
- participate fully in the problem solving approach