

Aston Clinton School
Together we: Aspire, Care and Succeed



Anti-Bullying Policy

- 'No Outsiders'

Name of School	Aston Clinton School
Policy Review Date	Spring 2025
Date of next review	Spring 2026
Who reviewed this policy?	Headteacher

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- E-Safety Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- PSHE Policy

Statement of Intent

Children and young people at Aston Clinton enjoy many rights. These include the right to be safe, and the right to a successful school life. Aston Clinton maintains a **caring** approach to its community and any form of bullying, physical, verbal, racial, homophobic, sexist or other type of harassment will not be tolerated.

At Aston Clinton, we see that all people are equal. The school makes no discrimination or differentiation on the grounds of any protected characteristic and treats every person with equality and the respect and dignity due to them.

We are all mutually responsible for the well-being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying behaviour is to bring it out in the open.

Everyone has the right to come to school without the fear of being bullied.

Objectives of this Policy

- To ensure that everyone in the school community understands what bullying is and how the school will deal with incidences of bullying.
- To ensure staff understand their role in preventing and responding where a child is at risk. (Especially regarding child-on-child abuse).
- To develop a listening, caring ethos at Aston Clinton where any form of bullying is not tolerated and dealt with in the appropriate and timely manner.
- To encourage discussion and not make premature assumptions and to foster a problem-solving approach.
- The staff are made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum via PSHE, assemblies and Anti-bullying week.
- Support the perpetrator and the victim in modifying behaviour.

What is Bullying?

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the victim.

There are many definitions of bullying, but most consider it to be (The Children's Act 2004):

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves

At Aston Clinton, we define 'bullying' as: the intentional, persistent use of any kind of behaviour(s) with the aim of hurting another individual or persons, and which results in pain and distress to the victim.

Bullying generally falls into one or a combination of the following categories:

- **Physical** – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- **Psychological** – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.

- **Relational** – Behaviours which exclude, isolate and ostracise someone
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Cyber** – Using mobile phones or the internet to deliberately upset someone. This includes child-on-child abuse (see below). Being subjected to harmful online interaction with other users.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child-on-Child abuse** - Any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).
- **Religious** – Offensive remarks made about an individual's faith or religion.

Identifying, Responding and Preventing Bullying

How can we recognise bullying behaviour?

A person showing bullying behaviour may like to have power over others. They may be loud and bossy but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare/intimidate people whether they are children or adults. Often, they are or feel insecure, so try to persuade others to join in with them. They often spread upsetting rumours about people.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities
- Pupils from socioeconomically disadvantaged backgrounds

Signs and symptoms of bullying (Children)

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to self-harm or runs away
- Stops eating
- Cries themselves to sleep at night or has nightmares
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber-message is received
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Don't Suffer in Silence

Your silence is their greatest protection:

STOP – Start, Telling, Other, People

- Start
- Telling - Tell someone you can trust – Parent, grandparent, school buddy, teacher, friend, brother, sister.
- Other - Try not to show the bully you are upset.
- People - Stay in a group and avoid areas where bullying can take place.
- Be assertive without being aggressive (Practise this).

How do you know if an adult/member of staff is a victim of bullying?

The person may have a sudden change of behaviour. The victim may be absent from work more frequently. Their work may suffer, they may seem withdrawn and unhappy.

What to do if you are a victim of bullying (Staff/Adult)

Follow the agreed staff protocol and procedures in the Staff Induction Policy. See terms and conditions of employment. Seek union advice.

- Start
- Telling
- Other
- People
- Tell someone you can trust – family member, colleague, line manager, Headteacher, governor.
- Try not to appear upset.
- Avoid situations where the bullying can take place; always take a witness.
- Be assertive without being aggressive.

What to do if you suspect a child or adult of being a victim of bullying

- Tell an adult – parent/member of staff, remember: SILENCE IS THE PERPETRATOR'S GREATEST PROTECTION. You are not telling tales.
- In the case of a member of staff/adult being bullied, inform Headteacher, line manager or governor.
- If possible act. Show your disapproval. Take responsibility – be a good friend/colleague.
- Don't stand by – this will be interpreted as support for the bully
- If you think that your child is a victim of bullying, reassure them of your support and contact your child's class teacher or the Headteacher at school straightaway by phone, email or in person.

What to do if you suspect your child to be the perpetrator of bullying

- Each child is encouraged to recognise his/her own self-worth through play, writing and discussion (e.g. circle time).

Bullying outside of school

- The headteacher (or the Deputy Head teacher in the absence of the Headteacher) has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 is investigated and acted on. Where appropriate the Headteacher will consult with the following guidance:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Liaison with parents and carers

We will

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.
- Reinforce the Home/School agreement annually.

Recording of Incidents

- All staff are responsible for recording any incidents of bullying. If a child is the victim of bullying, the incident is recorded on CPOMS (Child protection Online Management System). In the case of an adult being bullied then the incident is reported immediately to the Headteacher who keeps staff records. The Headteacher has overall responsibility to ensure incidents of bullying are recorded. Information on recorded incidents is made available to the school's governor through the termly Headteacher's report.

Monitoring and Review

We will review this policy at least once every two years as well as if incidents occur that suggest the need for review.

Appendix 1

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

everyone's welcome

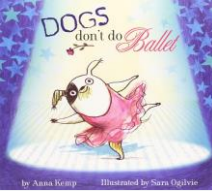


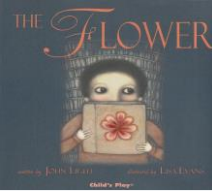
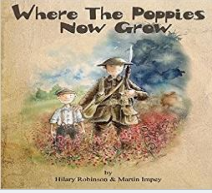
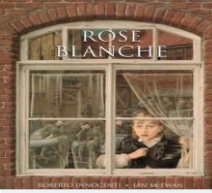
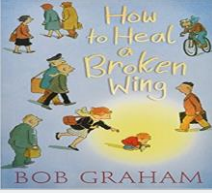

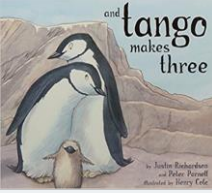
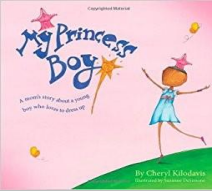
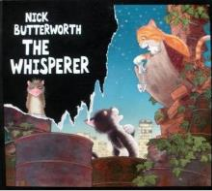
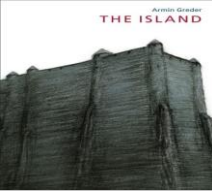
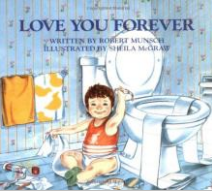

Using the 'No Outsiders' approach to teach the Equality Act (2010) in primary schools

'No Outsiders' resource and framework to teach the Equality Act (2010) to primary school children.

No Outsiders is a whole school approach which uses assemblies and story books to teach children about all aspects of difference and diversity. These principles are promoted in the Equality Act (2010) and are in line with British Values.

No Outsiders Curriculum:

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.

Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.

Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face. Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner