

The Aylesbury Vale Academy Trust



Anti-Bullying Policy

Policy Reference:	AVA.044
Description:	This document provides definitions of the various forms of bullying and outlines the interventions the Academy will put in place where incidences of bullying take place.
Status:	Non Statutory
Policy Audience:	Staff, Students and Parents/Carers
Academy Contact:	Principal
Other related AVA policies and procedures:	Behaviour Policy, Equality Policy, Child Protection Policy, Safeguarding Procedures
Governor Committee:	Governing Board
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Signed:	
Date of Signature:	22.2.23

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

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1. Introduction

The Aylesbury Vale Academy Trust includes students from Pre-School to Year 13. This policy forms part of the Academy's overall Behaviour Policy which sets out in detail the rights and responsibilities of students, staff and parents/carers and aims to ensure there is a consistent approach across the academy. This policy outlines how this is implemented in the Early Years and Key Stages 1-5.

This policy is monitored continually by the Senior Leadership Team as part of the Academy's annual programme of policy review. It should be read in conjunction with the following whole Academy policies: Behaviour Policy, Equality Policy and the Child Protection Policy.

Each member of the Aylesbury Vale Academy community has the right to feel safe and secure at school and shares the responsibility for helping to prevent bullying.

Bullying affects everyone, not just the bullies and the victims. It also affects those who observe incidents of bullying, and less aggressive students can be drawn in by peer pressure. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at The Aylesbury Vale Academy.

Bullying does not have defined boundaries and can be experienced in many environments, e.g. home, school, social media, the workplace. Whilst The Academy will act in accordance with the principles and guidance laid down in this policy to address bullying within the school, it is not responsible for issues outside of school hours (especially on social media platforms) where the responsibility lies with parent/carers and the relevant authorities.

2. What is bullying?

The Academy has adopted the Anti-Bullying Alliance definition of bullying ([Our definition of bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)):

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

a) Physical:

A child can be physically punched, kicked, hit, spat at, etc.

b) Verbal:

Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, disability, sexual orientation, personality, appearance etc.

c) Social Exclusion:

A child can be bullied simply by being socially excluded or deliberately isolated from discussions/activities, with those they believe to be their friends.

d) Damage to Property or Theft:

Students may have their property damaged or stolen. The bully may use physical threats in order to ensure that the student hands over property to them.

e) Cyber-bullying:

Cyber-bullying is bullying that takes place over digital devices such as mobile phones, computers and tablets. The rapid development of technology and rise of social media has led to this becoming one of the most common forms of bullying in the UK.

3. Preventing bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEND and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance.
- Challenge practice and language (including 'banter'), which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly outside of school.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects students.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Train staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

4. What can you do if you are being bullied or know someone who is being bullied?

Tell an adult straight away; it is essential that the Academy is informed of any incidences of bullying as a matter of urgency. If the Academy is unaware, it cannot act.

Students in the Primary Phase are aware of their trusted adults, both in school and outside of school. Students are taught throughout the year to speak to their trusted adult if they have any concerns. Students also have access to Worry Monsters (Pre-School and Reception) and worry boxes in their classrooms, which are regularly checked by the adults in the room. Each KS2 class has two Equality and Diversity ambassadors who actively promote a culture of kindness within classes. They present Kindness Awards weekly and students know these ambassadors can also be spoken to about concerns they have.

Students in the secondary phase can also use worry boxes placed in pastoral offices, library and the school nurse. Students can also use an online form to raise a concern about a student. Assemblies each term readdress Antibullying and diversity inclusion as accepted and celebrated culture at AVA.

5. What can you do as a parent/carers?

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school **immediately**. Your concern will be taken seriously and appropriate action will follow. If the school is not made aware of the concerns, we are unable to act.
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of this policy and that they should not be afraid to ask for help.

6. Responding to incidences of bullying

If bullying is suspected we will talk to the suspected victim, the suspected bully/bullies and any witnesses. If any degree of bullying is identified, the following action will be taken:

Help, support and counselling will be given individually, as is appropriate to both the victims and the bullies. In extreme cases of cyber bullying, we will advise that the police should be informed.

We will support the victims in the following ways:

- By offering them the opportunity to talk about the experience with a member of staff and/or school counsellor.
- Informing the victim's parents/carers as necessary.
- By offering continuing support and reassurance where appropriate.
- Informing the victim and/or parents/carers of what action has been taken.
- By monitoring the effectiveness of the intervention over an agreed time period.
- By offering support from an anti-bullying ambassador.

We will discipline, where appropriate, but also try to support the perpetrators of bullying in the following ways to prevent further incidences:

- By talking about what happened and allowing them to give their version of events to discover why they became involved.
- Informing the bully's parents/carers.
- By continuing to work with the bullies in order to eliminate prejudiced attitudes as far as possible.
- By monitoring the effectiveness of the intervention over an agreed time period.
- By regular meetings with an anti-bullying ambassador.

The Behaviour Management Policy of the Aylesbury Vale Academy will be followed to issue appropriate sanctions.

7. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk

- Kick it Out: www.kickitout.org
- Show Racism the Red Card: www.srtrc.org/educational
- Barnardo's LGBT Hub: www.eachaction.org.uk
[www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- Stonewall: www.stonewall.org.uk

Anti-Bullying Charter

Treat others as you wish to be treated: fairly, with respect and without discrimination.

Report any bullying you see to someone you feel comfortable with.

Use social media responsibly and spread positive messages.

Use appropriate language at all times and especially when referring to someone's race, gender, religion, sexuality, belief or ability.

Channel your energy into something that will make a difference.

Created by The Aylesbury Vale Anti-Bullying Ambassadors