

ANTI-BULLYING POLICY

September 2023

Principles and Values

At Castle Hill Primary School we take bullying seriously. Pupils and parents should be assured; that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The motto and ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Inclusion Statement

At Castle Hill Primary School all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations, whatever it takes. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all children. We are passionate about inclusion and it forms a key part of our school improvement plan.

Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors, staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All of us have encountered bullying at some point in our lives, but we all deal with it differently.

The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not. **Anti-bullying work takes a two-track pathway. Preventative work is ongoing and sustained, providing a consistent ethos and framework, while responsive work comes into effect when bullying occurs. At Castle Hill Primary school, we are committed to this two-track pathway to ensure all pupils feel safe, included and valued.**

What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, **'lots of times, on purpose'**. Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical e.g. pushing, kicking, hitting, punching or any use of violence
- Racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality

- Direct or indirect Verbal e.g. name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying e.g. all areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Research shows that children, whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims; this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms

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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- 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 dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- 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 and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

Please Note:

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedure for dealing with bullying incidents

All known/reported incidences of bullying will first be investigated by the class teacher and their Head of Year if it is more serious or long term. **Notes should be kept in individual pupils confidential folders on CPOMS.**

This allows the chronology, trends and timescales of issues to be easily seen when the child file is opened, this is important as there are underlying issues over different academic years.

Children who may not be able to report incidents themselves are particularly dependent on a whole school proactive approach. Bullying usually requires an audience. The majority of learners are a powerful group who form bystanders, supporters and reinforcers, but they could become defenders. Without their tacit or active support, bullying diminishes. A strong anti-bullying programme is likely to provide other benefits, such as happier, more confident learners, a fall in truancy or school refusal and a rise in attainment.

Guide to following up an incident

1. The victim and bully will be spoken to separately.
2. The victim's story should be listened to and the pupil reassured that she/he has done the right thing to tell someone. Victims often feel powerless and vulnerable. It is important to re-establish their self-esteem and self-confidence.
3. Parents of the victim should be informed and may also be asked about the incident or any other general concerns.
4. The bully (bullies) should be spoken to and the reasons for the bullying identified. The process of discussion should lead to the bully recognising that their behaviour has been unacceptable and has to end. The bully will be asked to genuinely apologise, this can take the form of either a verbal or written apology.
5. On some occasions it may be possible to sit the bully and victim down together to discuss their feelings and why the situation has developed. The aim is that the problem is solved and an amicable solution is reached.
6. On other occasions the bully will be told firmly to stop the anti-social behaviour immediately and stay away from the victim at all times. Sanctions at break times may be imposed on the bully too ensure these e.g. allocated spaces to play, monitoring by teachers and staff.
7. In all instances, the parents of both pupils need to be informed of the situation and the actions taken and that might follow if the behaviour continues. This may take the form of a phone call or a more formal meeting.
8. A follow up meeting and informal checks must be set up with the victim to check that the issues are reoccurring. The situation will be monitored.

9. In more persistent or serious cases, outside agencies may be requested to support the school and family in dealing with bullying e.g. Behavioural Support Workers, Parent Support Advisers, Educational Psychologists, police and counsellors.
10. Serious or prolonged bullying could result in one or more of the following sanctions;
 - Writing explanation or apology for incident
 - Withdrawal of break or lunch time privileges
 - Internal detentions when lunchtimes are missed
 - Behavioural log books and ABCC tracking sheets
 - Withholding participation in school activities e.g. Friday Fun, trips and sports events that are not essential to the curriculum
 - Removal from a lesson or group
 - Temporary removal from year group
 - Interviews with deputy head and then head teacher
 - Fixed term exclusion
 - Permanent exclusion
11. A written record should be made of every bullying incident. The key information needed is on the form at back of this policy.

Prevention

At Castle Hill Primary School we use a variety of methods for helping children to prevent bullying including;

- Main, year and class assemblies,
- Circle Time,
- PSHE and Citizenship lessons,
- Friendship Stop and Peer Support Group
- Buddying programmes
- E-Safety awareness and training.
- Staff awareness and information sharing to protect more vulnerable pupils.

Children are also consulted through in-school pupil questionnaires. The results of these questionnaires are discussed and promptly responded to by staff. The ethos and working philosophy of Castle Hill Junior School means that all staff actively encourages children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and will lead to open conversations and increased confidence in children to want to discuss bullying. Staff will reinforce expectations of behaviour as a regular discussion e.g. taking part in Anti-Bullying week. Staff are expected to follow the equality policy: welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the

central bully. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Children are involved in the prevention of bullying as and when appropriate, these include:

- writing a set of school or class rules based on the 7 Golden Rules
- signing a behaviour contract and home school agreements
- writing stories or poems or drawing pictures about bullying in PSHE lessons
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that bullies are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow (these are not hierarchical):

- Tell a friend
- Tell your peer support pupil
- Tell a teacher or adult whom you feel you can trust
- Tell the a lead member of the lunchtime team
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Circle Time
- Ring Childline and follow the advice given 0800 1111

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Deputy or Headteacher. Confirmed cases of bullying must be recorded on an incident form and if serious reported to A senior member of the team/ or the Deputy. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying are discussed in confidential terms with the Governing Body.

Monitoring and Evaluating

This policy will be monitored and evaluated annually as part of the school development process.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. Allow the staff time to act and respond to concerns

3. If the issues do not resolve the class teacher will involve a member of the senior team.
4. In cases of serious bullying, the incidents will be recorded by staff and the Deputy Headteacher and Head teacher will be notified.
5. In these serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem. Notes will be kept.
6. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
7. An attempt will be made to help the bully (bullies) change their behaviour.

We ask parents not to:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

HELPFUL ORGANISATIONS:

Advisory Centre for Education (ACE): 020 8407 5142

KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204

Parentline Plus: 0808 800 2222

Youth Access: 020 8772 9900

Bullying Online www.bullying.co.uk

Kidscape website www.kidscape.org.uk for further support,

links and advice.

Bullying Incident Recording Form

Date of incident:	Time of incident:
Staff member reporting:	
Other staff informed: <i>HoY / DHT / HT</i>	
Name of victim:	Class:
Name(s) of perpetrators:	Class:
Names of witnesses:	Class:
Description of incident:	
Where the incident occurred? <i>Class, playground, toilets etc.</i>	
What type of bullying? <i>Name calling, physical, emotional, racial. Cyber linked, mobile threats/text</i>	
What actually happened? <i>Bullet point key events.</i>	
Witness accounts:	
Immediate action taken: <i>e.g. sanctions imposed/duration etc</i>	
What follow-up action was needed (if any)? <i>E.g. review meeting set in calendar</i>	
Parents of victim informed: YES/NO	
Parents of bully informed: YES/NO	