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Hallam Primary School Anti-Bullying Policy

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Hallam Primary School
Anti-bullying policy

At Hallam Primary we are committed to providing a nurturing and safe environment in which all of our children are able to thrive and achieve their full potential in all aspects of school life. We are committed to working with parents and carers and want parents to feel confident that their children are safe and cared for in school and that incidents when they do arise are dealt with promptly and well.

Hallam Primary School is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

1. Aims and Objectives

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to ensure that all stakeholders are aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

At Hallam Primary School:

- We recognise that bullying of any kind is unacceptable at our school. If bullying does occur, all students must be able to tell an adult and know that incidents will be dealt with promptly and effectively.
- We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- Through our DREAMS and RSHE education we are raising awareness about bullying behaviour in order prevent bullying as we recognise that the most effective strategy to combat bullying lies within the power of the majority of pupils to speak out against it
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2. What is bullying?

Bullying can be defined as:

- Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'
- 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

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

What does bullying look like?

Bullying behaviours can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

3. The role of the Governing Body

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher to investigate the case and to report back to a representative of the governing body. This is Mr Andrew Green

4. The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5. The Role of Adults

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Five key points for staff to consider when dealing with bullying

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

School will:

- respond to any bullying behaviour promptly and consistently
- be committed to preventing and tackling bullying
- promote school values which reject bullying behaviour and promote cooperative behaviour – hold an annual Anti-bullying event
- teach the children how to stand firm against bullying behaviour
- involve the whole school community in implementing the anti-bullying policy actively and effectively. This will include children, families, all staff and governors
- maintain, evaluate and review the policy annually
- share with parents of the victim and bully, incidents of serious and /or persistent bullying

Pupils who experience bullying will be helped by:

- having the immediate opportunity to discuss their experience with a member of staff
- knowing that they can report bullying and get help
- ensuring that they feel safe again
- helping to restore confidence and resilience
- offering continuous support
- being aware that that they will get support from peers, staff and family.

Pupils who engage in bullying behaviour will be helped by:

- being held to account for their actions – appropriate sanctions (see appendix 1)
- facing up to the harm they have caused
- learning to behave in ways that do not cause harm by developing their emotional skills and knowledge.
- Know how to repair the harm they have caused
- Informing parents of guardians so they can help change the attitude of the pupil

Procedure for staff and children to follow:

- All staff must record reported incident on CPOMs and actions taken
- More serious incidents must be reported to the Headteacher, safeguarding lead or Assistant Headteacher's
- Any bullying incident which is racist, sexual (including reference to sexual orientation) or which refers to disability must be reported to the Headteacher or Assistant Headteacher's who will then report to Local Authority.
- Serious incidents are recorded using the school's own pro forma: details of time, place, people involved, the incident, action taken and follow-up strategies are recorded and saved on CPOM's
- Parents of both victim and bully will be contacted in all incidents and will be asked to come into school for a meeting to discuss in more detail
- Class teacher and other adults working with the children will be informed.

6. The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7. Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Code of conduct
Safeguarding Policy	Child protection
Online and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
RSHE	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

8. Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Headteacher and inclusion manager are responsible for the implementation of this policy.

Appendix 1

Outcomes of a bullying incident:

- The bully (bullies) may be asked to genuinely apologise.
- Other consequences such as those in our behaviour policy may take place.
- Assertive training
- Counselling (Mentor, Learning Manager, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by safeguarding/senior leadership team
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place