



ANTI-BULLYING POLICY

POLICY FIRST ADOPTED & RATIFIED BY THE LOCAL GOVERNING BODY	September 2017
POLICY LAST REVIEWED & REVISED	February 2022
POLICY TO BE NEXT REVIEWED OR EARLIER IF REQUIRED	Spring 2023

Signature:

Name: Robert Smith

Date: 23rd February 2022

Chair of Harlowbury Local Governing Body

Introduction

This policy should be read in conjunction with the school's behaviour policy, which underpins the very ethos of our school. Bullying and harassment are extreme forms of behaviour that will not be tolerated within our school community at any level.

The DFE definition of Bullying is: - Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences

Staff, children and parents need to understand the four elements of bullying is vital to knowing whether something is bullying: intentional, hurtful, repetitive and involves a power imbalance.

Aims

At Harlowbury Primary School we aim to:

- Provide a safe, secure environment in which everybody can learn without fear or anxiety, based on respect for others.
- Promote the awareness and tolerance of differences between people.
- Deal swiftly and consistently with anti-social behaviours, including all forms of bullying.
- Send out a clear and unequivocal message that bullying and harassment will not be tolerated in any form. This may include cyber-bullying, physical, psychological or by being socially isolated.
- Raise awareness regarding our opposition to bullying amongst all those connected with the school, whilst ensuring that all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our school.
- A culture of respect that extends beyond the classroom into the community

Types of Bullying or Harassment

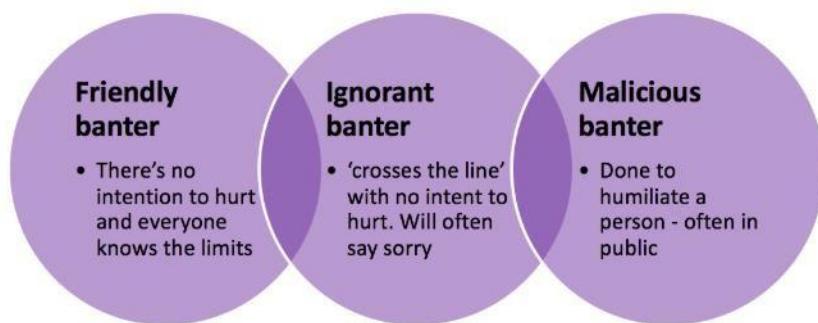
Baiting

The dictionary describes to 'bait' someone as: to intentionally make a person angry by saying or doing things to annoy them. 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 antagonise 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. Our Zones of Regulation Programmes helps support children to recognise this behaviour in others and give them tools about how to react towards Baiting.

Banter

The dictionary describes banter as: the playful and friendly exchange of teasing remarks.



- Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.
- All offensive, threatening, violent and abusive language and behaviour is **always unacceptable**
- This includes any negative language or anti-social behaviours in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation
- Just because someone uses certain language to refer to themselves it doesn't necessarily mean it's acceptable, nor does it make ok for other people to use the term/word

False Friendships

Sometimes "bullying" isn't as straight forward as someone openly being horrible to another person. It can be much more complicated than that. There is such a thing as 'false friendships', where someone pretends to be your friend or is your 'friend' sometimes but actually uses their power to bully you.

Cyber Bullying

Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles. The 5 Rights framework contains five simple principles for

keeping safe online:

1. The right to remove.
2. The right to know.
3. The right to safety and support.
4. The right to make informed and conscious choices.
5. The right to digital literacy

We use the Purple Mash Scheme of work which has a topic for every year group in the autumn term on online safety and provides additional teaching materials and activities for teachers to set as "2 dos" for pupils.

In addition Online Safety assemblies are planned regularly by the Computing/Deputy Safeguarding Lead for the children.

Biannually the children have Online Safety assemblies and workshops with The Two Johns, NSPCC and Childline. The Two Johns also provide biannual staff training and parent workshops.

Vulnerable Groups

Harlowbury is transparent about our inclusive nature and children who have different types of disabilities and the behaviours associated with them, and encouraging better understanding of how and why different people behave in different ways. This is achieved through P4C sessions, class discussions and assemblies.

While children, who have suffered "bullying" or harassment will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support.

Young Carers are a group of children highlighted at Harlowbury as a potential vulnerable group. We provide drop and chat sessions and named staff for the Young Carers and actively work with the Young Carers Association in addition to information boards for children and adults about young carers and what support is available.

Attendance for children who are anxious and/ or bullied or harassed

Removing children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. It also fails to address the causes of the problem and can send the wrong message that victims of bullying or harassment are unwelcome. Parents and Carers need to liaise with the school to resolve problems as soon as possible.

Parents and carers may be asked to complete anxiety mapping activities together as a family to support the school in building further support and improving attendance.

Breakfast Club, Soft Starts and strategies such as Tea and Toast are effective at

reducing anxiety at the start of the day.

The Department for Education (DfE) published [research](#) in 2016 on attendance and absence found that:

- The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2
- Pupils with **no absence** are 1.3 times more likely to achieve the expected level of attainment or above, and 3.1 times more likely to achieve the expected level of attainment than pupils that missed 10-15% of all sessions

Poor attendance can **affect children's ability to make and keep friendships**; a vital part of growing up and this affects pupils self-esteem.

Harlowbury have a play therapist available in school and also use external agencies and online support such as Mable to support children and families with anxiety and self-regulation.

Recording and Reporting Incidents of Prejudice, Bullying and Harassment

All reported incidents of Prejudice are recorded on CPOMS our online safeguarding system. All teaching staff have a login to record and report incidents.

The incidents should be monitored regularly at Safeguarding Team Meetings and follow up action evaluated for its effectiveness. Harlowbury use the forms provided in the **Dealing with Prejudice- Related Incidents: Guidance for Schools** by Essex County Council to support our decision making:-

Form PD1 is completed when an incident is first reported.

Form PD2 is used to record actions taken in response to an alleged incident.

Form PD3 is used to report incidents of a serious and/or persistent nature especially where an incident constitutes a crime and the Police need to be informed.

Roles and Responsibilities

The Role of the Trust Board

- The Trust board received copies of the HTs report termly which include data of peer onpeer abuse and a section on safeguarding, attendance and leavers
- The CEO regularly visits the schools to discuss safeguarding and attendance
- The attendance data from all 3 schools is benchmarked against local Harlow schools

- The Trust board undertake regular training for safeguarding to ensure they can hold the CEO and HTs to account through robust questioning

The Role of Local Governing Body (LGB)

- The LGB supports the head teacher in all attempts to eliminate bullying from the school. The LGB does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The LGB monitors the incidents of bullying that occur through the head teachers termly report and reviews the effectiveness of the Anti-Bullying policy by reviewing the policy annually. The LGB requires the head teacher to keep accurate records of all incidents of bullying.
- The school and LGB follow the actions and procedures in the TMAT Complaints Policy in relation to any complaint from a parent about an incident of bullying.

The Role of the Head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all members of the school community (adults and children) are aware of the school policy and know how to address incidents of bullying. The head teacher ensures that all staff are clear about their role in ensuring a safe and secure environment for all pupils and are familiar with agreed protocols and required action should they become aware of incidents of bullying.
- The head teacher reports regularly to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws pupil attention to this fact at suitable moments, e.g. through assemblies, following up incidents of unacceptable behaviour, School Council meetings, P4C, use of social stories, etc. Opportunities are systematically provided that enable children to explore bullying and harassment in a manner appropriate to their age and stage of development, with regards to their developing emotional intelligence.
- To maintain a current "Acceptable Use" policy for computers and other technologies.
- To ensure that other policies, such as Online Safety, Child Protection and the Behaviour Policy all support the Anti-Bullying Policy.
- The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including cyber-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.
- The head teacher encourages children to 'monitor' undesirable behaviours and report any incidents that may concern them. The deployment of The Sports Crew, House Captains and Head Boy and Girl provides another avenue through which pupils can express concerns or seek support from their peer group if they are

having any difficulties at break or lunchtimes.

- When incidents of harassment and bullying are reported, the head teacher will investigate the nature of the incident, deal with those responsible for causing harassment and may inform the parents of the 'bully' to ensure that their inappropriate conduct ceases. It is acknowledged by the school that children, who are 'bullying' others, may be the victims of some form of harassment themselves, issues which may need to be explored with the child's parents/carers.
- Incidents of bullying and harassment are recorded using CPOMS.
- Ensure staff have regularly updated training and the lead teachers for Essex Steps have update training.

The Role of Staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. If incidents of bullying are witnessed or reported staff will:

- Deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.
- Do all they can to support the child who is being bullied.
- Immediately refer the matter to the head teacher or a senior teacher in the head teacher's absence. Teachers, in consultation with senior colleagues, will monitor the situation and if harassment persists after adult intervention the head teacher will contact parents to arrangea meeting.
- Assist the head teacher, parents and other agencies (where applicable) in providing/facilitating appropriate counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. At Harlowbury we spend time talking to the child who has bullied: explaining why their conduct is unacceptable, exploring the reasons for their actions, ascertaining any underlying problems; whilst endeavouring to assist them in changing their behaviour in future.
- Additional support may be sought form the Play Therapy counsellors employed by the school.

Teachers routinely attend training, which enables them to deal with incidents of bullying and behaviour management. Through the Essex Steps training and materials staff have the opportunityto discuss behaviours and support through regular Roots and Fruits Meetings and explore further support and partnership work needed.

Teachers support all children in their class and school to establish a climate of trust and respect for all. By praising, rewarding, discussion in P4C and celebrating the success of all children, we aim to prevent incidents of bullying. Similarly by celebrating differences and promoting respect for others we aim to foster a climate of acceptance in which all children are able to 'learn and grow together'.

Teachers may also use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children.

The Role of Parents

- Parents who are concerned that their child might be being bullied or indeed suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. If parents are not satisfied with the response or subsequent actions taken by the school they have a right to address their concerns with the local governing body, following the Trusts complaints procedure.
- Parents need to bring their children to school on time and ready to learn
- 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.

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils can use School Council meetings and P4C as a forum for discussing matters relating to bullying. They are invited to tell us their views on a range of school issues, including bullying, through pupil questionnaires.
- Pupils to use Worry boxes in classrooms to express any concerns they have.

Monitoring and review

This policy is monitored on a day-to-day basis by staff and the head teacher, who reports to the LGB about the effectiveness of the policy on request.

The LGB formally reviews the effectiveness of the Policy annually. They do this by examining the school's data where incidents of peer-on-peer abuse and bullying are recorded and shared in termly head teacher reports, and by discussion with the head teacher in termly meetings. Governors analyse information for patterns of people, places or groups. They look out for racist bullying, or bullying directed at children with disabilities or special educational needs.

The LGB receives regular training on anti-bullying.

References:

"Preventing and Tackling Bullying" DfE July 2017

Dealing with Prejudice- Related Incidents: Guidance for Schools