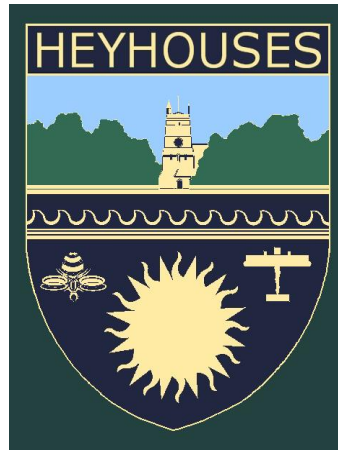


# Heyhouses Endowed C. E. Primary School



## Anti-Bullying Policy

### Aims and objectives of the policy

The aims of this policy overlap with our school mission statement

'We seek to enable children to reach their full potential educationally, spiritually and socially so that they may become all that God created them to be'.

At Heyhouses Endowed C. E. Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure setting. Bullying of any kind is unacceptable at our school. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Heyhouses Endowed C. E. we acknowledge that bullying does happen from time to time – indeed it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell someone, discuss it and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### Definition

The following definition was agreed by members of the anti-bullying working party:

*'Bullying is a subjective experience and can take many forms, both emotional and physical. It could be the intentional hurting of one person by another, where the relationship sometimes involves an imbalance of power. It is usually repetitive or persistent, although some one off attacks can have a continuing harmful effect on the victim.'*

We reinforce this understanding of the definition of bullying with the children during discussion and the PSHE curriculum.

We also recognise the increasing threat of cyber-bullying to children and so include this definition:

'The use of Information and communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.'

This policy applies to all adults and children working in both the infant and the junior departments at Heyhouses. All adults have a responsibility to act under the duty of care.

Bullying is any deliberate, hurtful, frightening or threatening behaviour (either physical or emotional) by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens **Several Times On Purpose**.) Bullying is mean and results in worry, fear, pain and distress to the victim.

### **Bullying can be:**

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) damage to reputation, identity theft/impersonation, revealing personal information, threats
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Damage** to property e.g. graffiti, personal property
- Inciting other to bullying behaviour e.g. encouraging pupils with SEN to bully others so that they receive the consequence rather than the instigator
- **Literature:** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing, swearing
- **Cyber** All areas of internet, such as e-mail & internet chat room misuse (e.g. Facebook, Bebo) video hosting sites (You Tube) Instant messaging (MSN, Yahoo, AOL)  
Mobile threats by text messaging, calls and photos  
Misuse of associated technology, i.e. camera & video facilities  
Webcam

**Types of bullying** - Bullying can happen for a large number of reasons but the most common are listed below.

- **Homophobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller )
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

### **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:

- 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
- 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
- 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 & 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.

### **Preventative Strategies**

It is the responsibility of all within the school to maintain the ethos and discipline codes, which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline (refer to Behaviour Policy). We are committed to:

- Focusing on what is going well
- Giving plenty of praise appropriately
- Making clear it is the behaviour which is unwanted – not the child
- Drawing attention to good behaviour
- Giving clear and regular reminders of what is expected
- Teaching good behaviour/ manners through our own conduct
- Setting an example ourselves, in dress, manner, courtesy and care

Similarly we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by children. If an adult feels bullied by another parent, staff or governor, this should be immediately reported to the Head Teacher.

In the case of bullying by the Headteacher, this should be reported to the Chair of Governors.

We use a range of strategies and teaching methods to eliminate bullying before it is an issue

- **At whole school level:** Awareness raising through Anti-Bullying, assemblies or lessons. A themed week takes place each year to highlight the effects of bullying (Friendship Week or 'Say No' to bullying week). Clear Anti-Bullying policy which all members of the school are aware of and actively support. Anti-Bullying message embedded throughout the curriculum. Reward system for positive behaviour (see the Behaviour policy for details.) Friendship Stop on the playground. Pupil consultation through the School council.

The school employs a Pastoral Care Manager who works closely with our pupils and families.

- **At class level:** Through Circle Time and PSHE curriculum. This helps:
  - Raise awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated.
  - Develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
  - Build and maintain self-esteem.
  - Promote positive role models and positive pupil/staff relationships.
  - Buddy system for new children. Red cap and Yellow cap leaders in Y5 and Y6 who play with our KS1 and KS 2 children. Class rules are established at the beginning of the school year, which promote positive behaviour and agree class expectations. The roles and responsibilities of staff and pupils are made clear. These rules are regularly referred to throughout the year. Schemes of work include teaching about keeping safe when using technologies (internet safety policy).
- **At individual level:**
  - Supervision of all accessible areas of the school, such as cloakrooms.
  - Internet use policy.
  - Children are not allowed to be in possession of mobile phones during the school day, these are kept securely in classroom cupboards. Zoning of playground if appropriate.

<b>All staff listen, believe, and act.</b>
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## **Reporting/Recording/Responding to Incidents**

The Governors are informed through the Headteacher's termly report.

Parents/carers are informed verbally by a member of the school leadership team.

School staff are informed verbally.

All staff, including the school leadership team, keep records of the children's behaviour in school and any incidents of bullying are logged through CPOMS. (See behaviour policy)

## **Strategies for Dealing with Bullying Behaviour**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as the pupils responsible have often suffered too.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Heyhouses Endowed C. E. Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

Report all bullying allegations and incidents to staff.

1. Staff will make sure the victim(s) is and feels safe.
2. Appropriate advice will be given to help the victim(s).
3. Staff will listen and speak to all children involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
6. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
7. Staff will reinforce to the bully that their behaviour is unacceptable.
8. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
9. If possible, the pupils will be reconciled.
10. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour (support from the Learning Mentor).
11. In cases of serious bullying, the incidents will be recorded by staff on the online monitoring system, CPOMS, reports will be kept in a file in the school office.
12. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
13. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
14. Bullying incidents will be discussed regularly at staff meetings.

15. The Headteacher's report will update the Governors on any issues in school with regard to bullying.

16. If necessary and appropriate, the DSL (Designated Safeguarding Lead) in school, Social Services or police will be consulted.

17. The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes
- Stand outside the Headteacher's office
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Go on a Behaviour Card or Self-improvement Card to encourage better friendships/ actions.
- Be removed from class and work in isolation
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

### **Responding to a Complaint from a Parent/Guardian**

At Heyhouses Endowed C. E. we have a complaints procedure which parents can access. Parents reserve the right to contact the Governors of the school.

### **Who to contact**

Often the child's class teacher will be able to deal with the matter and answer any questions. More serious problems may require intervention of a senior member of staff.

### **Policy Review**

The Governors will review this agreed policy annually, considering reported incidents and comments from pupils, staff (teaching and support), parents and governors.

## **Useful contacts**

A list of useful contact numbers, websites etc for bullying issues, which may include:

### **Phone numbers:**

Childline – **0800 1111** – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day.

EACH - **0808 1000 143** - a free phone helpline for children experiencing homophobic bullying. Open Monday to Friday 10am-5pm

Parentline Plus – **0808 8002222** – a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the deaf or hard of hearing

### **Websites:**

Anti-Bullying alliance – [www.Anti-Bullyingalliance.org.uk](http://www.Anti-Bullyingalliance.org.uk) –information, resources and advice relating to bullying

Beatbullying – [www.beatbullying.org](http://www.beatbullying.org) – resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk) - Bullying advice, helpline, information, AntiBullying resources and training

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk) - advice on what to do if you are being bullied or see someone who is

Think U Know – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16

Date: October 2021

Review date: October 2022