

High Clarence Primary School

Anti-Bullying Policy

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| Reviewed  | October 2022 |
| To be updated: | October 2024 |

High Clarence Primary School aims to provide a happy, stimulating, caring environment in which an individual child can learn to value excellence, achieve his/her potential and discover for themselves a genuine delight in learning. Within this environment it is the right of every child to feel confident and safe, to feel able to speak out and not to feel threatened in any way. Bullying of any kind is unacceptable. The whole school community has a role in the prevention of any kind of bullying. A range of work to ensure children understand what constitutes bullying and how to deal with this issue effectively will be taught through Personal Development aspects of the curriculum as well as in assemblies and extra-curricular activities such as work with Childline, Crucial Crew and NSPCC. It is important that pupils, parents, staff and governors know that any kind of bullying will not be tolerated and that any such incidents will be dealt with promptly and effectively.

\*This policy should be read in conjunction with KCSIE document, Child Protection Policy and Child on Child Abuse Policy.

Aims of the policy

All staff (teaching and non-teaching), pupils, parents and governors will be expected to:

* Have an understanding of what bullying is
* Recognise the signs and symptoms of bullying
* Know what the school policy is on bullying
* Have consistent procedures to follow when bullying is identified
* Be aware of the issues surrounding bullying

What is Bullying?

‘Bullying is behavior by an individual or group, repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally’ (Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies, DfE, 2011, p4).

Bullying of children can take many forms but the main types are:

* *Physical* – by being punched, hit, pushed or hurt; threatening behavior and gestures, taking or damaging personal belongings, including money or possessions, having property, clothes or belongings damaged; forced to do something they don’t want to do, or any use of violence
* *Verbal* – name calling, sarcasm, spreading rumours, being teased in a nasty way, whispering
* *Sexual* – unwanted physical contact or sexually abusive comments
* *Homophobic* – having or showing an extreme and irrational aversion to homosexuality and homosexual people through name calling, abusive comments or physical bullying
* *Biphobic* – having or showing an aversion towards bisexuals and bisexuality
* *Transphobic* – behaviour or language that makes a young child or a young person feel unwelcome or marginilised because of their perceived or actual gender identity
* *Disability* – bullying directed at children who have a disability or special educational need
* *Racist* – racial taunts, graffiti, gestures, racist jokes, social exclusion because of race
* *Indirect* – by having nasty stories told about them; being left out or excluded by other children or young people;
* *Intimidation* – being threatened
* *Electronic* – known as ‘cyberbullying’; for example, via mobile phones (text messages, calls) and computers (emails, website, chatroom).

All, or any one of the above, can have a devastating effect on some children. Other children manage to ignore the hurt but it is important that as a school community we act to protect all children.

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he/she is being bullied. All staff and parents should be aware of these possible signs and investigate if a child:

* Changes their behaviour
* Becomes anxious, emotional, withdrawn or lacking in confidence
* Becomes aggressive, disruptive or unreasonable
* Is reluctant or unwilling to go to school
* Repeatedly complains of feeling unwell in the morning
* School performance deteriorates
* There are sleep or appetite problems
* Has unexplained cuts or bruises
* Begins bullying other children or siblings
* Is frightened or unwilling to say what is wrong

Distinguishing bullying from other forms of aggression

Sometimes children are not nice to each other and this can result in name-calling or even physical aggression. This does not mean the perpetrator is a bully. Bullying is distinctive from other forms of aggression in a number of ways:

* There must be the intention to hurt – the bullying behaviour must be deliberate, not accidental
* There must be a hurtful action – there must be behaviour that causes harm or distress to the victim
* There must be a repetition of the behaviour – bullying is repeated and is not a one off occurrence
* There must be an abuse of power – bullying requires that there is an imbalance of power between the individuals involved and that the more dominant individual abuses the power he/she has over the less dominant individual. It is difficult for the victim to defend himself/herself

Responding to incidents of bullying

Procedures to follow:

If a bullying incident takes place in school the following procedure will be followed:

* The ‘victim’ will be encouraged to report the incident to any member of staff privately and confidentially. This may be a class teacher, a teaching assistant or a lunchtime supervisor.
* The child who is allegedly the ‘bully’ will be sent for and his/her point of view listened to.
* Any child who witnessed the incident will be questioned to gain a whole picture of what occurred.
* If the incident is a minor one and can be resolved during this discussion, no further action will be taken.
* However, if there is a continuation of such behaviour and strategies which the teacher uses are not working then the offending child will be referred to the relevant member of the senior management team e.g. Deputy Headteacher – Mrs L Brown. The member of staff involved will assess the situation during a talk with the children involved and decide upon the course of action to be taken. If the incident is of a serious nature it will be recorded in CPOMS for future reference. If the incident is of a physical nature and marks have been made on the ‘victim’ entries will also be placed in the school accident book and the headteacher will be informed.
* If the Headteacher deems the incident is very serious or if it involves a child who persistently has been bullying other children then parents will be asked to come and discuss the situation with the Headteacher.
* In the light of this meeting further strategies to help the child will be discussed e.g. the use of a ‘Behaviour Mentor’, a daily behaviour chart which can be sent home, peer tutoring, support from external services
* Discussions may take place with the rest of the class about the situation in circle time/Personal Development/assembly
* Involvement of particular governors – Councillor A.McCoy, Mrs Callie Barnett and Mr H.Smith
* These procedures must be applied consistently
* All incidents of any type of bullying must be recorded on CPOMS
* Racial Incident Monitoring Form RI1 is used to report racist incidents as well as on CPOMS. Racial Incident Monitoring Form RI13 is used to report the number and nature of racist incidents to the LA annually. The number and nature of bullying incidents will be presented to the Governing Body termly.
* Bullying to and from school will not be tolerated. A child should feel confident and safe to walk to school or to home without fear of any incidents of bullying. If this does happen the same procedures as those outlined above will be put into place.

Pupils who have been bullied will be supported by:

* Individual or group work on developing strategies for dealing with bullying and developing friendships through appointment of a mentor (friend/TA), access to weekly counselling with A Way Out (charity),
* Developing self-esteem and self-confidence
* Continued support to ensure that bullying has stopped
* Close liaison and communication with parents so they can support the work in school
* Exploring reasons for the bullying through discussion with the child and their parents
* Helping the child to understand why their behaviour is not appropriate and to give them strategies to improve

Raising Awareness:

Anti-bullying work forms an integral part of the curriculum. Awareness of what bullying is and strategies for dealing with it are taught within Personal Development, assemblies, working with a range of external agencies e.g. NSPCC, Crucial Crew, Childline etc.

Review and Monitoring

This policy will be reviewed annually and its effectiveness assessed in school. The policy will be promoted regularly and implemented throughout school. It will be available to parents and to children in a child friendly format. Children will have access to this policy to ascertain their views. This policy takes into account of the Human Rights Act 1998. When dealing with incidents of bullying, the school will consider Human Rights issues.

As a school community we believe that **bullying is totally unacceptable**. Every child has a right to attend school free from fear of violence or intimidation.

Bullying will only be stopped when the whole school community works together to report acts of bullying, prevent them reoccurring but above all create an atmosphere and ethos in the school where there is mutual respect and understanding of each other’s feelings and actions.

If these strategies do not appear to be working parents will be asked to come into school again to look at options which can be set up to support the child.

If all strategies fail to resolve the problem, the offending child may have to be suspended, in line with the guidance in the Behaviour Policy but this will be after consultation with Senior Management Team, parents of the children involved, governors and advice will be sought from Local Authority representatives.

N Caraher

Headteacher

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