



# High Green Primary School

## Anti-Bullying Policy

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## **1. Philosophy**

**1.1.** The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

**1.1.1.** All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.

**1.1.2.** Sheffield CYPS recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.

**1.1.3.** Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.

**1.1.4.** The harmful effect on educational performance which can be caused by bullying is recognised. Sheffield CYPS is committed to combating all bullying behaviour in partnership with the relevant agencies.

**1.1.5.** Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

## **2. Statement of Intent**

**2.1.** The aim of the LA and Schools is simply 'End Bullying'.

**2.2.** The objectives of Sheffield CYPS in formulating this statement are:

**2.2.1.** To raise the profile of Bullying as an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.

**2.2.2.** To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.

**2.2.3.** To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.

**2.2.4.** To ensure that all LA Services and Schools have an effective Anti-Bullying Policy that includes the recording of all bullying incidents and their regular reporting to the relevant Governing Body, and via this body to the LA/CYPS.

### **3. Definitions - Bullying**

**3.1. Bullying** is defined by the Department of Health and Social Care, Department for Education, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as:

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.”

**3.2.** Bullying can take many forms, but the three main types cause stress and have an emotional impact.

**3.2.1.** Physical (examples include, hitting, kicking, theft ...).

**3.2.2.** Verbal (e.g. racist, homophobic remarks and name calling ...).

**3.2.3.** Indirect (e.g. spreading rumours ...).”

**3.3.** The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail, social networking sites or through mobile phones.

**3.4.** Bullying can cause considerable distress affecting health and development.

**3.5.** At an extreme significant harm (including self-harm) may take place.

**3.6.** Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

### **4. Definitions - A Child or Young Person**

**4.1. A child** is defined as a person under the age of eighteen years in section 105 of the Children Act (1989).

**4.2. A young person** is defined as a person under the age of 18, but over compulsory school age i.e. 16, a mature minor.

### **5. Policy Ownership and Responsibilities**

**5.1.** The document is designed to apply to all children, young people and adults receiving services from Sheffield CYPS regardless of the circumstances in which

these services are offered and of which department within the CYPS provides these services. It includes schools, young children's centres, youth clubs and centres and the services provided by the range of other services. The LA can express 'Expectations' through this guidance, specifically with regard to schools where Governors hold the 'Responsibility'.

**5.2.** The LA will ensure these responsibilities are met by ensuring that:

**5.2.1.** All LA Services and Schools have an Anti-Bullying Policy that includes details of the Procedures that will be used to prevent and respond to bullying incidents (includes details of specific roles and responsibilities of staff and relationship to Behaviour Policy). These procedures should be regularly reviewed and evaluated and these reviews should involve staff, children/young people and parents/carers.

**5.2.2.** All LA Services and Schools record and report Bullying incidents to the Governing Body and via the Governing Body to the Education Department/Council.

**5.2.3.** All LA Services and Schools provide regular anti-bullying training for all staff (teaching and non-teaching), with emphasis on NQTs.

## **6. Action to be Taken to Combat Bullying by Sheffield Local Authority Schools and Services**

**6.1.** Among the activities which the constituent parts of Sheffield CYPS will be required to establish and maintain in an effort to combat bullying are: -

**6.1.1.** LA Centres/Offices and Schools display anti-bullying messages including details for children and young people about who is the "someone to turn to" – should give details for centre/school; local community and National helplines.

**6.2.** DCSF Anti-Bullying Charter.

**6.3.** LA Services and Schools address Bullying through the Curriculum.

**6.4.** LA schools to be involved in education initiatives that can help challenge Bullying e.g. National Healthy Schools.

**6.5.** LA Centres and Schools provide access to appropriate advice and support for both victim and perpetrators e.g. counsellor.

**6.6.** LA Services and Schools actively engage children and young people in challenging bullying e.g. Peer Support; School Council.

- 6.7. Promotion of Anti-Bullying Campaign in local community with group of schools working together with community support and safety groups and partnerships, including the Police.

## 7. The Role of Staff and Volunteers at High Green Primary School.

- 7.1. All new staff and any volunteers will receive induction training prior to beginning work in school. This will include a review of the Code of conduct and information on key personnel with Safeguarding responsibilities.
- 7.2. Any suspicion of bullying, including on-line, child-on-child abuse should be acknowledged and investigated in line with this policy and the **Behaviour Principles Written Statement**.
- 7.3. Incidents of concern will be recorded on CPOMS.
- 7.4. Teachers responsible for **On-Line safety** will utilise **Smooth Wall** to regular monitor any potential incidents of on-line abuse.
- DSL responsible for On-Line safety: **Diane Smales**
  - Teacher Responsible for On-Line Safety: **John Baker**
- 7.4 Staff will be aware of the nine protected characteristics: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**. Staff will support effective planning of these within the whole school curriculum and be aware of any incidents of bullying specifically around these areas.

## 8. The Role of Teachers and Teaching Assistants

- 8.1. We will:
- 8.1.1. Listen to the child or the child's parent/carer.
  - 8.1.2. Treat all incidents with the greatest care and sensitivity.
  - 8.1.3. The Headteacher will be informed of all incidents.
  - 8.1.4. The incident will be recorded in the Bullying file and kept in a secure place (Headteacher's office).
  - 8.1.5. The parents will be informed by letter, telephone or in person as appropriate.
  - 8.1.6. Ensure that suitable sanctions against the perpetrator are applied as appropriate.
  - 8.1.7. Speak to the perpetrator about the incident.

**8.1.8.** Speak to other children as appropriate.

**8.1.9.** Speak to the parents of the perpetrator.

**8.2.** Sanctions to include less play time, work over lunch time or part of lunch time, time away from other children to consider and discuss issues and apologise to the affected person. Exclusion will be considered and guidance within the Behaviour Policy will be followed.

**8.3.** Staff training will be offered as appropriate.

## **9. The Role of Children and Young People**

**9.1.** An Anti-Bullying Policy can be effectively introduced and enforced in a supportive school climate where children, staff and young people have an understanding of bullying and expectations. In this regard the children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting antibullying messages and positive Citizenship.

**9.2.** Report all incidents of bullying using the procedures in place in the individual establishment.

**9.3.** Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.

**9.4.** Adhere to and promote the aims and objectives of the Anti-bullying policy.

**9.5.** Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

## **10. The Role of Parents/Carers**

**10.1.** Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

- 10.2.** Stress to their children the importance of appropriate sociable behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening against another child.
- 10.3.** Reporting any misgivings, they have concerning either victims or perpetrators of bullying sharing concerns as soon as possible not promising a child that they will not tell anyone.
- 10.4.** Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- 10.5.** In the event that sanctions and making clear their disapproval of this behaviour.
- 10.6.** By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

## **11. Evaluation Procedures**

- 11.1.** In order to assess the effectiveness of an anti-bullying policy, evaluation procedures covering schools, Governors and the LA need to be in place.
- 11.2.** These should include an identified contact to receive reports on bullying and to analyse these reports. It is vital to stress the importance of Recording Bullying and Reviewing and evaluating the effectiveness of the policy and to involve staff, parents and pupils/students in the process. The following standards could be used as a means of measuring performance:
- 11.3.** Variation in number of reported incidents over a specific period with record of any increase since the first instance.
- 11.4.** Individual incident returns, including nil returns within specified periods for different age groups.
- 11.5.** Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying. This could be monitored via the Education Welfare Service.
- 11.6.** Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- 11.7.** A pupil questionnaire or similar survey of pupil perception of the efficacy of the school's Anti-bullying policy could be solicited.

**11.8.** The LA will ensure that school policies are in place and will monitor the progress of any complaint made known to the LA officer.

**11.9.** Termly Safeguarding reports will be presented to Governors regarding behaviour incidents: bullying, exclusions, child-on- child abuse and racism.

**12. Complaints Procedure**

**12.1.** In the event of a complaint being made against the schools handling of an alleged bullying incident, the Governors will follow guidance within the Complaints procedure.

**12.2.** This policy should be read in conjunction with the Behaviour Principles Written Statement