



# Hesleden Primary School

## Anti-Bullying Policy

*Head Teacher:* Dawn Dunn  
*Chair of Governors:* Rachel Waring  
*Date adopted:* .....

This policy is written with consideration to our school commitment to the Rights of the Child and in light of us being a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. This policy also complies with Article 12 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' and Article 28 of the UNCRC 'Every child has the right to an education'.

### **Introduction**

**At Hesleden Primary School we believe that all pupils and staff have the right to feel happy, safe and included. They have the right to work in an environment without harassment, intimidation or fear. We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn and teach in a relaxed and secure atmosphere. We aim to help our children become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others.**

**Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. Pupils and staff who experience bullying will be supported. All our staff, the parents we work with and our colleagues in schools and other agencies are aware that bullying will not be tolerated.**

## Definition

**Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.**

*Bullying is therefore:*

- systematic and ongoing - rather than one off
- deliberately hurtful
- difficult for victims to defend themselves against
- done by the more powerful to the less - rather than between equals
- distressing and hurtful to the victim - rather than good-natured fun
- always one way - rather than an exchange

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. It is particularly important to distinguish it from mere conflict between children.

*It can take many forms but the main types are:*

- **Physical** - hitting, kicking, pushing, punching or any use of violence
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, insulting, making offensive remarks.
- **Emotional/Social** - being unfriendly, excluding, tormenting (e.g. hiding books), threatening gestures
- **Mental** - as when pressure to conform is applied
- **Material** - as when possessions are stolen or damaged or extortion takes place
- **Racial** - harassment and racist bullying, taunts, graffiti, gestures
- **Sexual** - bullying related to sexual orientation (homophobic/biphobic bullying)
- **Gender** based bullying, including transphobic bullying
- Bullying of pupils who have special educational needs or disabilities (SEND).
- **Cyber** – Bullying via technology, known as online or cyberbullying
- **Prejudicial** bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture

Many children may be bullied, but bullying often occurs if a child has identified as being in some way vulnerable, different or inclined to spend much time on their own. Children who bully have often been bullied themselves, but bullying may occur because a child, (the bully) is unhappy, jealous or lacking confidence. Bullying results in pain and distress to the victim.

## Rationale/Entitlement ~ Why we need this

As a school we have a responsibility to respond promptly and effectively to issues of bullying. This responsibility involves the whole school community realising that bullying is always a serious risk where groups of children are placed together. No school can claim that it does not have a bullying problem.

All members of our school community have the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Pupils who are bullied need to be given support. No one deserves to be a victim of bullying.

Pupils must be encouraged to report bullying in schools. School's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this school policy.

## **Aims and Objectives**

- To create a good school atmosphere which provides a learning environment free from any threat or fear and encourages children to feel free to discuss incidences of bullying behaviour.
- To involve children and staff in the development of the policy and continuing practice.
- To raise awareness of bullying as a form of unacceptable behaviour.
- To develop measures for recording and reporting incidents of bullying behaviour.
- To develop measures for investigating and dealing with bullying behaviour.
- To establish a means of dealing with bullying, and of providing support to pupils affected by bullying.
- To reduce and to eliminate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
  
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents should be assured that they will be supported when bullying is reported.

## **Roles and Responsibilities**

### **Governors**

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out statutory duties, and observes national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice
- Provide an appropriate and consistent role model for all staff, pupils and the wider school community
- Celebrate and share examples of good practice from the school and among individual staff and pupils

### **Headteacher and Senior Leaders**

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors
- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice
- Act as appropriate role models for all managers, staff, parents and pupils
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment

- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

### **Teachers and Support Staff**

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies
- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil
- Raise issues with line managers which could contribute to policy review and development

### **Pupils**

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school

### **Parents/Carers**

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

## **Preventing and Responding to Incidents**

### **Prevention of bullying**

All pupils discuss bullying in the autumn term each year, linked with National Anti-bullying Week and the PSHCE curriculum. Discussions also take place across the year in assembly and in the school council. Individual classes will address issues around bullying throughout the year in circle times. The school works hard to ensure that all pupils know the difference between bullying and "falling out".

The school's Pastoral Lead (Mrs Fletcher) works with children every week. She also talks to children who have concerns, runs the 'post box' and circle times.

*The whole school community will:*

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Responding to bullying**

Bullying may be reported by a child, a parent/carer or member of staff. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

The Head teacher or a member of the leadership team will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation. Strategies to support a victim of bullying may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed.

The Pastoral Lead will support victims of bullying and those who take part in bullying. Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions (See Behaviour policy). It will be made clear to all the children that bullying will not be tolerated.

If the incident is not too serious a ***problem solving approach*** may help. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Head teacher, the leadership team and other appropriate members of staff will monitor the situation closely afterwards.

Time is spent talking to the child or children who have done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future. When appropriate we will invite the children's parents to school to discuss the situation. The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support.

In extreme situations the Head teacher may contact external services, for example the Behaviour Intervention Team, Educational Psychologist or other outside agencies for support. If the incident is

decided to be bullying, or is serious, parents will be informed and asked to come into school to discuss the issues. In some cases exclusion may be considered. Records of bullying are kept during the child's stay at the school.

All incidents of bullying are recorded. The school's anti-bullying policy is available on the school website and on request from the school office.

### Recording and Reporting Incidents

When a possible incident of bullying is reported it must be recorded on a School "incident report" form. This will be the responsibility of the staff member concerned. The Head teacher must be informed and a copy of the report form given to them.

All suspected incidents of bullying will be discussed and reviewed by the Leadership team. If, after investigation, it is decided that the incident is a bullying incident the head teacher or a member of the leadership team will record the incident on the LA bullying/racist incident form. All such incidents will be followed up by a member of the leadership team.

If the bullying includes racist abuse the Head teacher must be informed and the incident will be recorded in the racial incident file. All such incidents will be followed up by a member of the leadership team.

Governors will receive regular updates from the Head teacher through the Head teacher's report. The Chair of governors will be informed of any serious incidents of bullying.

### Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) [12 Theeducationpeople.org](http://12.Theeducationpeople.org)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) Race, religion and nationality
- Kick it Out: [www.kickitout.org](http://www.kickitout.org) the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational) LGBT
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

**This policy will be promoted and implemented with the support of the governors, headteacher and all staff. It will be reviewed every two years (with Behaviour & RPI) as part of an agenda to assess its effectiveness. All staff, children and parents have an active part to play in the maintenance and success of this policy.**