



*Come as you are and leave as a champion*

# Anti-Bullying Policy

Hempstalls Primary School



Approved by:	Governing Body	Date: 29 <sup>th</sup> November 2023
Last reviewed on:	Autumn Term 2023	
Next review due by:	Autumn Term 2024	

## Bullying

Bullying is the repetition of unwanted behaviour towards a child over a period of time.

Surveys have shown that bullying happens in all schools and at all ages. We consider this unacceptable behaviour an important issue.

Bullying can be carried out by an individual or a group, in secret or in public. Bullying can be physical and verbal in nature and includes name calling, teasing, taunting, or sexual harassment, rude gestures, intimidation and extortion. A bully may use threats to intimidate. We are aware that cyber bullying (i.e. bullying via text message or through internet access) is on the increase and are taking steps to ensure that staff are fully aware of this.

Most bullies continue bullying because their victims are too frightened to tell anyone. We want children to tell someone - a friend, a teacher, a parent or other adults - so that interventions can take place. Please help us by encouraging your child to tell someone if he or she is being bullied and please contact us straight away so that we can deal with the issue as soon as possible. Similarly, if you suspect your child is developing bullying tendencies, we need to talk together.

This policy outlines the purpose, nature and management of bullying in our school.

The policy for Anti-bullying reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body who believe that the empowerment of all children to cope, and the vigilance of all adults to monitor, will result in controlling bullying.

The implementation of this policy is the responsibility of all of the staff.

Within our school we define bullying as follows:

*"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else"*

For the children the definition of a bully is:

'A bully is someone who likes making others feel hurt or frightened or sad, and keeps on doing it. Sometimes a bully gets up a gang to help him or her, but not always. A bully might try to make you too scared to tell a grown up about what he or she does.'

N.B. "likes" is used here to convey that there is intention. A victim or a witness could use this definition of "bully".

Bullying takes many forms. It can be short-term or can continue over years. It can be physical, mental, and verbal. It can take the form of deliberate, purposeful, systematic action by an individual or group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals.

For bullying to take place there has to be an interaction between a 'bully' and a 'victim'. In order for the bullying to stop, we have to support both sets of children when addressing behaviour patterns. It must be remembered that "the bully" could have been potentially bullied themselves and so a vicious circle develops, i.e. bullying others could be a vent for a child's anger and frustration at being bullied themselves.

The power that the bully exerts over his/her victim is crucial to the bully's success but this is not always recognisable to the teacher.

Our policy on Anti-bullying is part of the school's policy on Behaviour for Learning and PSHE & Citizenship. The principles of the Behaviour for Learning and PSHE & Citizenship Policy apply to our Anti-Bullying Policy. The Social & Emotional Aspects of Learning curriculum (SEAL) is taught across the school and parents are kept well informed of the half-termly themes.

## Entitlement

All members of the school community are entitled to work in a safe environment.

At Hempstalls Primary School, we recognise that every child is an individual with all the needs and rights of the individual within school life. We believe that all pupils are entitled to be taught in a safe, secure and stimulating environment, enabling them to achieve their potential in all areas of the curriculum, both academically and socially.

Our Anti-bullying Policy seeks to ensure that all members of the school community achieve their maximum potential within a safe and supportive environment. Bullying is not acceptable in our school and out of our school, at any time.

## Implementation

Our aim is to enable the child to transfer the skills learned in school to situations beyond school, such that they are able to keep themselves safe for life using these six points:

- ✚ Good self-esteem
- ✚ Shares joys and problems with others - peers and adults alike
- ✚ Feels safe and secure (in all areas of the school)
- ✚ Knows that to say NO is OK when uncomfortable or unhappy about the behaviour or suggestions of others
- ✚ Recognises inappropriate behaviour from others
- ✚ Knows what to do if they feel anxious or bullied

As a staff, we have agreed to use the SEAL resources to assist us in the development of social skills. Enabling children to work and play in co-operation is encouraged in the classroom and the playground. In the classroom, the teachers plan work that requires children to work co-operatively. In the playground by teaching playground games, providing adventure play equipment, zoned areas, seating (and a range of play materials at lunchtime) the children are able to play co-operatively.

All areas of the school are regularly monitored for Health and Safety aspects. Staff monitor potential problem areas when children move around the school and grounds (e.g. cloakrooms at lunchtime by mid-day staff).

The organisation for leaving the playground is regularly reviewed to enable the safe movement of large numbers of children around the school.

We have sufficient mid-day supervision for the children, as suggested by Staffordshire County Council. Children are regularly taught about acceptable and safe play that will not endanger themselves or others.

Children are regularly reminded of issues relating to personal safety, as outlined in our policy and programme for P.S.H.E and citizenship, in Collective Worship, class discussion, visitors to school, circle time.

The children are involved in drawing up their own classroom rules of behaviour, which help them to recognise what is inappropriate.

When children feel that they have been treated badly, unkindly or unfairly they are taught that they must talk about it to an adult.

The teaching staff and support staff will always listen to a child and never ignore them.

Close relationships between Governors, Parents and the school are essential if our policy is to work. There has to be a high level of trust. It is our policy to relate any forms of inappropriate behaviour as soon as possible to parents in terms of the details of the incident and the actions taken; Governors are informed of any specific difficulties. In-service training is provided from the Inset Budget. The Governors support the provision of resources and materials to implement this policy.

### Reporting Bullying

The staff, within the school, all follows the school's behaviour for learning policy. The teacher or support staff on duty records playtime incidents regarded as worthy of note in their 'Good to be Green' book. The record simply consists of noting the names of the children involved in the incident, a short description of the incident and the actions taken. The Head teacher and Assistant Head teacher will monitor the incidents and ensure that relevant teachers are informed.

The purpose of this is to monitor situations to see if any children are persistently involved in inappropriate incidents.

Minor incidents are dealt with by:

- ✚ Following the school's behaviour policy
- ✚ Talking to and advising those children involved
- ✚ Time-out Informing the child's class teacher

Serious incidents are referred to the Head Teacher or Senior Management Team to be dealt with. This may result in a range of actions/sanctions:

- ✚ Discussion about the circumstances and nature of the incident
- ✚ Discussion with other adults who were involved at the time
- ✚ Discussion with class teacher
- ✚ Missed playtime and/or part of the playtime
- ✚ Devising personal behaviour contract
- ✚ Using positive reinforcement behaviour modification charts
- ✚ Class teacher informing parents (this should happen without fail if there is a suspicion of bullying)
- ✚ Head teacher or Deputy Head contacting parents
- ✚ Exclusion (as a last resort and only after appropriate support and intervention strategies have been applied, monitored and reviewed)

The aim is to emphasise the positive behaviour of all children and to support every child equally at Hempstalls Primary School so bullying is not tolerated.

Specific types of bullying include:

### Cyber Bullying

Definition: "Cyber bullying is the use of Information and Communications Technology (ICT), particularly mobile phones and internet, deliberately to upset someone else"

[Cyber bullying: Guidance issued by the DCSF 2007]

Hempstalls Primary School supports the view that cyber bullying represents a cruel, dangerous and inescapable form of bullying that causes humiliation, stress and trauma to its victims, and so believes that cyber bullying is not acceptable and will not be tolerated.

Hempstalls Primary School is committed to the view that cyber bullying is never acceptable and is not tolerated.

Bullying is not acceptable on social networking sites. The school is proactive ensuring that the internet is not a tool for bullying and that children know what to do if they have a problem on the internet.

### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- ✚ age
- ✚ being married or in a civil partnership
- ✚ disability
- ✚ race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- ✚ religion, belief or lack of religion/belief
- ✚ sex /gender
- ✚ sexual orientation

These are called 'protected characteristics' As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behavior including that which is racist, homophobic, biphobic and transphobic in nature. We will record these types of bullying, even that which represents a one-off incident.

### Strategies for preventing bullying

Curriculum/Whole-School Strategies:

- ✚ Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- ✚ RSHE/PSHE/Citizenship lessons and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias
- ✚ Celebration events
- ✚ Anti-Bullying Week annually in November.
- ✚ Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- ✚ Pupil Voice (e.g. pupil surveys)
- ✚ School Council
- ✚ Playground Buddying
- ✚ Visits from external agencies (e.g. NSPCC etc)

- ✚ Modelling of positive relationships
- ✚ Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- ✚ Ensuring that images and materials used reflect all groups in British society

### Support for parents/carers

- ✚ Parent information distributed by email, newsletters, the school website and social media etc
- ✚ Information available on parents' evenings
- ✚ Information sessions ie e-safety

### Support for all school staff

- ✚ Staff training and development for all staff including those involved in lunchtime
- ✚ Encouraging all staff to model expected behaviour
- ✚ Staff training around curriculum delivery of RSHE related curriculum areas

### The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately. By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

### Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

- ✚ Safeguarding and Child Protection Policy
- ✚ Equality policy
- ✚ E-Safety Policy
- ✚ PSHE policy
- ✚ Physical Intervention Policy
- ✚ Peer on Peer Abuse Policy

### Sharing the Policy

The daily application of the principles within it constantly reinforces the messages and staff, school council, parents and governing body were involved with the review of the policy.

### Evaluation and Assessment

All recommendations should be monitored regularly to establish the effectiveness of this policy.