

# East Hunsbury Primary School



## Anti-Bullying Policy

Version Number	Date established by governing body	Date for Full Implementation	Due for Review
1	Nov 2021	Nov 2021	Nov 2023
2	Jan 2024	Jan 2024	Jan 2026

## Purpose

We believe...

- Our school should be a stimulating and welcoming community in which all children and adults feel valued, able to contribute and where relationships are based on mutual respect.
- We believe our school community should **Be Kind, Work Hard** and **Believe** in themselves and one another.
- Children should be active participants in the learning process and be provided with experiences that maximise their involvement, autonomy and independence.
- We should be an inclusive community where pupils are offered opportunities to grow together, learn together, laugh together and celebrate together.
- We should equip our children with the skills they need to be happy and successful in life, nurturing in them a true and lifelong love of learning.
- We are responsible for the development of the whole child. We recognise differing needs and endeavour to meet these needs, maximising the opportunities for children to explore their physical, social, emotional and intellectual potential.
- We should be a community that respects and celebrates diversity.
- That poor behaviour should not prevent the learning of others
- That our school rules seek to ensure our pupils are **Ready, Respectful** and **Safe**

## 1. Introduction

1.1 It is a government requirement that all schools have an anti-bullying policy

1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

Bullying can take, but is not limited to, the following forms:

Physical for example; hitting, kicking, pulling, pushing, taking belongings

Verbal for example; name calling, insulting, racist and homophobic or discriminatory remarks,

Indirect, for example; spreading nasty stories, excluding someone from a group

Cyber bullying - for example; the use of mobile telephones, instant messengers, social networking sites, use of the internet

All these actions have aspects in common;

- They are deliberately hurtful
- They are repeated over a period of time (Several Times on Purpose – S.T.O.P)
- It is difficult for those being bullied to defend themselves

### **1.3 Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

## **2. Aims and objectives**

- 2.1 Bullying is wrong and potentially damages all members of the school community, including pupils, teaching and learning support staff, regardless of age, disability, race, gender or sexual orientation. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We challenge bullying as we want pupils to enjoy, achieve and feel safe in school.
- 2.3 This policy aims to ensure that the school adopts a consistent approach to dealing with any bullying incident, in accordance with DfES guidelines, though acknowledging that the school's response may vary depending on the type of bullying incident reported.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 Bullying is unacceptable and is a Level 3: extreme behaviour within the School's Behaviour Policy.

### **3. The role of governors**

- 3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter via the school complaints procedure.

### **4. The role of the headteacher**

- 4.1 It is the responsibility of the headteacher to implement the school Anti-Bullying Policy alongside the school's Behaviour Policy. The Headteacher ensures that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. The Headteacher ensures the school participates in National Anti-Bullying Week.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 4.5 The school participates annually in Anti-Bullying Week to place emphasis on the children's understanding of the different forms bullying can take, the school's view that bullying is unacceptable and the S.T.O.P. message.

4.6 The Headteacher and/or other senior leaders record all bullying complaints, investigations and the actions taken. These provide useful monitoring information.

## **5. The role of the teacher and support staff**

5.1 All the staff in our school take all forms of bullying and child on child abuse seriously, and seek to prevent it from taking place.

5.2 If teachers witness an act of bullying or has one reported to them, they will initially investigate it themselves and record their findings and the action taken. The teacher will speak to the pupils' parents. If it appears to be happening Several Times on Purpose or even if it is a "one off" but serious in nature (e.g. violent, racist, homophobic, related to disability or cyber bullying) they refer it to the deputy or headteacher.

5.3 The Headteacher or Senior Leader will then investigate the incident and contact the pupils' parents. The incident will be recorded with any action taken. Teachers and Support Staff will be informed of any agreed consequences and how both the bullied and the bully should be supported. This may involve counselling and support for the victim, and putting sanctions /consequences in place for the offender.

5.4 Time is spent talking to the child who has been found to have bullied another child, explaining to them why their action was wrong and how they should change their behaviour in future. Parents will continue to be involved in discussions about how the situation is or is not improving. Where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

5.5 The School has a Family Worker who is part of our Well-being team and who can engage with vulnerable pupils and their families, undertake observations as part of the school's investigation, feedback and/or provide follow up support/ work with both the pupils and their parents. This includes both the victim and the bully. The Family Support Worker and Well-being team can support vulnerable pupils with assertiveness training, support pupils through social stories and small group activities.

5.6 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures in line with the Behaviour Policy.

5.7 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use the SMILE project, Jigsaw PSCHE sessions, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children and why it is wrong. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The children annually participate in themed assemblies and activities during National Anti- bullying Week. This can include, drama workshops, poetry, story writing, circle time and Art activities. The school also engages storytellers and theatre companies to make the message understood.

- 5.8 Our 3 key rules “Ready, Respectful and Safe,” emphasize the need to treat each other kindly and consider each other’s feelings in our words and our actions.
- 5.9 The pupils all engage with “Staying safe” themes which empowers pupils with the skills to confidently say no when they feel under peer pressure within and outside school as part of our PSCHE curriculum.

## **6. The role of parents**

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher or Deputy Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus and on the school website.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.
- 6.3 School has a Code of Conduct for parents that it asks all parents to adhere to.

## **7. The role of pupils**

- 7.1 The children are taught the S.T.O.P. message every year. If it happens “Several Times on Purpose, Start Telling Other People”. Pupils are encouraged to tell anybody they trust if they are being bullied and reassured that we will take it seriously and investigate it.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including how safe they feel in school through Pupil and Parent surveys and through Voice of the Pupil sessions in school. Information gathered from pupils and parents feed into the policy.
- 7.2 Worry boxes/monsters are available around the school.
- 7.3 Pupils in some year groups are trained as Peace Makers and they support happy, healthy play and social times by helping pupils to resolve issues of conflict
- 7.4 Our Community Champion focus group and our School Council also provides a forum where such issues could be discussed.
- 7.5 Our pupils are reminded that our Behaviour Support Assistant and Family Support Worker are available for pupils who need to talk to an adult.
- 7.6 Pupils are also reminded that they must not act as “bystanders” to a bullying incident but report it to an adult who will take it seriously to ensure pupils are safe in school.
- 7.7 Pupils are members of our School Community Champions and School Council represented by each class, who actively work with the PSCHE leads to create a child friendly anti- bullying policy which is shared in each class.

7.8 Pupils have accessible versions of this policy and the Child-on-Child Abuse guidance and these are regularly shared and talked about in school.

## **8. Monitoring and review**

8.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 The anti-bullying policy is the governors' responsibility and they review its effectiveness every two years, consulting with other members of the school community as appropriate. They do this by examining the school's anti-bullying records, where incidents of bullying are recorded, and by discussion with the headteacher.

8.3 This policy will be reviewed every two years or earlier if necessary.

Signed:

Date approved by the Governing Body: