



Policy: Anti Bullying

Date Ratified 25th September 2017

Chair of Governors: Mr. Glenn Daly

Date for Review: 25th September 2019

This policy has been written with due consideration of the seven protected characteristics (Equality Act 2010) of sex, race, disability, religion or belief, sexual orientation, gender reassignment and Pregnancy or Maternity. If any of these characteristics were deemed to be at high risk with regard to the content, this will be recognised within the policy



At Hopping Hill Primary School, we have a firm commitment to the eradication of bullying in all its forms. We feel strongly that parents/carers of pupils accepting a place at our school should support our ethos, aims and mission statement.

Background

The school's policy towards bullying has been produced following consultation with pupils, parents, staff and governors. This policy aims to protect every member of the school community from bullying and make everyone aware of their responsibility to act in ways that keep others and themselves safe from physical and emotional harm.

This policy should be read in conjunction with the following, which support the school's anti-bullying stance:

- Behaviour policy
- Safeguarding policy
- Home School Agreements
- E Safety policy

Statutory requirements:

The Education Act 2001 places a duty on school governing bodies to promote the safety and wellbeing of children and young people in their care.

All state schools must have a policy, which includes measures to prevent all forms of bullying among pupils.

The Equality Act 2010 places a duty on all school staff to prevent discrimination, harassment and victimisation in the school.

The Education and Inspections Act 2006 section 89 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These must be communicated to all pupils, school staff and parents.

Sections 90 and 91 of the Act state that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises.

Policy and Guidance:

Keeping Children Safe in Education 2017

Preventing and Tackling Bullying 2017

Cyber Bullying: Advice for Headteacher and school staff 2014

Behaviour and discipline in schools Headteacher and school staff 2016

Ethos and Aims

The school's last Inspection (Ofsted report October 2015) it states that:

'Pupils have an excellent understanding of all the different forms of bullying and agree that bullying in all its forms is extremely rare. They also agree that school staff deal with an occurrence of bullying or inappropriate behaviour swiftly and effectively.'

We aim to provide a safe, stimulating environment, which encourages and fosters the development of social, intellectual, creative and physical skills and challenges pupils to reach their full potential in all of these areas. We believe that if children are happy and settled at school and the climate is supportive, then they will thrive. We understand that a child, young person or adult who is bullied may not reach their potential due to the many emotional and social consequences of this mistreatment. Thus we aim to work with all stakeholders to strive for a community where bullying is identified and dealt with swiftly, effectively and with understanding.

Our ethos is inclusive and all children have equality of opportunity to benefit from the wide range of experiences open to them.

The school welcomes visitors and acts to ensure it remains a safe place for staff, pupils and other members of our school community. It is explicit that if visitors threaten or assault anyone in the school or persist in abusive behaviour then they will be removed from the premises and may be prosecuted.

What is Bullying?

The definition of bullying adopted by Hopping Hill is behaviour that is hurtful, directed to another person, and occurs Several Times on Purpose (STOP). It can be:

Direct – physical and / or verbal and may be through the use of technologies or

Indirect-for example leaving a child out, ostracising from friendship groups or using others as a means of attack or intimidation.

Bullying involves a **misbalance of power in a relationship**. The misbalance of power may manifest in a variety of ways including physical, psychological (knowing how to upset someone), intellectual or maturity imbalance or in access to supportive relationships.

Bullying comes in many forms and is often motivated by prejudice against particular groups, for example on the 'grounds' of race, gender, religion, special educational needs, sexual orientation, disabilities or family circumstances such as financial or family make up. It might be motivated by actual differences or perceived differences.

Examples of specific bullying behaviour include hitting, kicking, pushing, tripping, name-calling, and teasing or isolating. Cyber bullying is different to other forms of bullying as it can happen at all times of the day, even in the apparent 'safety' of home. It also has a potentially much larger 'audience'.

Where does bullying happen?

Bullying behaviour may take place in any area of school or while pupils are outside of school premises on trips, residential or on the way to or from school. Pupil voice is obtained regularly to ensure staff are aware of and can thus modify, monitor and supervise areas where children feel less safe.

The impact and effects of bullying

Research shows that young people subjected to bullying may suffer any or all of the following:

- loss of confidence, anxiety or depression;
- diminished self esteem/emotional development and negative self-image;
- poor concentration/study skills;
- lower academic attainment;
- truancy, school refusal, school phobia;
- tendencies towards self harm or suicide;
- physical symptoms, e.g. disrupted sleep, bed wetting, headaches, stomach pains;
- have fewer friends, feel unhappy and lonely.

The research further identifies the negative effects on those perpetrating the bullying to include:

- developing belief that using aggression/ threats is successful for achieving success;
- realising they can get away with cruel behaviour so that school discipline is eroded;
- creating an image of supremacy as leader of a 'dominant group';
- suffering themselves as their behaviour may mask their own problems.

Potential long-term effects may include

- Criminal behaviour;
- Substance misuse;
- Parenting difficulties;
- Inability to sustain positive relationships;
- Unemployment;
- Uncontrolled aggressive behaviours into adulthood;
- Psychiatric disorders.

Prevention

Our systems and practices help prevent incidents of bullying happening at all. This is achieved both through specific curricular approaches aimed at improving relationships, and also in the way the school day is structured and monitored. Playtimes are well staffed and adults and play leaders are proactive in encouraging play and inclusion. The adults working in our school community model respectful and courteous behaviour. We require all parents to do the same and this is promoted through our Home: School Agreement.

We aim to prevent bullying and hurtful behaviour and promote positive behaviour through:

- The promotion of our behavioural expectations and reward systems that recognise all aspects of school life.
- Providing excellent role models as staff, through behaviour towards each other and pupils.
- A consistent approach throughout school including a clear rewards and sanctions system;
- A proactive approach in our assemblies, PSHE work including specific schemes of work and an active involvement in related national initiatives such as Anti-bullying week.
- Teaching of key 'people person' skills including respect, empathy and tolerance.
- Providing activities for pupils to be purposefully engaged in at break times.
- Emotion coaching approach to the managing of behaviour that focuses on managing emotions rather than resultant behaviour.
- Vigilance of adults in observing social relationships in all areas of the school.
- Awareness of adults of their responsibility to look out for and report incidents of bullying.
- Teaching and all non-teaching staff present at play times ensuring high number of adults to supervise children.
- Positive play experiences and activities available at play times.
- Clear reporting systems are in place for behaviour, friendship and potential bullying situations at lunchtime (to ensure clear and consistent handover).
- Visibility and availability of senior leadership team at lunch and play times.
- Behaviour team present at lunch and play times
- Monitoring of areas that children have identified as areas they feel less safe.
- Communication with parents and children as they start school and annually via information leaflet developed alongside children.

Curriculum approaches

The curriculum makes a key contribution to preventing undesirable behaviour and bullying through all subjects, especially PSHE and assemblies. We use particular assembly themes to positively reinforce expectations and participate in national initiatives such as Anti-bullying week. The protective Behaviour Curriculum offers clear opportunities for discussion about bullying and issues surrounding safety and what to do when feeling unsafe. This includes regular review of a safety network and the two themes of Protective Behaviours:

- **Everyone has the right to feel safe all of the time;**
- **We can talk to someone about anything even if it feels awful or small.**

Extracurricular / enrichment

Extracurricular activities and enrichment experiences (such as visits off-site and theatre days) reinforce behavioural expectations and positive relationships.

Management and organisational structures

The following all contribute to promoting positive interactions between pupils and reduce opportunities for negative incidents, particularly in “out of class” situations.

Strategies that we employ include:

- Regular lunchtime supervisors’ meetings / discussions;
- Split playgrounds to accommodate smaller groups;
- Providing sufficient break time equipment and activities;
- Spaces for both noisy and quiet play;
- Availability of Emotion Coaching Hub for children who need support managing emotions and behaviour;
- Developing trusting relationships and open communication between pupils and adults
- Clear rota for adults at lunchtime and playtime;
- Availability of the Senior Leadership Team throughout the school day.

Reporting, Responding, Recording and Monitoring

Encouraging Reporting

Pupils are made aware of the actions to take should they be either on the receiving end or witness bullying behaviour. We recognise that despite a clear anti bullying stance in school, victims may often be reluctant to confide in an adult that bullying is occurring. Our practices to support include the teaching of the Protective Behaviours Curriculum and the Emotion Coaching Approach to managing behaviour, both of which encourage openness and consistency and separates behaviour choices from the person. Some strategies may work better in particular schools than others, and with particular age groups. Some of the strategies that we employ to encourage reporting include:

- Raising awareness through visible displays of posters, e.g. Childline, local youth counselling lines / agencies;
- Providing children and families with child friendly information at the start of the school Year;
- Emotion Coaching Approach developing awareness of own and others' emotions;
- Consistent reinforcement of the two themes of Protective Behaviours including regular review of safety networks;
- Active involvement in the National Anti-bullying campaigns;
- Knowing our pupils and 'noticing' when they do not seem themselves;
- Using assemblies to reinforce key points.

Advice for pupils:

As in the Children's Anti Bullying Information Leaflet (APPENDIX 1)

If you think, you are being bullied:

- Make good eye contact and say in a strong voice (without shouting) stop doing that because it makes me feel...
- As soon as you can, use your safety network and tell someone (an adult) you trust.
- You may choose to tell a friend but you will probably need to tell a grown up so they can help to make sure the bullying behaviour stops.
- Do not blame yourself- it is not your fault.

If you think someone else is being bullied:

- Keep yourself safe.
- When you can, check the person is ok.
- Encourage them to tell someone on their safety network. You could offer to help them do this.
- If the person does not want to tell anyone, you may need to do this to keep them safe.

If upsetting things are being posted through technology and social media **do not** delete anything and try to screen shot anything that does not stay on the device automatically.

It is best to not respond to anything but show an adult straight away.

Advice for parents /carers:

A copy of the anti-bullying policy is available for parents, staff and other adults who are in school, on the school website and via the school office.

Parents or carers of a child who they are concerned might be being bullied should:

- Talk to your child calmly and reassure them that saying something was the right thing to do.
- Make a note of what your child says.
- Ask about your child's actions as well as the actions of others.
- Make contact with your child's teacher as soon as possible to inform them and discuss plan of action.
- Explain to your child that they should report any further incidents to a teacher or other member of staff straight away- not waiting until they are home.

Parents or carers of a child is potentially displaying bullying behaviour towards others should:

- Explain to your child that such behaviour is wrong as it makes others feel unsafe and unhappy.
- Talk with your child about how to join in with others without bullying behaviours.
- Encourage your child to take responsibility for their actions.
- Label the negative behaviour not your child and focus on emotions that preceded the behaviour.
- Contact your child's teacher as soon as possible to discuss how the school and parents together can stop the bullying behaviour.
- Talk to your child regularly about how things are going at school.
- Give your child lots of praise and encouragement when they are being kind and considerate to others.
- Support the school in any consequences or sanctions that result from the behaviour.

We operate an open door policy and parents are encouraged to make an appointment to discuss any concerns as they arise.

School Response

It is the responsibility of any adult working in the school to notify the class teacher if they have any concerns regarding bullying between pupils and the Head teacher of bullying behaviour involving adults. This does not deem bullying between children to be less serious than that of or between adults but recognises that bullying of or between adults may involve staff personnel issues.

School Staff who become aware of bullying behaviour and issues should:

- 1) Reassure the victim/referrer and ensure they know that they take what they are saying seriously.
- 2) Pass on the matter as soon as possible (before the end of the school day if practicable) to the child's class teacher and in their absence phase leader or senior leader.

The class teacher should always inform the phase leader (or other senior leader in their absence) as soon as possible.

The teacher /phase leader/Senior Leader should:

- Ensure the child has named adults to talk to if anything else happens, especially at lunch and play times and ensure these adults are aware.
- Meet with the alleged perpetrator to ascertain both views of the incident.
- Talk to other adults and pupils to build a picture of what is happening and put in place monitoring systems to further ascertain whether bullying is occurring.
- Decide on the most appropriate type of response, dependent on the form and severity of what is ascertained.
- If necessary school will request that content of online conversations, be shown and confiscate technology that a child has brought o school in order to protect all concerned prior to discussion with parents.
- Keeps a record of the incident via the systems in place.
- Informally meet with both child making the allegation and perpetrator (possibly within a larger group) to support them in the days immediately following the incident
- Make sure that all staff monitor closely those pupils, places and times where bullying has occurred
- Revisit all parties to offer continuing support and guidance and record this via the appropriate systems
- Refer any child involved to the school's family support worker for further intervention if a need presents.
- Inform parents and carers of all concerned as appropriate.

Important information for the adult to ask:

- What has happened?
- How often it has happened.
- Who was involved?
- Where it happened?
- Who saw what happened?
- What has been done already?

Monitoring and Recording

- Teachers will maintain a record of incidents reported, or that they are made aware of using the systems in place (*APPENDIX2*)
- Phase leaders and other members of the SLT will complete monitoring through informal and regular check ins with all concerned, and record this via the appropriate systems.
- The Deputy Head teacher will monitor the Incident records each half term to ascertain any patterns to the behaviour. This will inform assembly content for the coming half term if patterns are emerging. Relevant staff will also be made aware.
- Pupil incidents of a serious nature are reported to Governors through the termly Head teachers report.
- Any incidents that are deemed to be ‘Hate Incidents’ and prejudice based will be reported to the Local Authority following Northamptonshire County Council *Bullying and Hate Incident Reporting Guidance*.

Actions that will be taken:

Will be dependent on severity and circumstances.

All responses will involve restorative approaches where individuals are made aware of the consequences of their actions on the safety and wellbeing of others.

'Restorative approaches use the incident of misbehaviour as an educative opportunity for repairing the harm, by fostering more socially responsible relationships and behaviours that take others' perspectives into account'.

Source <http://www.antibullyingworks.co.uk/resources/intervention-strategies/restorative-justice/>

In circumstances of repeat bullying or a perpetrator not taking responsibility or expressing remorse, internal or external exclusion may result.

School will work closely alongside parents to ensure that all parties receive appropriate support to improve outcomes for all children and to ensure that they again feel safe.

Further information and sources of support can be found in *APPENDIX 3*

