

# Haytor View Community Primary School & Nursery

## Anti Bullying Policy 2020 - 21



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

### **Rationale**

Haytor View Community Primary School believes in the need to create a happy, caring environment for the development and protection of the individual where all feel physically safe and free of insult, teasing and derogatory terms. This Policy will be made available to pupils, parents, all staff, informally through the school prospectus and Home School Agreement and formally upon the school website. A paper copy can be made available on request.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

### **Aims**

- To do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable;
- To provide a safe and secure environment where all can learn without anxiety;
- To produce a consistent school response to any bullying incidents that may occur;
- To make all those connected with Haytor View Community Primary School aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the prevention of bullying in our school.

### Our Focus is on the individual:

- Respect every child's needs for, and rights to, a play environment where safety, security, praise, recognition, and opportunity for taking responsibility are available.
- Respect for every individual's feelings and views.
- Recognise that everyone is important and that our differences make each of us special.
- Show appreciation of other, by acknowledging individual qualities, contributions and progress.
- Ensure safety of everyone by having anti-bullying rules and practices, developed with the participation of children and young people, carefully explained and displayed for all to see.

Through the operation of this policy we aim to:

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- Deter bullying behaviour, detect it when it occurs and deal with it effectively.
- Provide victims of bullying with the strategies both for seeking help and for dealing with the effects of being bullied.
- Provide perpetrators of bullying with the strategies both for seeking help and for dealing with the effects of engaging with bullying behaviours.

### Bullying behaviour is always unacceptable and will not be tolerated because:

- It is harmful to the person who is bullied and to those who engage in bullying behaviour
- Every individual has the right to feel free of intimidation, to be physically safe and free of insult, teasing and derogatory terms.
- Bullying is anti-social behaviour and affects everyone.

### **What is Bullying?**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either emotionally or physically. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying is intimidation and causes distress and fear.

Bullying is undertaken by purpose by the bully to cause distress to others.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal** - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist** - racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual** - unwanted physical contact or sexually abusive or sexist comments
- **Homophobic** - because of/or focusing on the issue of sexuality
- **Online/cyber** - setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- **Discriminatory** - Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

- occasional falling out with friends
- occasional arguments
- occasional tricks or jokes played

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is usually not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Indicators of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in school to an adult.

The school's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

The Head teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. This role is undertaken by the Co-Head Teachers of Haytor View Community Primary School.

### **Implementation of Policy in relation to Reported Incidents of Bullying**

#### **School**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head of learning and development
- The Co-Head Teacher will interview all concerned and will record the incident
- Learning Leaders will be kept informed and if it persists the class teacher will advise the appropriate adults in school
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Focus Questions Used when talking with children:

1. What happened?
2. What were you thinking at the time?
3. What are you feeling at the moment?

4. What do you think needs to be done to repair the harm?
5. Who do you think has been affected by the actions?

### **Pupils**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion
- Talk to the local Community Police Officer
- Talk to the Head Teachers of other schools whose children may be involved in bullying
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying inside and outside the school premises

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Role of Governors**

- The governing body supports the Co-Head Teachers in all attempts to eliminate bullying from the school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Co-Head Teachers to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Co-Head Teachers and asks him to conduct an investigation into the case and report back to a representative of the governing body.

### **Role of the Co-Head Teachers**

- It is the responsibility of the Co-Head Teachers to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Co-Head Teachers reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Co-Head Teachers ensures that all children know that bullying is wrong. The Co-Head Teachers draws the attention of children to this at suitable moments. For example, if an incident occurs, the Co-Head Teachers may decide to use assembly as a forum in which to discuss why this behaviour was wrong, and why a pupil is being punished.
- The Co-Head Teachers ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Co-Head Teachers 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.

### **Role of Teachers**

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied; we explain why the action of the child was wrong and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Co-Head Teachers and the special needs co-ordinator(s). We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Co-Head Teachers may contact external support agencies such as the social services
- Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers receive support from all other staff in applying the anti-bullying policy.

### **Role of Parents**

- Parents who are concerned that their child might be being bullied or suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be positive member of the school.
- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately

### **Role of Pupils**

- Pupils will know that bullying is not tolerated.
- Pupils to know what to do and who to speak to if they are being bullied.
- Pupils to know what to do and who to speak to if they are aware of others being bullied.
- Bullying should be discussed regularly by the School Council. The School Council can support the staff in the prevention of bullying.

### **What can children do if they are being bullied?**

Wherever children are in school, they have the right to feel safe. Nobody has the right to make anyone feel unhappy. If someone is bullying them, it is important to remember that it is not their fault and there are people who can help them. The following strategies are shared with our children;

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group; bullies usually pick on individuals.
- Get away as quickly as you can and find help.
- Tell someone you can trust – it can be a teacher, a learning partner, a lunch time partner supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and give it to a member of staff (or ask a friend to give it to a member of staff)

- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline – Childline: 0800 11 11

### **What can you do if you see someone else being bullied?**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways children can help without putting themselves in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and give it to a member of staff.
- Call a helpline for some advice - Childline: 0800 11 11

### **Anti Bullying Strategies for School Staff**

- Staff model acceptable standards of behaviour in their dealings with other staff and pupils.
- Work together through the curriculum (e.g SEAL), assemblies and displays in order to embed the anti bullying message and to develop the pupils' social and emotional skills.
- Ensure that all pupils know that the school cares about bullying. Pupils need to know that they should speak out.
- A consistent, whole school approach to dealing with acts of bullying is crucial but there must be a range of strategies. What works for one child will not necessarily work for others.
- Take action as soon as possible.
- Consider whether your action needs to be private or public.
- Encourage parental support and work in partnership to resolve problems.
- Sanctions should be initiated fairly with each incident treated on its own merits. These may include loss of playtimes, lunchtimes or, in serious instances, suspension.
- Reassure the victim and don't make them feel inadequate.
- Encourage the bully to see the victim's point of view.
- Be alert and observant at all times both inside and outside the classroom e.g. playground, lunch time, the hall and toilet areas.
- Inform all staff of serious incidences of bullying so that extra vigilance may be exercised in certain cases.
- Be aware of hidden indicators e.g. body language, withdrawn pupils.

### **Monitoring, evaluation and review**

- The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
- This policy is monitored on a day-to-day basis by the Co-Head Teachers who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Co-Head Teachers.
- Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **Preventing and Tackling Bullying**

Summary of DfE Advice (June 2012)

Can we demonstrate the IMPACT of our anti-bullying policies?

- Heads now have the authority to discipline pupils for poor behaviour that occurs when the pupil is not on the school premises or under lawful control of school staff. Where bullying outside school is reported to school, it should be investigated and acted on.
- 2010 Equality Act requires us to :Eliminate unlawful discrimination, harassment, victimisation Advance equality of opportunity between people who share a protected characteristic and people who do not share it Foster good relationships;
- Cyber-bullying – school has specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- Values of respect for staff and other pupils, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- Successful schools: Involve parents (zero tolerance, reinforce good behaviour at home, treat concerns seriously and appropriately).
- Are policy summaries available to parents? Involve pupils (bystanders) Regularly evaluate (acceptable use, record of incidents) Implement disciplinary sanctions Openly discuss differences between people that could motivate bullying (religion, ethnicity, disability, gender, sexuality) Use specific organisations or resources for help with particular problems Provide effective staff training Work with the wider community (police, outside school issues)
  1. Make it easy for pupils to report bullying (including cyber bullying)
  2. Create an inclusive environment. Can bullying be openly discussed without fear of recrimination?
  3. Celebrate success.

#### Resources

- Anti-Bullying Alliance
- Beatbullying
- Kidscape
- ChildNet International
- Schools Out

#### **Preventing and Tackling Bullying DFE Guidance July 2013**

Bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly.

Successful schools create an environment that prevents bullying from being a serious problem in the first place. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict

and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, and understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Disciplinary measures must be applied fairly, consistently, and reasonably, it is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Successful schools also:

- Involve parents
- Involve pupils
- Regularly evaluate and update their approach to take account of developments in technology
- Implement disciplinary sanctions
- Openly discuss differences
- Use specific organisations or resources for help with particular problems
- Provide effective staff training
- Work with the wider community
- Make it easy for pupils to report bullying
- Create an inclusive environment
- Celebrate success.

### **Bullying**

Summary of Dept for Educ. Report (July 2011)

- Boys more likely to be victims of violence-based bullying and girls more likely to be subjected to bullying of verbal and social nature.
- Exclusion is a common form of female bullying.
- Bullying more common amongst SEN pupils.

The 'drivers' of persistent bullying are:

1. looks (40%)
  2. because you are good at something (25%)
  3. race (10%)
  4. SEN/health (8%)
  5. religion (5%)
  6. sexuality (3%)
- Schools are the epicentre of bullying behaviour.
  - Strong relationship between cyber bullying and school bullying.
  - Bullying impacts upon achievement.
  - 15 % of persistently bullied children said they have considered killing themselves.

Common characteristics of Bullying Victims are:

1. tendency to be anxious and insecure
2. low self-esteem
3. few friends
4. unlikely to retaliate
5. physically weak

Characteristics of perpetrators include:

1. tendency to be aggressive
2. tend to be popular
3. poor communication with parents and threat of violence

4. academic low-achievers
5. desire to be dominate others
6. they know what they are doing
7. lack empathy or sympathy

Barriers preventing by-standers from taking action include:

- children know they should support each other but find it difficult to intervene
- self-preservation
- worried they might make things worse

How do we reduce bullying?

- parent training
- improve playground supervision
- disciplinary methods
- information for parents
- school conferences
- classroom rules
- good classroom management