



# Huntley C of E Primary School

## Anti-Bullying Policy

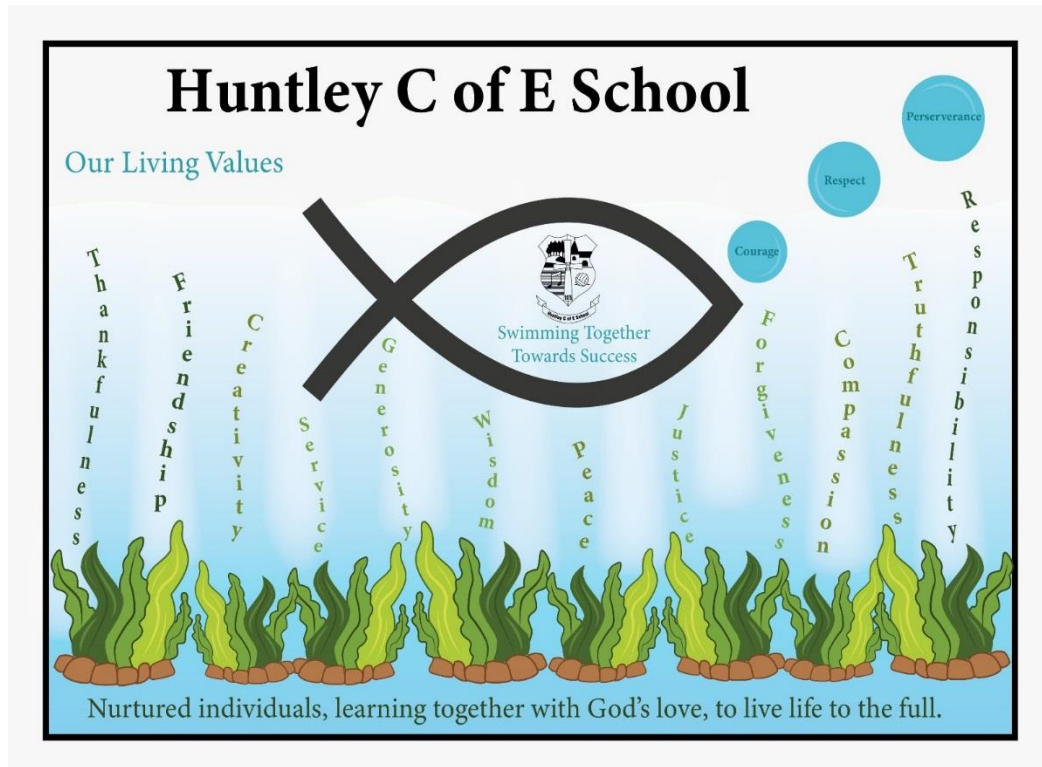
May 2023

**To be read in conjunction with:**

Child Protection and Safeguarding Policy

Internet usage and safety policy

Behaviour policy



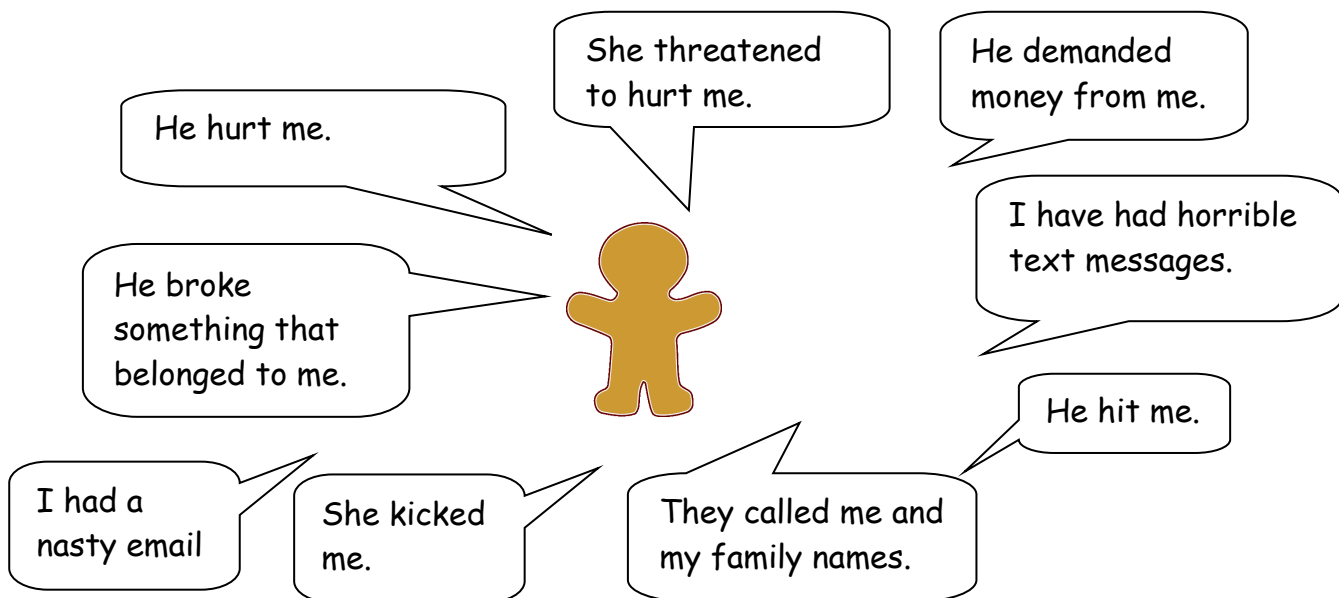
# HUNTLEY CE PRIMARY SCHOOL

## ANTI-BULLYING POLICY

### Reasons for Policy

- All schools suffer incidences of bullying which must be dealt with immediately.
- A child's stability and self-respect might easily be destroyed by being the victim of bullying.
- It is necessary, therefore, to inform all parents, children and members of staff of the steps that will be taken when bullying has been found to occur.

### What is considered to be bullying?



The NSPCC guidance taught to the children is:

**STOP**

(Several Times **O**n **P**urpose)

For actions to be labelled as bullying some or all of the above have to be committed regularly in a **malicious and systematic way**.

### Definition of bullying

This is the definition from the NSPCC website (September 2020)

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

**Verbal abuse:**

- name-calling
- saying nasty things to or about a child.

**Physical abuse:**

- hitting a child
- pushing a child
- physical assault.

**Emotional abuse:**

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

**Cyberbullying/online bullying:**

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

**Child on child abuse**

Staff recognise that children are capable of abusing their peers or other children. The Governing Body ensures that procedures to minimise the risk of child on child abuse are implemented and sets out how allegations of child on child abuse will be investigated and dealt with. Child on child abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The school makes it clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Staff follow the bullying procedures when dealing with peer to peer abuse unless the case is sufficiently serious to follow safeguarding procedures instead.

At Huntley School we know it is important to respect others and not to tolerate bullying. We always try to ensure all children feel secure and valued. Positive behaviour is given a high profile. Opportunities to discuss behaviour, feelings and strategies for dealing with difficult situations are established through Personal, Social and Health Education, during circle time and collective worship .

## **Teachers and parents should be watchful.**

Incidents of bullying occur mostly at playtimes and to or from school. The following types of behaviour should be watched closely:

- ❖ Pushing, shoving and/or tripping people up.
- ❖ Play fighting (we were only messing about).
- ❖ Provoking victims to lose their temper in frustration
- ❖ Intimidation (I'll get you after school).
- ❖ Older pupils picking on younger pupils.
- ❖ Personal property stolen or hidden.
- ❖ Repeated name-calling or teasing.
- ❖ Isolation of children.
- ❖ Be mindful of internet risks

## **What can you do to help prevent bullying in our school?**

### **IMPLICATIONS FOR PARENTS**

Parents need to:

- ❖ Contact school if you are aware or suspect bullying is taking place.
- ❖ Talk to your child openly
- ❖ Encourage children NOT to be aggressive with other people.
- ❖ Support the school if further action needs to be taken.
- ❖ Remember bullying is a very strong word and it might not be bullying just an argument or misunderstanding.

### **IMPLICATIONS FOR PUPILS**

Pupils need to:

- ❖ Trust staff to take action if being bullied.
- ❖ Be aware of rewards and sanctions and understand that your actions will have consequences.
- ❖ Tell staff if you are being bullied or are unhappy
- ❖ Not stand by and do nothing or laugh when bullying is taking place. You do not have to stop the bullying but you MUST tell an adult what is going on.
- ❖ Try to be helpful and kind to other people at all times.

### **IMPLICATIONS FOR GOVERNORS**

Governors need to:

- ❖ Make sure they know about and understand the anti-bullying policy. Take an active role in the review and maintenance of the policy
- ❖ Support staff in implementing the policy.

### **IMPLICATIONS FOR TEACHING STAFF**

Teachers need to:

- ❖ Be prepared to find time to listen to children and take them seriously in a way which will not lead them to being humiliated or embarrassed i.e. ensuring privacy.

- ❖ Establish routine opportunities for children to talk about bullying.
- ❖ Include teaching about positive behaviour through the curriculum.
- ❖ Implement rewards and sanctions as quickly as possible.
- ❖ Recognise that teachers sometimes need help and seek it if appropriate.
- ❖ Examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- ❖ Make sure everything we do gives the message BULLYING IS NOT OK.
- ❖ Encourage collective responsibility for ownership of the problem.
- ❖ Look out for possible bullying behaviour and be aware of bullying hotspots.
- ❖ Teach about Internet safety every year including the topic of cyberbullying
- ❖ Document incidents carefully on CPOMs.

### **IMPLICATIONS FOR MIDDAY SUPERVISORS**

Supervisors need to:

- ❖ Be prepared to find time to listen to children and take them seriously in a way which will not lead them to being humiliated or embarrassed i.e. ensuring privacy.
- ❖ To carry out rewards and sanctions as quickly as possible. Look for opportunities to reward pupils for their co-operative behaviour. Do not be afraid to implement sanctions if they are appropriate.
- ❖ At the end of lunchtime, report any incidents to the class teacher. Instances of positive behaviour can also be reported.
- ❖ Examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- ❖ Make sure everything we do gives the message BULLYING IS NOT OK.
- ❖ Encourage collective responsibility for ownership of the problem.
- ❖ Look out for possible bullying behaviour and be aware of bullying hotspots.
- ❖ Ensure incidents/concerns are shared with the class teacher.

### **IMPLICATIONS FOR HEADTEACHER**

The headteacher needs to:

- ❖ Establish and maintain an effective two way reporting system with all adults who work within the school.
- ❖ Keep up recording system of bullying and to monitor incidents of bullying.
- ❖ Communicate with parents, governors and staff.
- ❖ Instigate policy review and make sure it doesn't get forgotten.
- ❖ Wherever possible allow the class teacher to resolve the situation.

## **Policy for Action**

### **1<sup>st</sup> stage of bullying.**

- ❖ Talk to both sets of children separately and informally.
- ❖ Log incident on CPOMs
- ❖ Work with the victims and the bullying children
- ❖ Clearly state that the behaviour is unacceptable. (label the act not the child).
- ❖ Remove privileges from the bullying child.
- ❖ Try to change the bullying child's behaviour by rewarding non-aggression.
- ❖ Find ways of increasing the prestige of the child being bullied with the rest of the class.
- ❖ Advise the victim to avoid/ignore the negative behaviours and speak to someone about the situation.
- ❖ Talk to the class, stress the importance of all children co-operating and helping each other.
- ❖ If appropriate, encourage other children to befriend/protect the child who is feeling sad.
- ❖ Teach social skills of being friendly and link to our school values.
- ❖ Reward positive, friendly behaviour including through head teachers awards.
- ❖ Support and encourage an inclusive school environment.

### **2<sup>nd</sup> stage of bullying.**

- ❖ Inform both sets of parents/carers.
- ❖ Bullying child's parents meet with Headteacher and the victim's to have a written report of the meeting.
- ❖ Bullying child to be given a behaviour contract or behaviour book and support with the behaviour.
- ❖ Victim to be reassured that they are being helped and the situation will be resolved

### **3<sup>rd</sup> stage of bullying.**

- ❖ Parental involvement
- ❖ Support for both parties when appropriate
- ❖ Exclusion on a temporary basis
- ❖ Exclusion on a permanent basis.
- ❖ Involvement of outside agencies e.g. counselling service.

Some children may need to be supported by an individual behaviour programme. This should be negotiated between the child, parents, class teacher and head teacher. This programme should clearly identify short and long term aims for behaviour improvement. These aims should be supported by all staff and by the child's peers in class.

## **Educational provision about bullying**

Within the curriculum the school will raise the awareness of the nature of bullying through

- RSHE lessons - makes up a significant proportion of the curriculum in all year groups. RSHE teaches specific social skills, explores friendships and builds on respect and tolerance.
- Collective worship and subject areas- themes throughout the year linked to friendship and social skills.
- Circle time activities- issues that have arisen in school are raised and dealt with appropriately
- Peer mediators –trained year 6 children offer support to other children in the playground to help resolve peer disagreements. They are trained to feed back to staff if they feel the issue is serious.
- Buddies for the Reception children in Class Stream.
- Activities during Anti-bullying week in November including Odd Sock day
- Wellbeing days to develop resilience.
- Session with school beat officer in Y6 - healthy online relationships.

### **Hate Crime**

At Huntley School we take all prejudice-based incidents seriously, ensuring that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work.

A hate incident is defined as: “Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice.” (College of Policing 2014)

The current Protected characteristics under current (2019) hate crime legislation are: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, e.g. homeless.

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

As a school we carefully record any incidents of hate crime and will report to Gloucestershire County Council and if there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary will be contacted.

### **Document Reviews and Amendments**

<b>Amendment Date</b>	<b>Change to Document</b>	<b>Date of Approval</b>
May 2020	Scheduled review. KSIE guidance re hate crime added. Year six pupils involved.	
May 2023	Scheduled review – updated with CPOMs addition	

### **Top tips for teachers – From the Anti-bullying alliance (November 2018)**

- Bullying is not just something that children and teenagers go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully.
- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need.
- It is not true that girls are 'bitchy' and boys just have a punch up and get over it. Avoid gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.
- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen.
- Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like Childline any time.
- The only way to stop bullying is to acknowledge that it happens and create a talking culture in your school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so take time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.
- Make sure your Anti-Bullying Policy is up to date, freely accessible and regularly promoted - and that it makes clear how you will respond to bullying as a school community
- Challenge all forms of offensive or discriminatory language in your school (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words)
- Take time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying