

# Anti Bullying Policy

## Hill View Primary



**Policy Approved by Governors**

<b>Version: 4</b>	<b>Date: November 2018</b>
<b>Approved by Board of Governors:</b>	<b>Date: December 2018</b>
<b>Next Review Date:</b>	<b>October 2020</b>
<b>Written by:</b>	<b>PHSE Leader</b>



# Reach for the stars.

## HILL VIEW PRIMARY ANTI- BULLYING POLICY

The governing body's key roles are -

- To provide a strategic view
- To support and challenge
- To ensure accountability

### WHAT IS MEANT BY BULLYING?

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'*

*Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.*

*Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.'*  
(Preventing and Tackling Bullying - DfE, 2017)

### PRINCIPLE

At Hill View we recognise that there is no "hierarchy" of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Seven main types of bullying can be identified:

- **Verbal** name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying.
- **Physical** hitting, kicking, taking or hiding belongings
- **Emotional** being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- **Damage** to belongings or theft of belongings.
- **Cyber** email and internet chat-room misuse, mobile phone threats by text, calls, and social websites.
- **Homophobic** name calling or use of language focusing on the issue of sexuality
- **Racist** taunts and gestures – this may include faith abuse.

## **WHY IS IT IMPORTANT TO RESPOND TO BULLYING?**

The Anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils and parents. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We believe learning cannot occur effectively if someone is feeling under any kind of threat from an individual or a group. We believe we have a responsibility to respond promptly and effectively to issues of bullying. Therefore, all children and adults are active in reporting and minimising bullying behaviour.

## **AIMS**

- To create 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.
- To extend that culture beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.
- To create an atmosphere of security and respect where staff are always available to share a voiced or observed concern.
- To ensure that pupils, staff and parents have a clear understanding of how our actions affect others and permeates the whole school environment.
- To assure pupils, parents, staff and governors that as a school bullying is not tolerated and that they are aware of the procedures to follow if they believe someone is being bullied.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- To teach children that using any prejudice based language is unacceptable.
- To use specific organisations or resources to support anti bullying.

## **HOW DO WE IDENTIFY BULLYING?**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Cries them-self to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Has possessions which are damaged or “go missing”
- Asks for money and starts stealing money (to pay bully)
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

All adults should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **PUPILS AND STAFF WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY:**

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support
- restoring self-esteem and confidence
- the use of specialist interventions and/or referrals to other outside agencies e.g. Educational Psychology, where appropriate.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern (Keeping Children Safe in Education).
- 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, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **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 to help change the attitude of the pupil
- will be sanctioned and the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- the use of specialist interventions and/or referrals to other agencies where appropriate.

### **BULLYING WHICH OCCURS OUTSIDE SCHOOL PREMISES**

Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. Consideration will be given as to whether it is appropriate to notify the police or refer the family to external support agencies. The school has the power to discipline pupils for misbehaving outside the school premises.

### **CYBER-BULLYING**

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. An electronic device, such as a mobile phone, can be seized by a member of staff to examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. If the images are indecent the phone maybe seized and presented to the police.

### **OUTCOMES**

1. All known/reported incidences of bullying will be investigated by the class teacher and/ or by a senior member of staff.
2. Parents of the victim may also be questioned about the incident or about their general concerns.

3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. E.g. a parent being informed about their child's behaviour, sanctions within school.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **REPORTING AND RECORDING**

Reports of bullying will be logged by the adult who observes them. This includes support staff and lunch time supervisors. They must be signed and dated and then reported by a member of staff on to My Concern.

### **MONITORING, EVALUATION AND REVIEW**

A senior member of the school staff will lead on the implementation of the policy. An annual report will be made to the governing body, including statistics about:

- the number of reported concerns
- monitoring information about the pupils involved
- actions taken and outcomes

The school will review the policy and assess its implementation and effectiveness.

### **PROCEDURE FOR PREVENTING BULLYING AT HILL VIEW**

#### **The Governors will:**

1. Liaise with the Headteacher over all anti-bullying strategies, and be made aware of individual cases where appropriate.
2. Discuss, review and endorse agreed strategies and will discuss the Headteacher's report on the working of this policy.
3. Liaise with the Headteacher to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

#### **The School Leadership Team will:**

1. Keep a record of all incidents of bullying reported by teachers and other staff within the school.
2. Work with groups or individuals to resolve situations and help children to modify their behaviour.
3. Inform parents if situations cannot be resolved or if a child is involved in many incidents over time.
4. Take further action such as informing the police and school governors.

#### **Teachers will:**

1. Observe patterns or changes in behaviour at play times or when children are working in groups.
2. Be ready to listen to the child or parent/ carer if they approach them with a concern or problem.
3. If unkind behaviour is repetitive and deliberate staff must complete a report on My Concern and discuss the problem with their year leader and/ or member of the School Leadership Team.

4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. Parents will be informed and included in efforts to resolve the situation.
5. An attempt will be made to help the bully (bullies) change their behaviour through individual support or class work linked to PSHE.
6. If necessary and appropriate, police will be consulted.

**All non-teaching staff and volunteers will:**

1. Will follow all relevant policies and procedures;
2. Be observant and talk to pupils;
3. Deal with incidents according to this policy;
4. Complete a report on My Concern when a concern arises;
5. Take action to reduce the risk of bullying at all times and in places where it is most likely.

**ANTI-BULLYING EDUCATION IN THE CURRICULUM:**

At Hill View Primary School, we use a variety of methods to educate children about the nature and impact of bullying to prevent it from occurring. We do this within our PSHE scheme of work 'Jigsaw'. Anti-bullying takes focus during the 'Celebrating Difference' puzzle piece which fits alongside Anti-Bullying week and is touched upon during the pieces 'Being Me in My World' and 'Relationships'.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time. The school also participates in local and national initiatives such as Anti-Bullying Week.

These themes are also supported by:

- Ethos and learning values
- The ASCENT awards
- School Expectations
- Playground rules
- Visits from The Life Educations Centre – Life Bus
- Activities during anti-bullying week
- Visiting theatre productions
- Integrated units linked to feelings and emotions
- E-Safety, dangerous weapons and anti sociable behaviour talks from the local police force
- Friendship Stops, play leaders
- Assemblies
- Jigsaw Time and class discussions.
- Informal discussions with individuals and groups of children.

Responsible - PHSE Leader

Review – October 2020

Reviewed – April 2014, 2017, 2018

Changed (Y/N) – Yes