

Highwood Primary School



Promoting Resilience – Achieving Potential

Anti-Bullying Policy

September 2017



This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

Rationale

At Highwood we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour which is wrong and will not be tolerated.

Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Our Definition

Staff, pupils, and parents worked together to create the following definitions of bullying which are recognised and understood by everyone in our school community. (January 2010)

"Bullying is a regular and targeted act, which is intended to cause physical, verbal or emotional harm to another person or group"

"Bullying is when someone picks on, hurts or upsets someone over and over again on purpose."

All hurtful incidents will be investigated, but it is important to remember that not all hurtful incidents constitute bullying.

General Definition

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting eg: hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching, or any use of violence.
- Racist: racial taunts, graffiti, gestures
- Verbal: name calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet, such as email, internet chat room or social networking misuse. Mobile threats by text messages or calls. Misuse of associated technology. (See Appendix Three and ICT Safe Use Agreement)

Equality

Prior to the introduction of the Equality Act 2010, the school had a duty not to discriminate on the grounds of race, disability and gender. Since its introduction in April 2011, the school's duty has extended to include discrimination on the grounds of age, sexual orientation, religion or belief and gender re-assignment. When investigating and dealing with any reported hurtful or bullying incidents, it is imperative that staff promote equal opportunities in order to eliminate discrimination and prejudice based bullying.

Roles and Responsibilities

Governors

- Promote the well-being and ensure the safeguarding of all pupils in school.

- Ensure the school carries out both the letter and spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the bullying policy.
- Ensure that policy and good practice is reflected in the school's anti bullying practice.

Head teacher and Senior Leadership Team

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the well-being and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.

Teachers and Teaching Assistants

- Contribute to the building and maintaining of a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the well-being and ensure the safeguarding of all pupils in school.
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the bullying and equality policies.

Pupils

- Report any incidents of suspected bullying to a member of staff, whether directed at themselves or somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestion to help improve the anti-bullying work of the school

Parents/Carers

- Demonstrate positive support for the school's bullying and behaviour policies.
- Model appropriate behaviour at all times.
- Without delay, report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the bullying policy and procedures.

Bullying outside school premises

The Headteacher has a specific power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as outside local shops. Where appropriate, incidents of bullying taking place outside of school will be reported to the local police.

Preventing and Responding to bullying incidents

Preventing bullying

All our policies and procedures are designed to prevent bullying and are made explicit to all members of the school community. The school promotes an anti-bullying ethos in the following ways:

- Shared definition of bullying developed in partnership and displayed throughout the school
- Opportunities to develop understanding of bullying through the PSHE, SEAL and Citizenship curriculum.
- Comprehensive behaviour records on SIMs enable staff to monitor patterns of behaviour.
- Play leaders on the KS1 playground trained to encourage and support positive play and relationships

- Staff training on identifying, reporting and recording bullying incidents.
- Anti-Bullying weeks and events
- ICT safe user agreement and ICT safety policy.
- Involvement of the local police and PCSO.
- Deployment of the school counsellor and members of the Inclusion team.

Responding to Bullying

All reports of hurtful incidents are taken seriously and are investigated in line with the school's bullying policy. (See flow chart in recording and reporting bullying)

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experiences with their class teacher or member of staff of their choice.
- re assuring the pupil that they have done the right thing by making a report and that the school will be responding.
- offering continuous support.
- ensuring safety.
- working to restore self-esteem and confidence.
- offering sessions with the school counsellor where appropriate.

Pupils who have bullied will be helped by:

- discussing what happened.
- discovering why they became involved.
- exploring different perspectives as appropriate.
- establishing all hurtful behaviour and the need to change.
- informing parents or guardians to support change in the pupil.
- offering sessions with the school counsellor where appropriate.

Recording and Reporting Bullying

Recording

All incidents of alleged bullying that are reported to staff should be investigated and recorded using Form One (See Appendix One) If the incident is deemed to involve bullying then Form Two should be completed (See Appendix Two.) These should be discussed with a member of the Senior Leadership Team and then filed in the Bullying folder in the Deputy Head's office. Paper copies of Form One and Two can also be found in this folder.

Step One

A hurtful incident is reported or witnessed.
An alleged or witnessed incident is reported to a member of staff or by a member of staff who witnessed the incident.

Step Two

Investigation

The incident is investigated by the CLASS TEACHER who undertakes to establish the nature, roles and seriousness of the incidents and those involved
FORM ONE COMPLETED (See Appendix 1)

Step Three

The CLASS TEACHER should look for evidence that the behaviour

- has occurred before or by its nature has caused repeated experience or the fear of it eg: cyber bullying
 - was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

Hurtful behaviour has occurred but the school's agreed definition of bullying has not been satisfied.

- Form One should be completed and filed in the office
- Support should be given to those involved
- Decide if any sanction from the behaviour policy needs to be applied

Evidence of bullying has been found

- Incident should be referred to an allocated member of the Senior Leadership Team
- Form 2 should be completed and filed in the office (See Appendix 2)
- Support should be given to those involved
- Parents/Carers should be informed of the incident and the relevant action to be taken.
- Decide if any sanction from the behaviour policy needs to be applied

Sanctions

If evidence of bullying has been found then the following sanctions may be taken:

- The parents of both the victim and perpetrator will be notified of the incident.
- The perpetrator may be removed from their class for a fixed period of time to work in another classroom.
- The perpetrator will lose their Golden time, miss their playtime or lunchtime for a fixed period of time

In very serious cases, these sanctions may be superseded by a fixed term exclusion or lunchtime exclusion.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness by the number of recorded bullying incidents. The policy will be shared with all the stakeholders and will form part of the new parents information pack.

APPENDIX ONE

FORM 1

Initial investigation into allegation of bullying

Completed by Name:
Role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

Details gathered to date:

Action taken to date:

Date:

Signed:

APPENDIX TWO

FORM 2

Integrated bullying and racist incident record

For each incident please complete one form and return to the **designated teacher** for collation and monitoring.

1. Focus of bullying/harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ maturity		
Appearance		
Class/socio-economic		
Learning difficulties and disability		
Ethnicity/race*		
Religion/belief*		
Institutional racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See county guidelines on dealing with racist incidents

2. Method of bullying/harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – Please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are children looked after (CLA) or who have learning difficulties or disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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APPENDIX THREE

Cyber bullying

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

1. **Text messages** —that are threatening or cause discomfort - also included here is
2. **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. **Instant messaging (IM)** — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
7. **Bullying via websites** —use of personal websites and online personal "own web space" sites such as Bebo and Myspace and Social Networking sites such as Facebook.

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults.

Our pupils are taught how to:

- * Understand how to use these technologies safely and know about the risks and consequences of misusing them.
 - * Know what to do if they or someone they know are being cyber bullied.
- Report any problems with cyber bullying. If they do have a problem, they can talk to the school, their parents, or the police.

We have

- 1 An Acceptable Use Policy (AUP) that includes clear statements about e-communications
- 2 Information leaflets for parents cyber bullying and keeping their children safe when using technology

Three steps to stay out of harm's way

- 1 Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
- 2 If someone insults you online or by phone, stay calm – and ignore them.
- 3 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

