

Hambrook Primary School

Anti-bullying Policy

Rationale

Every child should feel happy and free from threats of any kind at school and in the wider community. The school vision 'Whole child, whole school, whole hearted' aims to create a community where all individuals are valued and respected and understand their rights and responsibilities. All members of our school have a responsibility to help those who are being bullied and to speak out against bullying behaviour. We acknowledge that bullying exists and that when it happens it is a serious issue that needs to be tackled and needs to be continually worked at. Instances of bullying will not be tolerated.

Aims

- To create a positive ethos within the school based on mutual respect
- To recognise what bullying is, and to provide effective measures for combating it.

Establishing a positive school ethos

The most important aspect of our strategy to combat bullying is the creation of a positive and inclusive school ethos. This begins with how adults in the school treat each other, parents, and pupils: with respect and understanding, even in difficult situations. Concerns expressed by pupils and parents are always listened to carefully and taken seriously.

We have a very clear Behaviour Policy which states the behaviours we want to promote, and the rewards which go along with those behaviours. These behaviours are promoted at all times in our daily lives. Within the school curriculum there are many opportunities to promote the understanding of feelings and emotions, most specifically through Circle Time, PSHE lessons and the whole school SEAL initiative. We constantly promote and reinforce positive behaviour and develop children's self-esteem through celebration of achievement. In this way, by aiming to 'include' everyone in the school community, it is much less likely that children will become a focus for bullying, or that others may resort to bullying.

The development of positive playground behaviour

It is essential that staff and children are both involved closely in:

- The development of an attractive playground environment
- Supervision of any 'hidden corners'
- The development of playground games
- Developing alternative lunchtime activities e.g. clubs, quiet areas
- Peer mediation
- Involving older children with younger children

What Is Bullying?

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 (e.g. hiding books)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality

Hambrook Primary School

- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Disability - being abused due to physical, mental disabilities or impairments
- Indirect - spreading nasty stories about someone, excluding them from social groups.
- Extortion - demand for money or favours.
- Cyberbullying - Any form of bullying using a mobile phone or the internet, chat rooms, instant messaging, social networking sites, chat rooms or email.

A one off incident is not bullying and will be dealt with by the Behaviour Policy. Not all aggression or name calling is bullying. It becomes bullying when it is exercised through the use of power rather than an exchange between equals. This power might be due to premeditated use of physical strength with the use of psychological power.

Who can be bullied?

Any child can be bullied. There are however certain risk factors which will make the experience of bullying more likely. These include:

- Lacking close friends in school.
- Being shy.
- Coming from an over-protective family environment.
- Being from a different racial or ethnic group to the majority.
- Being different in some obvious respect from the majority.
- Having special educational needs.
- Being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.

Signs and Symptoms

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 themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedure for dealing with incidents reported as bullying.

Determine whether the incident reported to you is bullying. Does it comply with the policy definition of bullying? If bullying is suspected or reported, the member of staff who has

Hambrook Primary School

been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by bad behaviour, which can be dealt with in accordance with the school Behaviour Policy. All complaints about bullying must be taken seriously.

Our Approach to tackling bullying: the 'problem-solving' approach

Where a case of bullying has been identified, our principal aim is to restore the victim's sense of happiness and well-being. Our approach is based on the widely accepted understanding that the most effective strategies to combat bullying include the following:

- Involvement of the wider school community in finding a solution to the problem/s
- Consistency in prevention and response
- Taking all issues seriously
- Not seeking in the first instance to apportion blame
- Involving parents at an early stage

The most successful intervention strategies all involve a problem-solving approach.

What we aim to do:

Reporting - Suspected instances of bullying are to be reported to one of the teaching staff or to the Headteacher. Children need to be assured not to keep worries to themselves, but to tell their parent and/or a teacher. The whole school community needs to be assured that all instances are taken very seriously, and investigated thoroughly.

Response - It is essential that the first adult involved in the situation reassures the 'victim' and informs the member of staff nominated to deal with bullying as soon as possible. Currently the nominated person (NP) at Hambrook is the Headteacher who may delegate responsibility to another member of staff after the initial enquiries take place.

The NP then takes the following steps:

Step one - interview with the victim / bully/ies

Step two - convene a meeting with the people involved (pupils / parents)

Step three - following parent update, complete SIMS report/copy on SENTINEL

Step four - further meeting with the pupils involved and share responsibility

Step five - work with the group to generate ideas and agree plan of action

Step six - allow time for strategies to embed

Step seven - meet them again to review progress

Children who are bullying will be encouraged to change their behaviour by:

- a) Trying to understand the feelings of the victim
- b) Offering suggestions that will improve the victim's situation. (These suggestions will include ways that the bully can change their behaviour)
- c) Using their problem-solving skills

Additional guidelines

- **Communication** - Incidents of bullying will be reported at staff meetings so that everyone becomes aware of the problem. Other members of staff (eg Lunchbreak Supervisors) are also likely to need to be kept informed.
- **Involving Parents** - Parents of all children involved should be informed at the earliest opportunity, so that their support can be encouraged. Parents are encouraged to:
 - Listen carefully to their child, and reassure them that action will be taken

Hambrook Primary School

- Stay calm despite any concerns
- Discuss issues with the school at the earliest opportunity, and review actions
- Give the school time to address the issues
- **Monitoring** - Informal monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully - e.g. help in developing friendship or assertiveness skills or self-esteem training. Circle Time can also be used as a vehicle to prevent further problems arising. Our Reward System can also be used to reinforce positive behaviour and to raise self-esteem. An anti-bullying Log Book is kept in the Head teacher's office. Incidents that have been established as bullying will be recorded here; those that are not bullying but are bad behaviour will be recorded in the Behaviour Book.
- **Formal Monitoring** - The bullying incident is recorded onto SIMS (see final sheet) the schools secure database and in addition a record of those involved and the action taken is sent to South Gloucestershire LA using their secure reporting system, SENTINEL. This is a requirement of South Gloucestershire LA. The report is logged centrally and details given to the Councils Senior Educational Psychologist who is able to monitor patterns and offer targeted support to schools and individuals. A report is not sent until parents have been informed.
- **Training** - All staff are to have training in the development of anti-bullying strategies. This is likely to be linked to the development of PSHE and the whole school SEAL initiative. Lunchbreak Supervisors are updated regarding skills in promoting positive playground behaviour.
- **Looked After Children** - Where children involved are looked after by the Local Authority, their Social Worker will be involved at the earliest opportunity.
- **Protected Characteristics** - Where bullying involves a 'protected characteristic', our Single Equality Scheme should also be referred to.

Continuation of Bullying

In the event that any child involved continues to bully others, then it will be necessary to initiate further action. The child/ren may need to be placed on school report for a period of time, or an Individual Education Plan may need to be drawn up and a behaviour modification programme initiated, which could need support from outside agencies, such as the Psychology Service, Learning Support Service, Education Welfare Service, or Behaviour Support Team. Further parental involvement would be essential. If all of these strategies were tried and failed, ultimately it can lead to exclusion from the school.

Promotion of this policy

It is essential that all governors, staff, parents and children are aware of this policy.

- **Governors** - All governors will receive an electronic copy of this policy on review. The Curriculum Committee have a specific brief to monitor the policy on a regular basis.
- **Staff** - When the policy is revised, it should be discussed with all staff involved with children. New staff should be made aware of the policy as part of their induction.
- **Parents** - Parents will be informed through the newsletter when the policy has been reviewed. Copies of the policy will be available on request and on the school website.
- **Children** - All children need to be made aware of the contents of this policy, on a level appropriate to their age and understanding. This will be part of the school's PSHE programme, as well as through school assemblies.

Hambrook Primary School

Monitoring and Evaluation

The Governing Body monitors behaviour - including instances of bullying - through the Head Teacher's Report to the Full Governors. This policy is reviewed as part of the governors ongoing review cycle.

Key References

This policy draws heavily on the Local Education Authority Policy Guidelines on Combating Bullying. Copies of this are available from South Gloucestershire Council. A full list of further references can be found at the back of the LA guidelines.

Specific note should be made of:

- Childline 0800 1111 *Confidential free helpline for children*
- Anti-Bullying Campaign 0207 378 1446 (10.00 - 4.00 *Advice for parents and children*)
- www.dfes.gov.uk/bullying
- www.antibullying.net
- www.dontsufferinsilence.com

Policy date: Spring 2014

Review date: Spring 2018

EIA Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (language, culture, ethnicity)		
Religion or belief (worship, religious or cultural observance, incl non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment