



# Anti-Bullying Policy

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<b>Policy Review</b>	<b>March 2022</b>

## Aims

Everyone at Heamoor School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

We aim to provide a healthy social and learning environment in and around the school and to provide a clear message to children, staff and parents that bullying behaviour is unacceptable and will not be tolerated

This document outlines how we make this possible at Heamoor School.

## What is Bullying?

As defined by Heamoor Children; bullying is...

*"when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings making you feel sad and scared."*

## What is Harassment?

Harassment is when someone is **worried or annoyed** repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". All breakdowns in friendships and relationships can be dealt with by following the 5 Steps To Stop Bullying in our Anti Bullying Code. (see Appendix 1)

At Heamoor School we **"STAND UP AND SPEAK OUT!"**

## **Types of Bullying**

Bullying may take various forms, including:

### **Physical:**

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch).

### **Verbal/Psychological:**

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments eg in relation to appearance.

### **Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)**

Any of the above examples may be experienced within prejudice-related bullying.

Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of race, gender, sexual orientation, ability (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Not actively discouraging such material from within the school community
- Refusing to use ones chosen name or personal pronoun
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual
- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression For instance calling another child who fouls at football 'gay', or referring to an object as such.

**Sexual:**

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual.

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

**Gifted / Talented:**

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability.

**The above categories of bullying are not mutually exclusive.**

**Cyber-Bullying**

Cyberbullying is the use of ICT, particularly mobile phones and the internet deliberately to upset someone else. There is no escape from cyberbullying as it can take place at any time and can intrude into spaces that have previously been regarded as safe. The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other types of bullying.

Bullying in any form is never acceptable. We actively promote e-safety and digital literacy and teach safe ways to use the developing technologies. Records of any cyberbullying incidents are kept within the bullying log and pupils are advised to keep a record of the bullying as evidence. In all cases the parents are informed.

- Also see **E-safety policy**

**Actions to Tackle Bullying**

Prevention is better than cure so at Heamoor we are always vigilant for signs of bullying and always take reports of incidents seriously.

We use the curriculum whenever possible to reinforce the inclusive ethos of the school, and to help pupils to develop strategies to combat bullying-type behaviour through;

- Whole school PSHE/SMSC assembly programme
- Class Assemblies.
- The 'Personal, Social, Health and Emotional' scheme of work.
- Whole -School Assemblies. These also provide a vehicle to address, explore and reinforce the zero tolerance to bullying behaviour.

All adults in the school also have an important role to play in the prevention of bullying:

- any person must act to prevent situations which they see arising. Members of the school are made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children are encouraged to report and support individuals who may be being bullied.
- playground buddies may be appointed to work with a named child, encouraging good play or intervening where children are being unkind or when a child needs a friend.
- relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) are constantly available throughout the school.
- At all times we focus on positive relationships and social interaction in order to strengthen school community cohesion.

We use all of the above opportunities to reinforce a common understanding and use of 'anti-bullying' language. We regularly remind the children how to use the 5 Steps approach, especially Steps 1 and 2.

All reported incidents of bullying are investigated and taken seriously by staff members. A record is kept of incidents and stored on individual pupil records within our online tracking system (Insight) for all pupils involved.

In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Head teacher.

Upon discovery of an incident of bullying, we discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult must try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another.

- Non- confrontational strategies i.e. walking away, 'fogging', use of humour, assertive behaviour.
- Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.
- Talking to Play Leaders, or peer counseling possibly with pupils who already hold a position of responsibility, such as School Council members. The children are also encouraged to have a 'worry friend' to whom they can turn in times of concern.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher.

### **Responding to Bullying – the Bully**

Where bullying does occur, in all cases the bully will be made aware that bullying is not be tolerated.

Key points in our response to bullying are:

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and bully(ies) or adult and victim
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- note taking and record keeping where appropriate.
- a problem-solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- class discussion in circle time (No names approach).

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore, it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our Behaviour Policy
- discussion with parents, both to inform parents and to find a way forward together
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity).

We must remember that for a child who bullies this can often be their only presented identity and one in which they feel comfortable and secure. Bullies can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support both the victim and the bully. This should include allowing the bully ways in which to adopt a more successful and purposeful role and identity within the school community.

## **Responding to Bullying – Supporting the Victim**

Children are aware that they will be supported and taken seriously if they report bullying. The slogan of 'STAND UP AND SPEAK OUT' helps remind the children of this.. Our children have created this slogan because they are regularly reminded that 80% of bullying is witnessed by onlookers.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques best suited to them which they can use in key situations.

We also recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among staff should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

## **Bullying Outside of the School Premises**

The school is not directly responsible for bullying outside of the school premises. However, we aim to influence children's attitudes to help to decrease incidents of our pupils bullying outside of school. We will empower our pupils to apply our positive behavioural strategies out of school to encourage local community cohesion.

Pupils are encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee
- talking to pupils about how to handle bullying outside of the school's premises.

## **Parental Involvement**

We seek to work in partnership with parents and carers to resolve concerns about perceived or actual bullying.

When deemed necessary, the parents of bullies and their victims will be informed of the relevant incident and the action that has taken place. They are asked to support strategies proposed to tackle the problem. Both the bully and the parents are reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to them. A monitoring tool may also be used, usually incorporating a reward (stickers, etc) for achieving desired behaviours, including gaining a position of responsibility or trust.

Parents are advised to encourage their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Whilst there is little history of bullying at Heamoor, we believe that every case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

### **Links to Other Policies**

This scheme impacts upon and should be used in conjunction with the following complimentary policies:

- E-Safety Policy
- Equality and Diversity Scheme
- Behaviour policy.

### **Implementing the Policy**

The response to bullying needs to be consistent as set out in this policy.

Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

### **Monitoring, Evaluating and Reviewing the Policy**

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective.

The various strategies of our behaviour policy aim to encourage good behaviour and consideration towards others. If the behaviour policy is implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences, which are swiftly and effectively dealt with.

The policy will be reviewed and if necessary updated **annually**.

## A guide to...

# High 5

## Do the High 5...

### What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### How does High 5 help?

- High 5 values used to foster better relationships, personal achievement and improved student well-being.
- High 5 can be used to build student's social skills and resilience.
- High 5 can have a positive impact and help shape the schools code of behaviour.

### As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

### How is High 5 implemented?

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like).
- All steps should be modelled and taught through role play.
- Each class will have a High 5 display showing steps for problem-solving strategies.



#### Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- Use role play to show what ignoring looks like, sounds like and may feel like.



#### Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use 'I' statements 'I feel... When you... Because...'



#### Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.



#### Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your 'I' statement. E.g. 'I said...'
- State the consequences of continued bullying.



#### Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders support and report.
- Report, report, report until somebody listens.

### Reporting Vs Dobbing:

Children need to know the difference between reporting and dobbing.

**Reporting** is helping/getting yourself out of trouble.

**Dobbing** is trying to get someone in trouble using a whiny voice.

#### Reporting:

- Children should in most circumstances attempt to problem solve themselves first.
- Unsuccessful after doing High 5 steps see teacher.

### Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the High 5?)
- Do you want a solution?
- What sort of solution do you want?

### Reporting straight away

- If the issue involves health or safety children to report straight away to a teacher.
- They are not to solve problem themselves. E.g. Incidents of physical danger, child running out of school gates

### Reporting Phase

Role of Teacher:

- Investigate and discuss incident with child.
- Refer to detention /advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only talk the talk... but walk the walk.