



Anti-Bullying Policy

Date: March 2019

Date for Review: March 2020

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership; this helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- Related policies – Behaviour Policy / Equality Policy / Child Protection and Safeguarding Policy.

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact);
- Verbal (e.g. name calling, ridicule, comments);
- Cyber (e.g. messaging, social media, email);
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours);
- Visual/written (e.g. graffiti, gestures, wearing racist insignia);
- Damage to personal property;
- Threat with a weapon;
- Theft or extortion;
- Persistent Bullying.

Bullying can be based on any of the following things:

- Race (racist bullying);
- Sexual orientation (homophobic or biphobic);
- Special educational needs (SEN) or disability;
- Culture or class;
- Gender identity (transphobic);
- Gender (sexist bullying);
- Appearance or health conditions;
- Religion or belief;
- Related to home or other personal circumstances;
- Related to another vulnerable group of people.

Other signs of bullying may present themselves in: an unwillingness to come to school; being withdrawn, isolated behaviour, complaining about missing possessions; refusal to talk about the problem; being easily distressed; damaged or incomplete work.

Staff will use their knowledge of the pupils to identify any changes in their behaviour that might indicate bullying. Bullying in any form will not be tolerated and all incidents taken very seriously. Incidents will be investigated thoroughly involving both the bully and the bullied. The bully will be helped to recognise their unsociable behaviour and will be offered support to modify it.

Reporting bullying

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it, keeping written records of any incident and informing all adults, teachers, parents, carers etc. of the bully and the bullied.

Reporting – roles and responsibilities

Staff – ALL staff have a duty to challenge bullying (including Homophobic Biphobic Transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. The DSL and Deputy DSL are anti-bullying leads.
Senior staff – The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
Parents/carers – Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Parents and carers should use the contact information on the schools website or make an appointment to speak to their child's classteacher in the first instance.
Pupils – Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying; they should offer support to the victim and encourage them to report it. Pupils must be encouraged to report bullying in school in the following ways: <ul style="list-style-type: none">• Speak to – teachers, other adult staff and peers.• Report incidents of bullying by telling, writing it down or anonymous reporting. We stress the role of the Bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler) At Heene Primary School we encourage the bystander to get involved and not just watch and collude, i.e. to report incidents or support someone getting bullied.

Responding to bullying

We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them.

Punishing bullies does not end bullying. At Heene Primary School we stress that it is the bullying behaviour that is not acceptable and, therefore, we positively encourage all pupils to take responsibility for their behaviour and its consequences, and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an 'unacceptable behaviour record' and 'unacceptable behaviour reflection' records.
2. Designated school staff will monitor the records, analysing the results.
3. Designated school staff will produce termly reports summarising the information which the Headteacher will report to the governing body.
4. Support will be offered to the target of the bullying from the class teacher, learning mentor or through the use of other programmes.
5. Staff will proactively respond to the bully who may require support from the class teacher, learning mentor or through the use of other programmes.

6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy. Reference should also be made to the Acceptable Use Policy, Staff and Pupil Acceptable Use Agreements and E-Safety Policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and **recorded and monitored** on the reflection forms and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and **recorded and monitored** in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

School strategies to prevent and tackle bullying

Our whole school approach has been developed by pupils, staff and parents and includes a range of strategies adapted to suit particular incidents, including:

- Ensuring that age appropriately the whole school understands what bullying means, including what a bully is, what a victim is and what a bystander is;
- Making clear that a zero tolerance approach to bullying is in place in school;
- Encouraging children to report incidents without feeling they are telling tales;
- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

We use a range of measures to prevent and tackle bullying including:

- Our **school vision** is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a **pupil-friendly anti-bullying policy** to ensure that all pupils understand the policy and know how to report bullying.
- The **PSHE programme of study** includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- **Collective worship** explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of **planned activities** and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Philosophy and Circle Time provides regular opportunities to discuss issues that may arise in class

and for teachers to target specific interventions. A variety of activities/equipment are provided for pupils to play with during school breaks

- **Stereotypes are challenged** by staff and pupils across the school.
- **The SLT and/or Learning Mentor** provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide **anti-bullying initiatives** through consultation with the School Council.
- **Working with parents and carers** and in partnership with outside agencies where appropriate.

Sanctions should be used for anyone who has bullied another pupil, in line with the Behaviour Policy and indicated below:

- Apologising to the victim;
- Loss of privileges;
- Loss of break time / lunch time / Golden Time;
- Behaviour monitoring chart or IEP (Individual Educational Plan) / PSP (Pastoral Support Plan) if on SEND (Special Educational Needs & Disabilities) Register;
- Parents invited into school;
- Follow-up meeting to check behaviour.

What Pupils Should Do

- Do not bully other people – it is not kind;
- If you see someone being bullied - help them or tell an adult;
- If you are being bullied TELL SOMEONE!
- Speak to your teacher or any adult you feel comfortable with – don't exaggerate;; be honest and stick to the facts;
- Write an anonymous report if you do not want to speak to someone;
- Write it down or draw a picture if it helps you explain;
- If it does not stop – tell the teacher or another adult again.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, clergy, church youth workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Headteacher/anti-bullying lead is responsible for **monitoring the policy** on a day-to-day basis. The Headteacher/anti-bullying lead is responsible for monitoring and **analysing the recorded data** on bullying. Any **trends** should be noted and reported to the SLT and Governing Body.

Evaluating and reviewing

The Headteacher is responsible for reporting to the Governing Body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The Governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The **policy is reviewed every 12 months**, in consultation with the whole school community including staff, pupils, parents, carers and governors. Advice has also been considered from the Diocese of Chichester and the document 'Valuing all God's Children'.

Jo MacGovern
Head Teacher