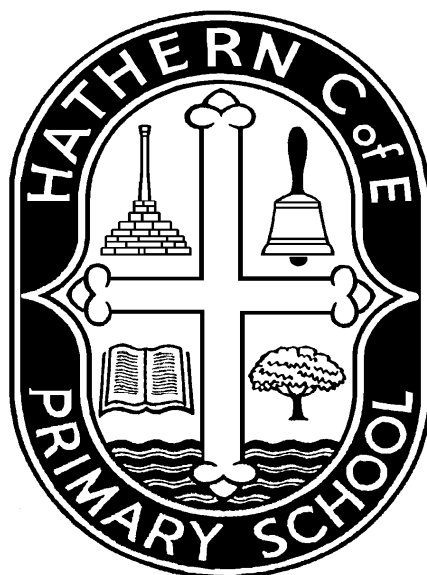


# Hathern Church of England Primary School



## **Anti-bullying Policy**

At Hathern Church of England Primary School, we believe in  
**'Learning and Caring Together'**

## Anti-Bullying Policy and Procedures

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DfE/LA legislation requires, or Guidance from the Church of England is updated or when requested by staff, governors or parents.

Policy re-write	Autumn 2016: HT	_____
	Autumn 2016: Govs	_____
Policy review	Autumn 2019: HT	_____
	Autumn 2019: Govs	_____

## **Anti-Bullying Policy**

### **Introduction**

Bullying is any behaviour which causes hurt, fear or distress to another person. It is a major concern to children as they grow up. It needs serious and prompt response because it affects not only the victim and the bully(ies) but also the whole ethos of the school.

Bullying can take many forms including:

- Physical: pushing, kicking, hitting, pinching, spitting and many other forms of violence
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional: tormenting, ridiculing, humiliating
- Sexual: Unwanted physical contact, sexually-abusive comments, homophobic language or behaviour
- Racial: racist taunts, graffiti, gestures
- Social: Excluding someone from a group or games

Bullying is not an inevitable part of school life, nor is it a necessary part of growing up; and it rarely sorts itself out. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child or adult be able to fully benefit from the opportunities available to them in school, and indeed in life.

### **Our school ethos**

At Hathern Church of England Primary School we believe that all our pupils have the right to learn in a safe, supportive and caring environment, without the fear of being intimidated or abused.

We do not tolerate any behaviour in our school community which allows an individual, or group, to intimidate other persons or groups of people. In alignment with the Church of England guidance (Valuing all God's Children, May 2014), as a Church school we aim to protect pupils from having their self-worth diminished and their ability to achieve impeded by being bullied and this will include bullying because of their perceived/actual sexual orientation.

Our children have a 'Code of Conduct' to follow which reflects our school ethos. In addition we have clear behaviour expectations – rules and consequences – which we endeavour to consistently apply throughout the school.

### **The role of teachers**

Staff should know what to do when an incident is reported. They need to act consistently. The policy/ethos of the school should be promoted throughout the whole school curriculum, including during Collective Worship, playtimes and lunchtimes.

Tutorials, projects or stories can be used to indicate what pupils can do to prevent bullying, while literature, historical events or current affairs might be chosen to reinforce the anti-bullying approach.

At Hathern CE Primary our curriculum provides learning and teaching related to the PSHE curriculum (including aspects of the Social and Emotional Aspects of Learning (SEAL) and Circle

Time resources) which contributes to our anti-bullying strategy by looking at issues, which if not dealt with, foster a climate of bullying. These include acceptance, respect, valuing differences in each other, enabling children to succeed in one-to-one friendships and giving the children the tools to handle conflict situations.

Our PSHE work specifically teaches the children that:

- Bullying goes on for a while, or happens regularly
- Bullying is deliberate; the other person wants to hurt, humiliate or harm the target
- Bullying involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power, they are older, stronger, there are more of them or they have some 'hold' over the target (e.g. they know a secret about them)

Because these three things have to happen together for something to be called 'bullying', the children learn that bullying is not:

- a one-off fight or argument
- a friend sometimes being nasty
- an argument with a friend

In the EYFS PSHE Work, the children learn how to feel good about themselves and respect others. In Years 1 and 2 they explore how it feels to be bullied. In Years 3 and 4 they look at what they can do if they see bullying or know that it is going on (as a witness), and in Years 5 and 6 they learn about why people bully and how we can stop ourselves bullying and help others to do the same.

Our 'Healthy School Award' encompasses the well-being of pupils and their care and safety; it recognises the basis provision of the acceptable standard of conduct.

### **The role of parents/carers/guardians**

- Look for unusual behaviour in your children; e.g. A sudden aversion to school, fluctuating attendance, regularly feeling ill, not completing their work to the same standards
- Always take an active role in your child's education; take the time to talk about 'the school day' - what went well/what they enjoyed
- Don't jump in with advice or try to immediately solve the problem for them; listen to their ideas, and unless they are likely to end up in serious danger or trouble, agree to let them try out their ideas
- Do not advise your child to physically fight back, it can make matters worse. Providing them with other strategies to deal with bullying behaviour is a better action.
- Reassure your child that there is nothing wrong with them; it is not their fault that they are being treated inappropriately
- Make sure that your child knows that they should ask for help and should not simply be expected to tolerate the 'negative actions'
- Praise your child for telling you and reassure them that they have done the right thing in letting you know what is happening
- Use your best listening skills; accept your child's feelings and encourage them to talk

- Remind your child of how to manage their feelings e.g. talking, relaxing, exercising
- *If you feel that your child is victim of bullying behaviour inform the school immediately; in the first instance the Class Teacher*

Your complaint will be taken seriously and will be dealt with appropriately.

### **The role of the child**

If a child is being bullied we teach them to:

- not blame themselves for what is happening
- to calmly, but forcibly tell the instigator to stop
- tell the bully that this will be reported; to speak out
- move away from the situation as quickly as possible to where there are adults or a safer area
- not fight back as this could make the situation worse or leave them with the blame of starting the fight
- don't give the bully a reaction; if they see an angry reaction they are likely to continue all the more

After bullying has happened we tell our children to:

- talk to someone – talk to an adult – member of staff, parents/carers - or a trusted friend; keep talking until someone listens
- note down what has happened, how often it has happened, who was involved and who saw it happening, where it happened and what you have done about it already; this is taking responsibility
- rehearse what to do or say next time (if there is a next time) e.g. ask the bully to repeat what they said – this might put them off; give a funny or clever reply; be a boring victim – give no verbal response, no facial expression – just a blank face
- try avoid being alone in places where the bully might be
- learn to be assertive -rehearse what you plan to say – be clear and keep it short
- build your confidence by developing a new skill through clubs and groups and make new friends

We tell our pupils not to bully others.

We tell them to:

- think about their behaviour
- to not become involved in any form of bullying
- to cooperate with others
- to respect other people
- to be aware of others needs and feelings

If they see someone being bullied we tell them to:

- tell a member of staff
- not become a bystander who laughs, smiles and encourages the instigator(s)
- tell the bully(ies) to stop, if they feel they are able to do so

Nine times out of ten bullying involves witnesses and yet this doesn't always put a stop to the bullying. It is generally known that children, even when they feel angry or upset, don't tell because:

- they worry that they will become targets themselves
- it is not cool to be seen as a 'tell-tale'
- it is hard to go against the crowd

and yet, evidence shows that the more the children tell about any bullying they see going on, the less it happens.

*We need to make sure that our children feel safe to talk to a trusted adult (home and school) if they know bullying is happening; unreported bullying by a bystander is as bad as the being the bullying instigator.*

### **Action to be taken In the event of a pupil-related bullying incident**

Any reported occurrence or incident should be taken seriously and appropriate action taken:

- The victim(s)/suspected victims should be reassured and offered support. The 'designated member of staff' should talk to the victim/suspected victim to obtain their perception of events
- The staff member should then talk to the suspected/identified instigator(s); but this does not mean that that the bully will be bullied by staff questioning
- Any named/identified witnesses should then be interviewed/questioned. Notes should be taken of interview responses, and these should be referred to in any subsequent actions/sanctions or referrals

Serious or repeated incidents should be reported to the HT or SLT on the day of a report being received.

Actions taken in response to incidents of bullying will depend upon the nature of the offence and the individuals involved. However, in all incidents the action taken should focus upon:

- the prevention of reoccurrence
- the well-being of the victim
- the future behaviour of the instigator

Any direct action should remind pupils that all forms of bullying are unacceptable and will not be tolerated. Reference would be made to the CARE Code of Conduct and the School Rules/Expectations of Behaviour.

Involvement of parents in the early stages of awareness is essential as would be the expected outcome of our school behaviour 'consequences' (Consequence 5).

### **The sanctions for identified/proven bullying**

Dependent upon the severity of the incident/occurrence, a number of actions might be taken against the instigator, these might include:

- apology to the victim and reassurance of cessation of bullying actions – verbal/written
- 'time out' to consider future behaviours/'next steps' to remediate behaviour

- Loss of privileges which would be 'in place' to reward good behaviour
- Agreed and signed 'Contract of Behaviour' shared with school management, victim(s) and instigators parents/carers

Exclusion may be necessary in cases of severe or persistent bullying and the LA-adopted Exclusion Policy and Regulations will be adhered to.

In the case of bullying behaviour involving adults, the LA and School Complaints Procedures will be followed and/or Staff Handbook.

### **Monitoring and evaluation (including the role of Governors)**

- It is essential to follow-up an incident to check that the bullying has not started again. This would occur within 2 weeks and again within the following half-term. Immediately after intervention the bullying is likely to stop. However, research shows that bullying can be very persistent and may reoccur, but if pupils expect a 'follow-up' it is proven that unlikely that they start bullying again. This monitoring will be carried out by a 'key member of staff'. Records will be kept centrally in the HT Office
- At Hathern CE Primary School all pupils from Y2-Y6 complete an annual Pupil Attitude Survey. Analysis of the Survey is made by the HT and SLT, and reports shared with staff, governors and as appropriate the School Council and pupils. Identified outcomes are considered as are any planned actions required
- The staff and Governing Body will review the policy in accordance with the school's 'Policy Review Schedule'. The policy is a working document and is subject to readjustment in the light of research and events. Consideration of the policy's usefulness, accessibility and effectiveness will shape any changes to be made at the time of review
- The HT will, as part of the HT's Termly Report to Governors, report on 'Incidents of Bullying'
- A governor to 'champion' anti-bullying will assist in dealing with and monitoring incidences of bullying. This will usually be the Designated Safeguarding Governor.

**At Hathern Church of England Primary School we believe that  
'Prevention is Better than Cure'.**