

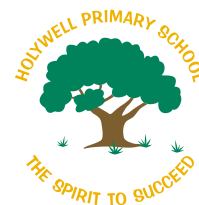


we are a learning community with the spirit to succeed

## Holywell Primary School

### Anti-bullying Policy

<b>Status:</b>	Non-Statutory
<b>Approval Body:</b>	Governing Body
<b>Review Frequency:</b>	Annually
<b>Last Review:</b>	November 2019
<b>Next Review:</b>	Autumn 2020



## Anti-Bullying Policy

### 1. Introduction

1.1 Holywell Primary School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. The schools anti bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils, and we will take all steps to ensure their safety.

1.2 The Department for Education (DfE) recognises and affirms the right of every child and young person to live and learn in a safe and secure environment. The DfE is committed to the development of policies and strategies for preventing and responding to bullying which support this vision. Promoting inclusion and reducing inequalities are essential to help pupils to feel and be safe. Being protected from harm and neglect and growing up able to look after themselves is one of the five national outcomes for children in the Children Act 2004. This overall statement is fully supported by Holywell School.

1.3 There are many definitions of bullying but the DfE uses the following:

*“Bullying is deliberately hurtful behaviour by an individual or group, intended to cause distress(Please refer to 1.3.1) , repeated over time (Please refer to 1.3.2) , where it is difficult for those being bullied to defend themselves, with an imbalance of power (Please refer to 1.3.3) between the bully and target whether it be physically or emotionally. Bullying can take many forms, but the main types of bullying are:*

- *physical – hitting, kicking,*
- *taking or damaging belongings*
- *verbal – name calling, insulting, making offensive remarks - It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’ “Preventing and Tackling Bullying” DfE 2011*
- *misuse of new technologies – Cyber bullying: sending texts on mobile phones, sending hurtful messages by email or various forms of social media*
- *indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours”.*
- *motivation by prejudice against particular groups on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities.*

1.3.1 The first element, ‘the behaviour is intended to cause distress’, should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is reasonable for schools to expect that young people will develop age appropriate skills of empathy and will not be drawn into behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing. Behaviour that impacts to damage the emotional wellbeing of others should be taken to be a matter of serious concern and individuals should be made to understand their

culpability, regardless of their intention. The effect of the behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying.

1.3.2 The second element, 'the behaviour is repeated', should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear. Any incidents of deliberately hurtful behaviour that lead to fear of recurrence should be designated as bullying incidents.

1.3.3 The final element, 'an imbalance of power', can be subtle and complex. It should not be assumed that a larger child cannot be a victim, nor a smaller child a perpetrator. It is also often important to recognise the role of popularity as a factor that pertains to the balance of power. Equalities and issues of prejudice also need to be considered carefully within this dimension. A great deal of bullying is linked to difference, perceived difference or discriminatory attitudes towards certain groups regardless of whether the target is actually a member of these groups. For example, many children and young people who are not lesbian, gay, bisexual or transgender (LGBT) may be targeted for homophobic bullying while others may be the targets of racist bullying based on inaccurate presumptions about their culture. These dimensions should always be recorded and monitored.

### **This definition is supported by Holywell School.**

1.4 Holywell School has agreed a set of principles, see below, that underpins behaviour management in school and has a 'school charter' that clearly focuses on responsibility and respect together with other important themes.



### **Agreed principles and charter**

- The 6 Rs of the school charter sit at the heart of our behaviour systems; responsibility, resilience, resourcefulness, reasoning, reflection and respect
- Each member of the school community should take responsibility for his or her own conduct
- Each member of the school community is entitled to have his/her voice heard
- Each member of the school community is entitled to feel safe and secure
- There should be explicit rewards for good behaviour and specific sanctions for misconduct

## **2. Aims and objectives**

2.1 The Governors, Headteacher, and staff at Holywell Primary School acknowledge that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We endeavour to ensure that all pupils at the school are also aware of the existence of the Anti-bullying policy and procedure in "child friendly" terms.

### **3. The role of Governors**

- 3.1 The Governing Body aims to promote the wellbeing and ensure the safeguarding of all pupils in school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The Governing Body provides leadership to ensure the development, implementation and regular policy review simultaneously monitoring incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report regularly to the Governing Body about the effectiveness of school anti-bullying strategies. Governors should also ensure that the nominated safeguarding governor has particular brief to oversee the anti-bullying work of the school.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident and wishes to complain should follow the procedure set out in the school's Complaints Policy.

### **4. The role of the Headteacher**

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports regularly to the Governing Body regarding bullying incidents and the effectiveness of school anti-bullying strategies.
- 4.2 Safeguarding is reported to governors as a standing agenda item at Governing Body meetings. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying, providing structure and systems in place that respond effectively to safeguarding pupils.

- 4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 4.5 The Headteacher ensures the timely completion of data reports for the local authority and ensures that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- 4.6 The Headteacher also ensures through the pastoral care worker that there are systems and procedures to monitor the continued progress and self-esteem of the targets and perpetrators of bullying.

## **5. The role of the teacher and support staff**

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All the staff in the school promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.
- 5.2 Teachers record on SIMs all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head teacher. Teachers and support staff do all they can to support the child who is being bullied. (see Form 1) If a child is being bullied then, after consultation with the Headteacher, the teacher informs the child's parents immediately.
- 5.3 All reported incidents are logged on SIMs and monitored weekly by the Senior Leadership Team.

## **6. The role of pupils**

- 6.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know, whether directed at themselves or somebody else. All pupils are required to report bullying.
- 6.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 6.3 The school council meet monthly with the PSHCE Co-ordinator to discuss issues such as bullying, how to feel safe, improving the school environment, and then feed back to the members of their class.
- 6.4 The school train pupils to be playleaders so younger pupils are involved in games that ensure positive interaction between pupils. It also develops a sense of responsibility with pupils.

## **7. The role of parents**

- 7.1 Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 7.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school, providing model appropriate behaviour at all times.
- 7.3 Parents are invited to tell us their views about a range of school issues, including bullying, in termly parent questionnaires.

## **8. Support Systems for Pupils**

- 8.1 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim (see Form 1), and consequences for the offender.
- 8.2 Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future (see Form 1b). If a child is repeatedly involved in bullying, staff will inform their Phase Leader who will then inform the Deputy Head or Headteacher. We then invite the child's parents into the school to discuss the situation. The school will make every possible endeavour to support the offender through mentoring and also by setting up home school links systems and working with parental support. In extreme situations, the INCO or Head teacher may contact external services, for example, the Behaviour Support Team, Educational Psychologist.
- 8.3 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 8.4 Children who feel vulnerable on the playground can temporarily choose to remove themselves from the situation by attending a lunch time mentoring club which is run daily, until such time that the difficulty that they are experiencing can be sorted out by staff.
- 8.5 Children can also remove themselves from a tricky situation at lunchtime on the playground by seeing a midday supervisor who will then follow the support structure in place. Where necessary, they will refer the matter on to the Phase Leader, Assistant Headteacher, Deputy Head or Headteacher for support.
- 8.6 As a support mechanism the school may support pupils through accessing the HABI website which contains advice about bullying written by pupils for pupils.

## 9. Reporting and recording Incidences of Bullying

- 9.1 All incidents of bullying should be recorded and reported to the relevant teachers / parents or relevant member of staff, with senior management notified of all reports. Where minor incidents have been noted and recorded, dealt with appropriately, the pupils should be observed to ensure that the behaviour is not repeated. Serious or repeated incidents should be formally followed up with the children or young people involved.
- 9.2 Where there are serious bullying and racist incidents the school could contact the relevant Local Authority adviser, who will offer additional support as appropriate to each situation
- 9.3. Monitoring should follow these guidelines:
- a) **An incident is reported or witnessed:** Relevant staff member to action with initial report through recording the incident on SIMS and notifying a senior member of staff.
  - b) **Investigation:** Alleged incident is investigated by appropriate member of staff, establishing the nature, roles and seriousness thereof, adding to the initial report on SIMS.
  - c) **Staff should look for evidence of behaviour:** whether it has occurred prior, been repeated, is deliberate and has created a sense of powerlessness on behalf of the target.
  - d) **Consider:** whether any aggravating factors such as equalities dimensions have been taken into account.
  - e) **Has the hurtful behaviour occurred, but the definition of bullying not been satisfied:** School is to provide support for all pupils involved, completing an investigation. Decide on appropriate sanctions if needed, and or provide extra learning skills where needed.
  - f) **Evidence of bullying incident has occurred:** Senior staff to record a follow up action on the incident on SIMs. Inform all parents / carers involved, ensuring thorough communication of the process the school will be undertaking. Decide on applicable sanctions in any in accordance with the schools behaviour / discipline policy, and simultaneously provide extra learning and skills opportunity where needed. Engage and inform external agencies if necessary.

## 10. Impact assessment

- 10.1 Data collection and analysis is vital to build an evidence base, demonstrate impact and show progress over time. Evidence of impact is also the focus of the Self Evaluation Framework (SEF) and Ofsted inspections.
- 10.2 The school relies on a range of information (not just incident reports) should be used to determine levels of bullying and the extent to which children and young people feel safe at school. Other sources of information could include: SOLERO system annual report; Health Related Behaviour Questionnaire; Tell Us School Surveys; Interviews; and focus groups.

## 11. Monitoring and review

- 11.1 This policy is monitored on a day-to-day basis by the Headteacher.

11.2 The anti-bullying policy is the Governors' responsibility and they review its effectiveness on a regular basis. They take account of the response of parents to the question regarding the school's handling of bullying incidents on the termly parent questionnaires.

11.3 This policy will be reviewed annually or earlier if necessary.



**Form 1: Support provided for bullied child**

**(Priority should be given to taking steps to ensure bullied children continue to attend)**

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided
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**Post-incident impact monitoring and further action**

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

## Form 1b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

### Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: