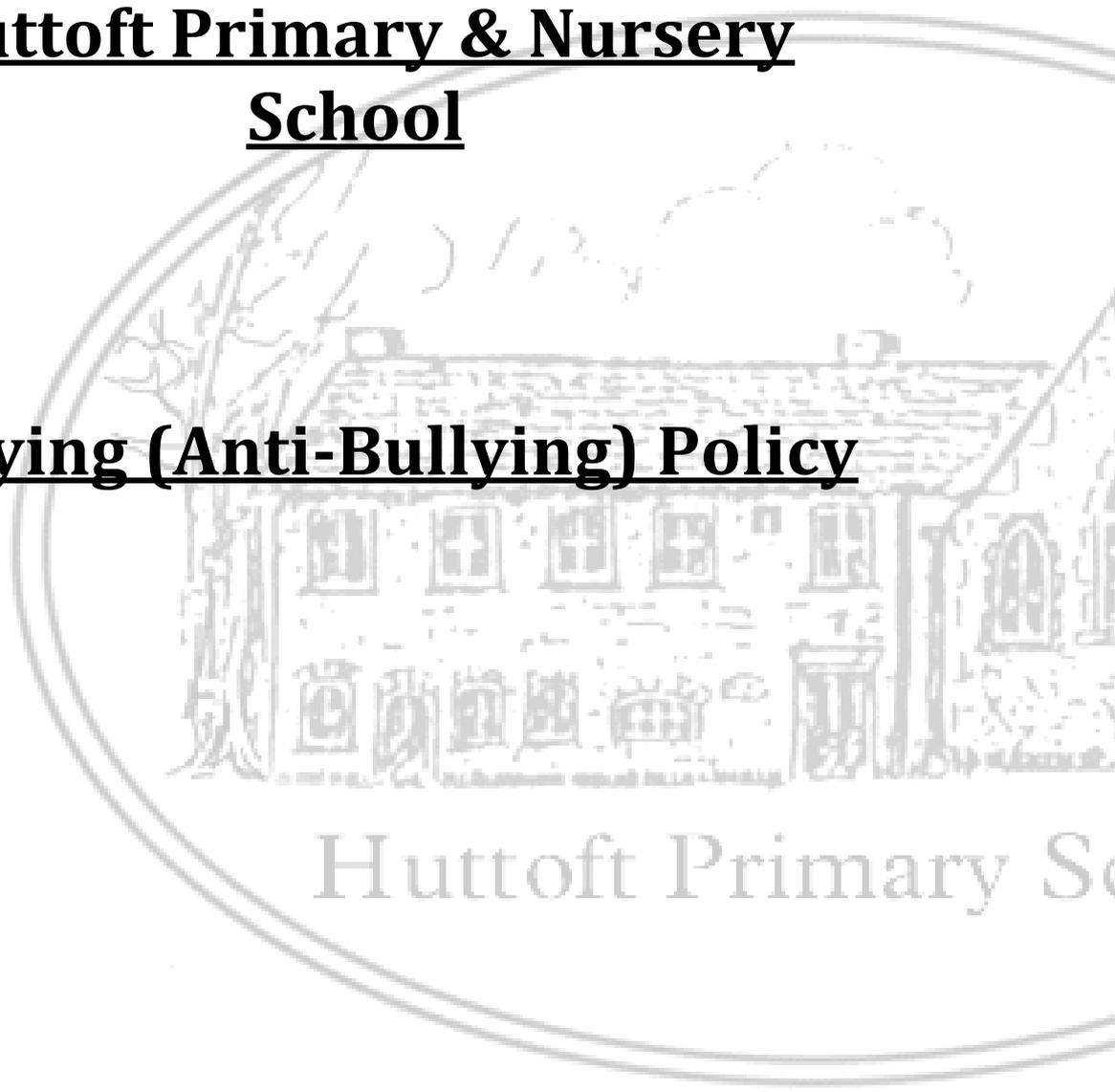


Huttoft Primary & Nursery School

Bullying (Anti-Bullying) Policy



Huttoft Primary & Nursery School (Academy)

'Building Foundations, Enabling Discovery, Broadening Horizons'

Policy Implementation, Monitoring, Evaluation and Review

This policy is reviewed and evaluated annually by the staff in the Spring Term. It is available to all staff (on 'Staff Share'), all Governors (on the website and in the Governors secure area), and to parents/carers on the school's website. Paper copies are available on request from the school office.

Introduction

The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity
- Foster good relationships between people who share a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and those who do not share it.

Section 89 of the Education and Inspections Act 2006 provides that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Schools must follow anti-discrimination law and act to prevent discrimination, harassment and victimisation

Definition of Bullying

The Government outline that there is no legal definition of bullying however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying can take many forms, for instance but not exclusively: name calling, mockery, teasing, jostling, punching, gestures, intimidation, taking or hiding/damaging belongings, taunts, aggression, assault, negative comments about appearance/clothes/personal attributes/family members/gender/sexuality, spreading rumours, graffiti and cyber-bullying.

We see bullying as the wilful, conscious desire to hurt, threaten, pressurise and frighten others. Bullying may be motivated by prejudice, e.g., on grounds of race, religion, gender, sexuality, (including homophobic, biphobic and transphobic bullying) SEND, health conditions or background. It may be motivated by actual differences or perceived differences. Bullying may be short-lived or longer term in nature – in either case it is the repetition over time that defines it as bullying.

Cyber-bullying, where texts or social networking sites are used maliciously usually originates outside school, but the effects of distress and social isolation caused by such activity are brought into school. The school has the power to discipline pupils for bullying that occurs outside the school premises.

We are quick to challenge stereotypes and derogatory language around relationships, gender and sexuality. Inappropriate comments and harmful attitudes related to homophobia, biphobia and transphobia will not be tolerated. The school promotes the correct use of language and respect for each other's body and personal space; children learn that slang terms and uninvited physical contact are offensive and intrusive.

Our school values

- Resilience
- Respect
- Individuality
- Friendship
- Ambition

At our school we promote equality, diversity and respect for one another. Children are taught how to show respect and the importance of this. Pupils know what bullying is and that it is unacceptable and not in line with our school values. We provide children with opportunities to grow and develop as individuals. We celebrate difference and encourage our pupils to show their creativity, thoughts, opinions and goals for the future. We emphasise the value of friendship and positive relationships within our school in our aim to deliver awareness of bullying and its effects.

Our PSHE scheme

As a school we aim to use our PSHE curriculum to equip pupils with the knowledge, understanding, skills and attributes they need to keep themselves and others safe from bullying and to recognise and challenge prejudice in all its guises. Our whole school approach combines preventative education and being alert to prejudicial, discriminatory and bullying behaviours.

All children are taught what behaviour constitutes as bullying and that this is unacceptable. Children learn about how bullying can impact on an individual and its possible effect on their mental health. Children are taught about e-safety at an age appropriate level regularly throughout the year. Learning about how to keep safe online also includes the need to show respect and the behavioural expectations for socialising online. Through our PSHE scheme children learn about appropriate boundaries and their right to privacy. In line with the 2020 statutory guidance for *Relationships Education, Relationships and Sex Education and Health Education* from the Department for Education children are taught about the features of caring relationships between family and friends. We also have discussions about different types of families, individuality, equality and gender to educate children about diversity.

Aims of the Policy

It is our responsibility to create a secure, caring and safe environment for our pupils, so that parents may send their child to school knowing that they are protected. We are confident that the aims and ethos of our school reflect our commitment to anti-bullying and high standards of behaviour. Bullying affects everyone; it is not acceptable and will not be tolerated.

Prevention

- We act to prevent bullying by having a robust procedure that is explicit to staff, parents, governors and pupils
- Our Behaviour Policy clearly states our expectations and steps for dealing with children and supports our anti-bullying stance
- We openly talk about bullying in RE, Computing, PSHE, Assemblies and PSED for our EYFS children. During this time we identify strategies for coping with minor instances. Class discussions also happen as and when they are needed.
- The whole school works hard to warmly welcome all new pupils who are given a buddy to support their transition
- We support and participate in National Anti-Bullying Week each Autumn Term
- We foster a caring and co-operative ethos in all aspects of our work and play
- We promote independence and individuality in every child
- We celebrate diversity and respect
- We talk about caring relationships and positive friendships
- Different cultures, faiths, communities and families are celebrated
- Members of staff always have time to listen
- Seating positions in class are carefully considered by teachers
- We supervise the playground and corridors during all break times, keeping a close check on toilet areas
- We raise awareness of cyber-bullying and promote respectful behaviour online through the application of our stringent safeguarding procedures, ICT policy and PSHE scheme
- The school council maintain a high profile in school and act as a voice, regularly seeking children's views and communicating with staff
- Each September, classes agree their Playtime Aims centred around harmony and friendship
- Notices are displayed in ALL classrooms encouraging children who are worried or upset to speak to a teacher or another adult
- We promote an inclusive environment and celebrate successes for all our pupils
- Regular staff training, an assigned staff meeting every term and a weekly opportunity to share information ensures that all teaching and support staff are alert to any instances of bullying and are familiar with all relevant school policies
- A designated termly staff meeting is for discussing the Bullying and Behaviour Policies and the impact of them

Recording, Reporting and Responding to Bullying

Victims of bullying may suffer physical and psychological abuse, loneliness, insecurity and anxiety. An unwillingness to attend school, reluctance to go out to play, change in eating habits, clinging to adults, onset of bed wetting, out of character quietness or aggression are amongst the most easily identifiable signs of a victim; one or more signs may be noted at home or at school.

There may be wider effects of bullying whereby other children, who through witnessing violence, aggression and upsetting behaviour, in turn become distressed themselves.

The Governing Body receives regular information from the Headteacher about bullying and discusses the topic at least termly.

Actions

- Children are encouraged to inform an adult immediately if they experience bullying, as a victim or as a witness to any act of bullying
- A clear account of the incident(s) will be recorded onto our My Concerns system which will inform the Headteacher as Designated Safeguarding Lead. Where an incident may show a high safeguarding concern the Headteacher will be informed immediately.
- The school's Behaviour Policy will be followed and the relevant sanctions imposed
- The schools Child Protection and Safeguarding policy will be adhered to
- The teacher or Headteacher will speak to all pupils concerned promptly and investigate objectively
- If the incident is of a racist nature, an entry will be made in the Racist Incident Log and procedures for reporting this to the Local Authority will be followed
- Parents of the victim and the child exhibiting bullying behaviour will be contacted and informed so they can reinforce and support our actions
- The situation will continue to be monitored (and recorded)

Monitoring of the number and type of bullying incidents takes place annually and shared at a designated staff meeting in conjunction with the review of the Policy. This includes homophobic, biphobic, transphobic and sexist bullying.

Attendance data below 90% is reviewed termly at a staff meeting noting any reason attributable to it through bullying.

Pupils who have been bullied will be supported by:

- Reassurance and the opportunity to discuss their experience with their class teacher or member of staff of their choice as soon as possible
- Continuous support to restore self esteem and confidence
- Changes to seating arrangements and/or groupings in class as necessary
- Being given strategies to talk about and express their feelings

Pupils who have bullied will be helped by:

- Discussing what has happened and why the pupil acted in this way
- Establishing the wrong doing and the need to change and identifying available support
- Informing parents or carers so that a joint approach can support the child in changing attitude and behaviour
- Maintaining ongoing communication with parents/carers

In both instances our Leader of SEND and Social Inclusion will support staff and pupils accordingly.

Further Steps

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- Withdrawal of privileges
- Exclusion from certain areas of the school
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Police involvement

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

Complaints about Bullying

Where a complaint is made by a parent or carer about bullying, the matter will be dealt with by the Headteacher and the Governing Body informed. All relevant school policies will be adhered to.

Further Sources of Information:

The Anti-Bullying Alliance (www.antibullyingalliance.org.uk)

Kidscape (www.kidscape.org.uk)

Childline (<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>) 0800 1111

CEOP – Cyber Bullying (www.thinkyouknow.co.uk)

NSPCC - 020 7825 2505 (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>)

National Bullying Helpline (<https://www.nationalbullyinghelpline.co.uk/>)

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