



Homefield C of E Primary School

Anti-Bullying Policy 2017

The aim of Homefield Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on Christian teaching and lead us to build a caring family. This policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

* This policy should be read in conjunction with the school behaviour and e-safety policies.

1. Aims

**1 JOHN 4:21 - AND HE HAS GIVEN US THIS
COMMAND: ANYONE WHO LOVES GOD MUST ALSO LOVE
THEIR BROTHER AND SISTER.**

This policy is designed to ensure that as a school family community we are alert to signs of bullying and act promptly and firmly against it.

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school approach.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

2. What is Bullying?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

(DCSF definition within Safe to Learn: Embedding Anti-bullying work in schools' guidance).

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

(School council definition)

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive

- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work

3. Forms of bullying

Bullying can take many different forms:

Cyberbullying:

e.g. chat-room/ blogs/message board, email, gaming console, 'happy slapping', Instant messaging, mobile phones including photos, social network sites, video hosting sites.

Damage to property:

e.g. graffiti, personal property

Inciting others to bullying behaviour:

e.g. encouraging pupils to bully others so that they receive the consequences rather than the instigator.

Literature:

e.g. distribution/possession of posters/leaflets, literature or other offensive material.

Physical:

e.g. physical intimidation, mimicry, unwanted or inappropriate touching.

Psychological:

e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats.

Verbal:

e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping.

Victimisation after previous complaint:

e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

Homophobic:

e.g. any incident targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.

Racist:

e.g. Incidents related to ethnic origin, skin colour, religion, culture or those involving pupils who identify as Gypsy/Roma traveller.

Sexism/Transphobic:

e.g. incidents that are insulting to someone's gender identity or to transgendered people.

All reports of bullying will be investigated thoroughly to ensure that they fit our definitions and that there was intent to cause harm or offence.

4. Whole School and Individual Staff Responsibilities

- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Complete the school pro-forma for recording bullying incidents and always report to the Headteacher.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective.

5. Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in as social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of

- Anti-Bullying message embedded throughout the curriculum and through Anti-bullying week in November each year
- National Healthy Schools Status
- Reward system for positive behaviour (see behaviour policy)
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Worry box – placed in an agreed place within the school that all children can access in a discrete way.
- Curriculum teaching – taught through PSHE lessons.
- Caring Crusaders – Year 6 children working with pastoral support to offer support and advice to others.
- Play leaders – older pupils supporting the younger pupils at play time
- Pupil consultation – through questionnaires and School and Class Council
- Positive role models reflected through staff behaviour
- Ethos of the school, including the school's Christian values.
- Guest speakers

6. Procedures and Recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

The following steps will be taken when dealing with any incident:

1. All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident.
 - *Listen to the child reporting the incident and make sure that they feel that their concerns are being taken seriously.*
 - *Record the incident in the Class/Playground **Behaviour Book** (kept in classrooms/with lead MSA)*
 - *Check through to establish if there are any previous incidents involving the same children recorded on a **Bullying Log** in the behaviour folder on the server. This is managed by the Headteacher.*

- *If you feel that this is one of a number of incidents, or particularly severe, refer immediately to a member of the SLT/Head by completing an **Incident Referral form**. These are kept in the staffroom. This will then be logged on the Bullying Log.*
- If the incident is 'minor' and does not merit a referral, please make sure you deal with the incident effectively and in line with the positive behaviour policy. Children must feel that their complaint has been dealt with properly. If you are unsure what to do, please seek advice. Minor incidents may also be logged on the Bullying Log.

2. Once a referral to the Headteacher/SLT has been made:

- A thorough investigation of the incident involving all parties will be undertaken and recorded in writing in the Bullying Log or appropriate section of the referral form.
- The Headteacher should always be made aware of any incidents which have been dealt with by the SLT or teachers, so that the Bullying Log can be updated.
- After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Headteacher or Deputy Headteacher, as appropriate.
- Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

If an allegation of bullying is made by a parent:

- Full written details should be taken and referred to the Headteacher or Deputy Headteacher who will then complete the **Bullying Log** and investigate thoroughly.
- When the Head Teacher is satisfied that measures put in place to resolve any bullying have been successful, an evaluation form will be completed to gather the school, pupil and parent voice. Two copies of this document will be sent to parents with an explanatory letter. This evaluation will be used to constantly improve our practice.

If bullying continues after the above steps have been taken, the school will take the matter further.

Depending on the severity of the incident, the Headteacher will take one of the following routes:

- Contact other agencies e.g. Behaviour Support Team, Educational Psychologist
- Put a Behaviour Contract in place, possibly leading to a fixed term exclusion.

- Contact the **Police** (If the incident is deemed to be severe and the child is over 10 years of age they are criminally responsible).

7. Adult Bullying

From time to time, adults behave inappropriately towards each other and children. If any adult (including members of staff) feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately. If the concern regards the Headteacher the Chair of Governors should be informed.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- parents approaching other parents in groups
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication
- inappropriate communication on social media sites such as Facebook

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

8. Support for all

Pupils who have been bullied will be supported by:

- *Being offered an immediate opportunity to discuss the experience with a member of staff.*
- *Reassuring the pupil*
- *Offering continuous support*
- *Restoring self-esteem and confidence*

Pupils who have bullied will be helped by:

- *Discussing what happened*
- *Discovering why the pupil became involved*
- *Establishing the wrong doing and need to change*
- *Informing parents or guardians to help change the attitude of the pupil.*

Support for parents:

When parents raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made.

The ***Incident Referral form/Bullying Log*** can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff.

9. Anti-Bullying Complaints

If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher or Head Teacher. There is a School Complaints procedure if parents are still concerned. Parents will be advised of this procedure by the Head Teacher and a copy will be made available from the school office.

This policy was written in September 2017 and taken to Governors.

This policy will be reviewed in 2019 unless government legislation requires an earlier update.

Signed: (Headteacher)

Signed: (Chair of Governors)