



# **Anti-Bullying Policy**

(Reviewed and Updated, September 2018)

## Introduction

At Heatherley Primary School, we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

## Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys.
- Governors - discussions at governor's meetings, training, and during visits on 'Governor Days' once per term.
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents guide
- Children and young people - pupils contribute to the development of the policy annually and are supported by the school council.
- Other partners such as the Local Authority's Anti-Bullying Co-ordinator.

This policy is available

- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents.
- On the School Website

## Roles and responsibilities

**The Head teacher**, Miss S Plumbe – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinators in our school are: - Mr Lee Harrison (Deputy Headteacher) and Miss Tyler Ainsworth.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governors with the responsibility for Anti- bullying/Behaviour are: - Colin Burgess & Sarah Mayes

### Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

At Heatherley, we use the acronym S.T.O.P (Several Times On Purpose). This can take many forms and is often motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is imbalance that makes it hard for the victim to defend themselves. (Imbalance may be a difference in strength eg taller v smaller, a difference in ability, eg being better at something than somebody else, etc)
- It is usually persistent.

### **Behaviour often associated with bullying**

#### Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

## Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

### Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

## What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

### **Specific types of bullying include:**

#### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist,

homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

#### Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

#### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

#### Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages

- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
- 

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and responding to bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school including bystanders are encouraged to report any incidents that cause them to feel uncomfortable. It is hoped that this is the first step to preventing an escalation of problems which ultimately result in bullying. The pupils are encouraged to approach any member of staff they feel comfortable talking to.
- Parents/carers are welcome to come into school to talk to members of staff when they feel the need to express concerns about possible incidents of bullying. They should report to the class teacher in the first instance who will then investigate any concerns. Should this prove unsatisfactory, parents are then encouraged to speak to the anti-bullying coordinator or the head teacher.
- All staff who feel they are being intimidated or bullied should speak to their line manager or the headteacher or if further actions are required, the chair of governors may be consulted. (Refer to LA Harassment Procedure/Guidance.)

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures:

- Interviewing all parties
- Informing parents and asking all parents to be vigilant and supportive.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up incidents; we will keep all parties involved up to date with actions and outcomes. (Victim, perpetrator, parent/carers or party reporting incident.) This may include referring

them to our clear complaints procedure for parents who are not satisfied with the schools actions.

- We use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- We will work with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator. The school will use the Concerning Behaviour Monitoring Form (as attached) to record incidents to ensure clarity and consistency of record keeping.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and Monday morning briefings.

This information will be presented to the governors as part of the annual report and impact evaluation of our use of Anti Bullying Strategies in school.

The policy will be reviewed and updated annually.

### **Strategies for preventing bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Heatherley Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involvement in the Investors in Pupils Programme.
  - Involvement in SEAL (Social and emotional aspects of learning) including Anti-bullying unit.
  - National/Anti-Bullying week annually in November. (Link Governors involved.)
  - PSHE/Citizenship lessons and cross curriculum.
  - Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
  - Student voice, school council.
  - Peer mentoring schemes and/or Playground Buddying.
  - We have received a Silver Award from the All Together project in 2018 run by the Anti-bullying Alliance for our work on Anti-bullying
1. Reactive programmes for vulnerable groups or groups involved in bullying, as appropriate. For example: -
    - Restorative Justice.
    - Counselling and/or Mediation schemes.
  2. Support for parents/carers;
    - Parent groups/extended schools.
    - Parent information events/information.
    - Referrals to outside Agencies.
  3. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
4. Involvement of parents through representation on the Governing body;
- Reports to Governing Body.
  - Link Governor Visits.
  - Anti-Bullying week involvement in school activities.
  - Discussions with school Councillors.

### Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Acceptable use of technology policy	Cyberbullying and e-safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN / disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
SEND	The vulnerability of those children
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

### Reference documents and related policy documents

#### Some useful organisations for schools

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners  
Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

## Race, religion and nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

## Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

# CONCERNING BEHAVIOUR FORM

School

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text, social media)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim      **R** Ring Leader    **A** Associate                      **B** Bystander

**Location of Incident (Please Tick)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>

Religion

\* Reminder: These incidents should be recorded separately.

<b>Brief summary of Incident</b>

<b>Action Taken</b>
include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a CAF used? (Common Assessment Framework) <span style="float: right;">YES/NO</span>
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Have there been any previous incidents?	Form completed by:
Was this incident deemed to be bullying? Yes/No	Date:
By Whom? Staff, Pupils, Parents, other	

Follow-up –two weeks later	Date

Any further Action?	
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