



# HANNAH MORE

## PRIMARY SCHOOL

**Policy Title:** Anti Bullying Policy

**Date Drafted:** December 2015

**Date Ratified by Governors:** 14<sup>th</sup> January 2016

**Effective From:** 18<sup>th</sup> January 2016

**Date for Renewal:** January 2018

**Signed by the Headteacher:**

15<sup>th</sup> January 2016

The Anti Bullying Policy is one of a group of documents that come under the umbrella title of 'Safeguarding at Hannah More'

The other documents in this group should be read in conjunction with this policy to give the full picture of safeguarding arrangements at Hannah More. These are:

- Behaviour Strategy
- Child Protection Policy, Procedures and Guidelines
- E- Safety Policy
- Educational Visits Policy
- Guide to safer working practice
- Health and Safety Policy
- Health and Safety Annual Audit
- First Aid Policy
- Annual Safeguarding Audit
- Single Central Record Policy
- Safer Recruitment Policy

## **Rationale**

Everyone at Hannah More Primary school has the right to feel welcome, secure and safe. Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

### **1. Aims**

1. To ensure that all children in the school community are able to work in a safe, secure environment free from humiliation, harassment, oppression and abuse.
2. To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.
3. To ensure that all pupils, parents, staff, governors and others are aware of this policy and know that appropriate action will be taken.
4. To recognise that bullying can take place off-site and that the school will endeavour to respond appropriately as if it had happened on site (by involving external agencies if appropriate).
5. To recognise that bullying can happen to all children but that some children, such as those with special educational needs or disabilities, are particularly vulnerable to bullying.

### **2. What is Bullying?**

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. Cyber: e.g. using the Internet, interactive and digital technologies or mobile phones to torment, threaten, harass, humiliate, embarrass or otherwise target another child.
5. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to race, gender, sexual orientation, special educational need or disability.

### **3. Signs of Bullying**

Pupils may be reluctant to tell anyone they are being bullied, but often there are signs that we can look for. Those being bullied may show changes in behaviour such as becoming withdrawn, nervous, feigning illness, staying uncharacteristically close to adults during breaks. There may be a deterioration in the standard of work and isolation from peers.

### **4. Actions to Tackle Bullying**

We are vigilant for signs of bullying and always take reports of incidents seriously. It is important that we create an atmosphere in school where anyone who is being bullied, or others who know

about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

### **Procedures**

All bullying incidents are logged electronically using the schools administration system. The exact course of action will depend on the individual circumstances and the level of need. The main objectives will be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem. This may include support from the senior leadership team, the class teacher, the schools pastoral support team or the behaviour leader.

It is always important to make clear that:

1. Bullying behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.
3. Time will be taken to explore children's perspectives on an individual basis.
4. The application of sanctions will depend on the individual circumstances of each incident.
5. Revenge is not appropriate for the victim.
6. The school will work with the parents of both the victim and the bully.
7. Support will be available for the victim.
8. Support will be available for the bully to help change his/her behaviour.

### **The School Curriculum**

The School curriculum will be used to:

1. Promote understanding and acceptance of differences in race, religion, cultures, appearances
2. Raise awareness and challenge attitudes about bullying behaviour, increase understanding for all children and help build an anti-bullying ethos in the school.
3. Empower all children and equip them with the skills, confidence and strategies to effectively combat bullying behaviour

There are also many whole school initiatives, campaigns, schemes and strategies that support our Anti-Bullying work. These include, but are not limited to:

- PSHE lessons
- Anti-Bullying week and E Safety week
- Peer mediation
- Anti-bullying Ambassadors scheme
- Engagement of the school council
- Bespoke social skills support (individual and group) from the schools Pastoral / Nurture team
- Support from outside agencies (such as the NSPCC)

## **5. Parental Involvement**

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The perpetrator will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be

clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

## **6. Monitoring and Evaluation**

The policy and procedures will be monitored and the effectiveness will be evaluated in the light of:

- Numbers of pupils being bullied.
- Pupils' willingness to report incidents.
- Staff vigilance and response to bullying behaviour.
- Numbers of pupils and parents feeling secure about the school's response to bullying.

Data will be gathered through the analysing behaviour logs tagged with bullying in CPOMs and through Pupil Voice.

## **7. Sources of further information, support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Beatbullying 02087713232 [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Childline 08001111 (helpline for children) [www.childline.org.uk](http://www.childline.org.uk)

Parentline Plus 08088002222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

This policy has been written in accordance with Bristol City Council Anti-Bullying Guidance: "Bullying Hurts ..... inside and out".