HALE CE
PRIMARY SCHOOL

ANTI-BULLYING POLICY

Heart of the Community
Accepting others
Love of God and Neighbour
Excellence for all

Signed --- Date----------------

Signed --- Date----------------

OVERVIEW

In this school bullying and any other forms of intimidation will not be tolerated.
All will treat others with kindness and respect and all will care well for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying.

OBJECTIVES
- To ensure that all feel safe and free from bullying and intimidation.
- To build an ethos where learners feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where learners care for each other.
- To act promptly and effectively at the first sign of bullying.
- To encourage learners and parents to report any attempted bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
Bullying is repeated over time.
Bullying makes those being bullied feel powerless to defend themselves.

Why are we against bullying?

'Every Child Matters'.......because:
- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- bullying of any kind is unacceptable at our school.

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse.   Mobile threats by text messaging and calls.   Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)
- Peer on peer abuse (See Appendix A)

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

What causes Bullying?

People bully for different reasons.   The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

How can we prevent Bullying?

All schools should foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence (SEAL).
- Any incidents treated seriously and dealt with immediately.

Why is it important to respond to bullying?

Bullying Hurts!
Everybody has the right to be treated with respect.
Everybody has the right to feel happy and safe.
No-one deserves to be a victim of bullying.
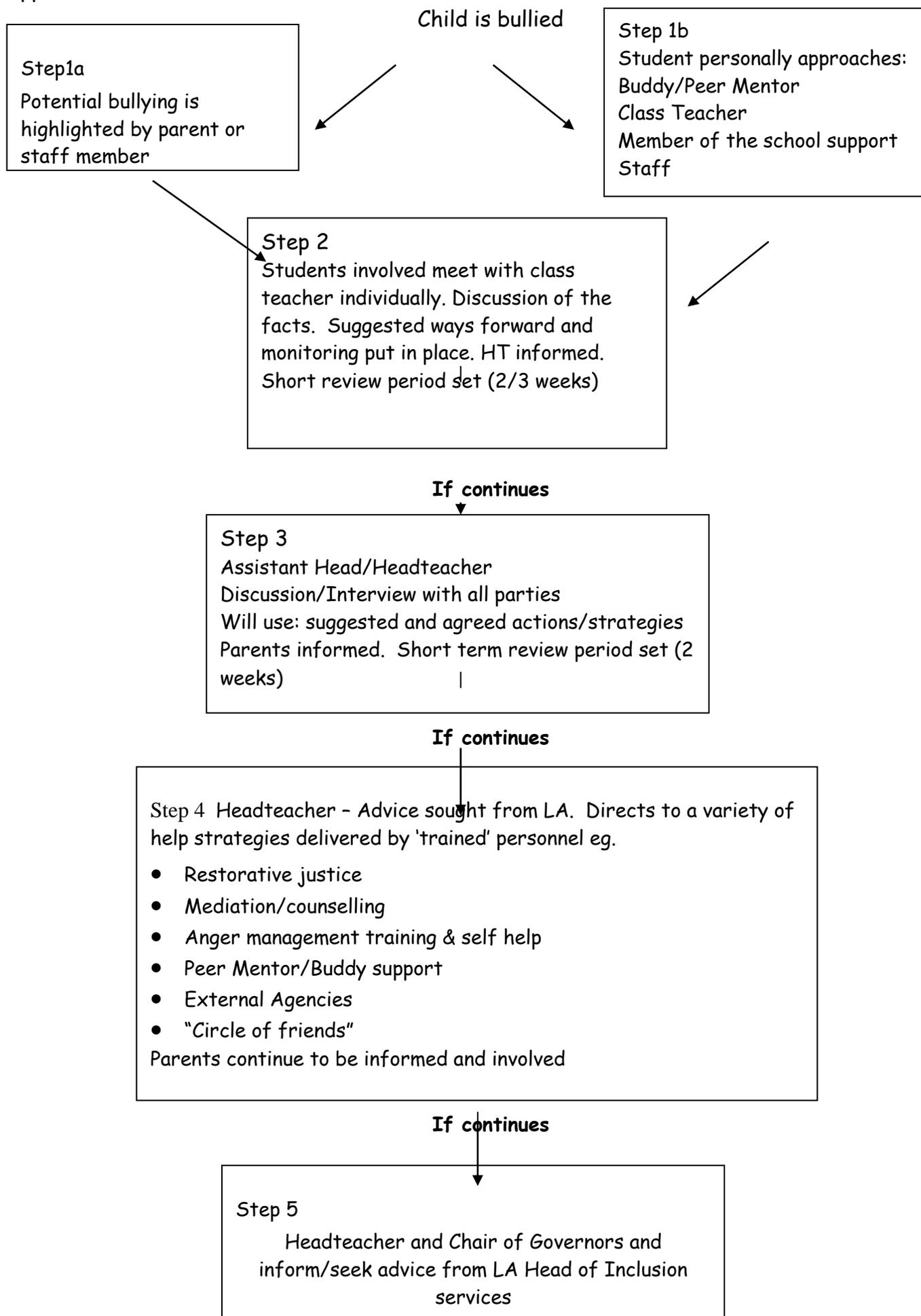Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

Responses to Bullying

STRATEGIES
1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
4. Children will be actively involved as buddies or "Bullybusters" . With adult support and with appropriate training they will support others in following our Anti bullying policy.
5. Every allegation of bullying will be investigated and followed up as per flow chart
6. Any victim of bullying will be well-protected immediately and in the future.
7. Any allegations of bullying will be reported to the Headteacher.
8. PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
9. We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
10. Learners and their parents will be made aware of this policy.
11. The parents of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.

Appendix A

Child is bullied

Step1a
Potential bullying is highlighted by parent or staff member

Step 1b
Student personally approaches:
Buddy/Peer Mentor
Class Teacher
Member of the school support Staff

Step 2
Students involved meet with class teacher individually. Discussion of the facts. Suggested ways forward and monitoring put in place. HT informed. Short review period set (2/3 weeks)

If continues

Step 3
Assistant Head/Headteacher
Discussion/Interview with all parties
Will use: suggested and agreed actions/strategies
Parents informed. Short term review period set (2 weeks)

If continues

Step 4 Headteacher – Advice sought from LA. Directs to a variety of help strategies delivered by 'trained' personnel eg.

- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- External Agencies
- "Circle of friends"

Parents continue to be informed and involved

If continues

Step 5
Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Appendix B

RECOGNISING PEER ON PEER ABUSE

Children can abuse other children. Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (physical, name calling, homophobic, etc., including cyber bullying)
- Gender based violence
- Sexually harmful behaviour and sexting

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Recognising and responding to peer abuse

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can often be more damaging than physical. An assessment of an incident between peers should be completed and should consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, peer abuse can and may still occur. In order to try to prevent this Hale CE Primary will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others

- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the setting

Appendix C

Support Agencies

Anti-bullying Alliance **- the alliance brings together over 60 organisations into one network with the aim of reducing bullying.   Their website has a parent section with links to recommended organisations who can help with bullying issues**

www.anti-bullyingalliance.org.uk

Kidscape
www.kidscape.org.uk
02077303300

Childline – *advice and stories from children who have survived bullying*
08000 1111

Bullying on line
www.bullying.co.uk

Parentline Plus – *advice and links for parents* www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix D

HALE CE VC PRIMARY SCHOOL
Policy Statement on Equality

Principles

Our school is committed to equality. Therefore:
- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council.

Legislation
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their

age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

- We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

- We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:

pupils from certain cultural and ethnic backgrounds

pupils who belong to lower-income households

pupils who are disabled

pupils who have special educational needs

boys in certain subjects, and girls in certain other subjects

Further information

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

Date approved by the governing body: