



## Anti-Bullying

### Policy Statement

Every child has the right to an education (Article 28).

You have the right to be protected from being hurt and mistreated, in body or mind (Article 19)

No one is allowed to punish you in a cruel or harmful way (Article 37)

UN Convention on the Rights of the Child

#### 1. Rationale

- 1.1 At Harlow Green Community Primary School we aim to prevent bullying in the first instance.
- 1.2 The purpose of this policy is to promote a consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

#### 2. Aims

- 2.1 At Harlow Green Community Primary School we know there are times when bullying may occur and this can be distressing for all concerned. We want to protect those who are being bullied and to counsel those who bully; making them aware of the consequences of their behaviour and to teach them that there is a better way to behave. All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. Our aim is to provide a safe and secure environment where all children can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.2 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.3 We believe that all pupils have a right to feel safe and happy at school so that they can concentrate on their learning and enjoy school.
- 2.4 We aim:
  - To build the children's self-esteem and confidence in tackling bullying and relationship issues through our curriculum;
  - To place the UN Convention on the Rights of the Child (CRC) at the heart of our ethos, teaching children about their rights and responsibilities;
  - To create a safe listening environment, where adults and children know they are listened to and where concerns are dealt with appropriately using a restorative approach;
  - For pupils, staff and parents to understand that bullying is unacceptable and how to deal with bullying effectively;
  - For children to understand the difference between bullying and falling out;
  - For our approach to anti-bullying to be consistent across the whole school;

- To ensure this policy is shared and understood by all, and as such it has been developed in partnership with pupils, staff, parents and governors.

### **3. Definition - What is bullying?**

3.1 The Department of Education defines bullying as follows:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. (Preventing and Tackling Bullying DfE 2014)

3.2 Bullying

- Can be physical or verbal
- Can be emotional or psychological
- Can be racist or sexual
- Can be online/cyber
- Is often premeditated
- Can include taunting, teasing, repeated name-calling, physical abuse, harassment, intimidation or extortion
- Can be sly and underhand
- Is intended to hurt or make the victim uncomfortable
- Involves some sort of power over the victim. E.g. greater physical strength (over a younger child); greater numbers (a group onto one); knowledge to inform
- Can be indirect, spreading lies and nasty stories or excluding someone from social groups
- Can be frequent and long-term, or infrequent – in both cases it should be taken seriously

3.3 Bullying is not

- A one-off incident
- Two children having a fight
- Friends falling out, arguing and name-calling
- Bumping into another child in the playground

### **4. Cyber Bullying**

- 4.1 The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click.
- 4.2 Cyber bullying occurs through the widespread access to technology including internet chat rooms and can occur in or outside of school. It is a different form of bullying and can happen at all times of the day and night via a range of hardware including computers, mobile phones and tablets. At Harlow Green all children receive information about how to report bullying online. Our E-Safety policy clearly states the rules for safe internet use. The school works with parents to ensure that they also have access to information about keeping their children safe on the internet.

## **5. What are some of the signs of Bullying?**

- 5.1 Behaviour of children and young people is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes. There is a need to be alert to the possibility of bullying occurring. Some signs which need to be investigated sensitively may include:
- Being frightened to walk to or from school
  - Being unwilling to go to school
  - Absence from school
  - Asking to be driven to school
  - Changing their route to school
  - Schoolwork beginning to be affected
  - Coming home with books or clothes damaged
  - Fear of a mobile ringing or of websites
  - Being withdrawn, clingy, moody, aggressive or emotional • Becoming distressed, having sleep or appetite problems
  - Crying themselves to sleep
  - Having nightmares
  - Unexplained bruises or scratches
  - Behaving in an immature way e.g. revert to thumb sucking
  - Having difficulty concentrating
  - Complaining frequently of illness
  - Significant behaviour change, including attention seeking behaviour
  - Remaining close to teachers or supervisory staff
- 5.2 It must be remembered that some victims reveal no outward signs and that some of these signs can also point to other problems and may not be linked to bullying.

## 6. How will bullying be dealt with?

6.1 An incidence of bullying is dealt with seriously, but with an emphasis on a caring, listening approach to both victims and bullies. If bullying is either reported or suspected we will:

- Ensure the safety and well-being of the children
- Respond calmly and consistently
- Talk to the victim, witnesses and record all information fully
- Talk to the suspected bully, attempting to identify reasons for the bullying and discover why they have become involved; making it clear bullying will not be tolerated
- Inform parents of both victim and bully and work with them to resolve any issues e.g. adopt a restorative approach with all parties involved
- Follow procedures in the Behaviour Policy and establish an agreement with pupils on how issues can be resolved
- Allow children time to resolve issues
- Follow up with further work to support pupils, where required, individually or together
- Seek additional support from outside agencies to support pupils, where required, individually or together
- Begin a chronology of incidents involving the suspected bully and victim
- If the incidents persist and are causing a Health and Safety issue then the Head Teacher could initiate exclusion procedures (see Behaviour Policy)

6.2 Ideas for supporting the victim

- Encourage them to talk, to discuss, draw and write about feelings and to ask for help
- Teach them to say no; practice this
- Teach them how to cope with teasing e.g. role play
- Make a list of what has been said or could be said. Learn some good responses
- Act out ways to deal with the situation
- Encourage the victim to stay with friends and avoid isolation

6.3 Ideas for supporting the suspected bully

- Work with the bully to see if they have ideas about why they do this – what would help them stop
- Reassure them it is their behaviour you do not like, not them
- Develop an action plan for change, involving other agencies if necessary
- Set clear limits and goals and record these
- Explain penalties and sanctions
- Bolster and praise good behaviour
- Do not allow excuses
- Ensure they apologise face to face and explain what they are sorry for
- Have a time out area
- Role play situations
- Provide intervention to help the bully to change their behaviour. This may be on or off-site.

## **7. Pupils with Special Educational Needs and/or Disability**

7.1 We are aware that pupils identified with special educational needs and disability (SEND) remain at a higher risk than other pupils from bullying in the playground, classroom and online. SEND children may be more vulnerable to bullying because:

- they may experience negative attitudes towards disability.
- there is a lack of understanding of different disabilities and conditions.
- they may be seen as 'different'.
- they may not recognise that they are being bullied.
- they may be doing different work or have additional support at school.
- they may be more isolated than others due to their disability.
- they may have difficulties telling people about bullying.
- they may find it harder to make friends as a result of their condition.
- they may exhibit bullying behaviour.
- they may experience lots of change; for example, moving from a mainstream to a special school, or spending periods of time in hospital.

7.2 We aim to support pupils with SEND understand bullying by ensuring that:

- Inclusion - children with SEND participate fully in all aspects of school life.
- Language - negative language linked to disability is taken as seriously as homophobic or racist language.
- Role Models - all school staff are role models within school.
- Difference - difference is actively and visibly celebrated and welcome across the school.
- Participation - children with SEND are listened to and included in decisions about them and influence strategies and approaches linked to all aspects of bullying.
- Partnership - school works in partnership with parents on issues relating to bullying
- Report - all pupils and parents understand how to report incidents of bullying.
- Acknowledge - children with SEND and their parents are acknowledged and taken seriously when reporting incidents of bullying.
- Respond - children with SEND are involved in decisions about how to respond to incidents of bullying.
- Policies - these principles are embedded within school policies, including Anti-bullying, Behaviour, Equality and SEND, and are adopted within a whole school approach to behaviour, inclusion and well-being.

## **8. How do we work to prevent bullying taking place?**

- Bullying is regularly covered through the PSHE curriculum. Children are taught how to resolve conflict using a restorative approach and about good behaviour and positive relationships
- As a Rights Respecting School, children are taught about their own rights but also about taking responsibility for their own actions to ensure the rights of others are not infringed

- We have comprehensive policies on behaviour management enforced by all staff
- Reviews of policies and guidelines are monitored and reviewed to meet the changing needs of pupils
- Assemblies – much work is done to help children reflect on moral and social development
- Guidance is given to parents and carers, and to pupils on how to deal with bullying.
- Cyber-bullying is covered through termly e-safety lessons. These are a feature in Computing lessons in all year groups
- Visitors and visits – many visitors including the police, other members of the local community and outside agencies are invited into school to inform children e.g. how to deal with bullying, resolve conflicts, develop strategies for managing different social situations and emotions
- Praise and reward good behaviour! At Harlow Green we celebrate the positive behaviour displayed by children in our school and encourage others to follow their good example.

## **9. The role of the Teacher**

- To address bullying including cyberbullying through curriculum subjects such as PSHE, English and within assemblies.
- To follow the guidance given in this policy when dealing with incidents of bullying
- Keep records of bullying incidents and any follow up including meetings with parents etc.
- To seek advice from a member of the senior leadership team as appropriate
- To participate in training linked to anti-bullying

## **10. The role of the Head Teacher**

- Encourage all staff, teaching and non-teaching to observe and report incidents
- Staff and governor training
- Delivering whole school, and occasionally Key Stage assemblies to address bullying issues including cyberbullying
- Establish home/school links working in partnership with parents
- Update policies, procedures and school prospectus

## **11. Monitoring**

The Head Teacher and Governors will regularly review the policy and guidance, along with any incidences of bullying through:

- Pupil discussion including school council
- Review of chronologies and behaviour log
- Review of pupil and parent questionnaires
- Consideration of new documentation from Ofsted or the Department of Education
- Staff Training
- Review of procedures including rewards and sanctions outlined in the Behaviour Policy