



Highfield Primary School

"We want everyone at Highfield Primary School to be happy, caring and independent. Our school is a place where we learn together, doing our best to achieve success.

Anti-Bullying Policy

Bullying will not be cool or good ever! Bullying can end with the help of an adult. Bullying can be in different forms and all of them are uncool! Bullies if you are bullying someone this will never be the answer to your problems.

Written by Tommy, Year 6, Highfield Primary School, 2015.

Aim:

To ensure that the whole school community understands how to deal with bullying to provide clear steps for addressing any bullying in the community. Our policy aims to involve children, staff and parents in creating a happy, safe and just school, working in partnership to eliminate bullying and unacceptable behaviour.

Objectives:

- To prevent, de-escalate and stop any harmful behaviour.
- To react to any bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard any child who has experienced bullying behaviour and to provide support to the child.
- To apply sanctions to the child causing the bullying and to ensure that they learn from the experience, with the support of outside agencies if appropriate.
- To ensure that all children, parents, governors and staff have an understanding of what bullying is.
- To ensure that all governors and staff know what the school policy is on bullying, and follow it when bullying is being reported.
- To ensure that all children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure children and parents that they will be supported when bullying is being reported.

Key Statement:

We believe that all children have the right to learn without fear of bullying. We do not tolerate the oppression of one person by another. We believe that this policy can only be effective if children, parents, staff, governors and the wider school community work together in partnership to make it a reality.

Definition:

At Highfield Primary School bullying is defined as behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally. It can involve physical or verbal attacks, name-calling, cyber-bullying, malicious gossip, damaging or stealing the property of the victim or forcing the victim to do things against their will. We recognise that bullying can have serious long lasting effects, even after the behaviour has stopped.

Bullying may be related to race, religion, culture, appearance, academic ability, disabilities, sexual orientation, perceived lack of prosperity. Bullying is usually fuelled by prejudice and is not tolerated.

Bullying is **not** the occasional argument or disagreement that may take place from time to time.

Child friendly definition:

*Bullying is when you physically or verbally hurt someone daily.
Aiden, Year 5, Highfield Primary School, 2015.*

*If you are being bullied tell someone quickly and don't take any notice of the bully.
Ellie, Year3, Highfield Primary School, 2015.*

*They are the ones who are wrong!
Nathan, Year 3, Highfield Primary School, 2015.*

Bullies are often jealous of you and don't have many friends. Bullies – think about how you would feel if you were being bullied by someone else. Also you could get in lots of trouble.

Chloe, Year 5, Highfield Primary School, 2015.

By telling an adult it will eventually stop someone bullying. To the bully – treat people how you want to be treated.

Lewis, Year 6, Highfield Primary School, 2015

A message to bullies is don't bully people because at some point someone will find out and you will be in trouble.

Isabella, Year 6, Highfield Primary School, 2015.

School procedures for dealing with bullying behaviour:

1. Prevention, via the promotion of a considerate, co-operative ethos through our PSHE programme, assemblies dealing with positive social behaviour; the exploration of other cultures and faiths in RE lessons and other areas of the curriculum; the rewarding and promotion of desirable social behaviour through "Thinking of others" initiative and "circle time" where children have opportunities to discuss problems and friendships as well as affirming each others' positive qualities.
2. Initial concerns are always recorded by staff. This early identification and recording patterns of behaviour can form an important evidence base which helps to detect bullying.
3. Any accusations of bullying will be dealt with quickly, thoroughly and sensitively by teachers and by the Deputy Head.
 - By investigating the incident/s through discussion with the children involved, witnesses and staff.
 - By recording the incident as appropriate to the age of the child – orally, written or drawn.
 - By responding to the bullying through appropriate sanctions, guidance and support, insisting on the child taking responsibility for their actions.
 - By responding to the child who is being bullied through active listening, support and protection.
4. Bullying behaviour will be reported to parents of both the victim and the person causing the bullying. The school will work with parents to ensure the situation is resolved quickly. Parents of those involved will be kept informed of the actions that the school is taking.

5. Appropriate sanctions will be taken against the bully and support given to the victim. These sanctions may include removal from areas of the school where the bullying took place, in-school or external exclusion. All sanctions will be proportionate and fair.

Outcomes of school intervention will be:

- The person being bullied is kept safe.
- The person being bullied feels reassured that they are not responsible for what has happened.
- The behaviour of the perpetrator is changed and they are aware of the impact of their behaviour.
- The underlying causes of the perpetrator's behaviour are discussed and support is given.
- Skills needed to manage any further situations are developed.
- Sanctions and rewards are applied in line with the school's behaviour policy.

Procedures for parents:

1. Any concerns with another pupil's behaviour should generally be addressed to the class teacher. However if a parent feels bullying is an issue they should talk directly to the Deputy Head. The Deputy Head will involve the class teacher in discussions, and relevant members of staff to help resolve the issue.
2. The school, the child and their parents will work together to ensure that any bullying is stopped and that support is given where needed.
3. Parents should not confront the bully or their parents. This can further complicate the situation and distress the pupil.
4. The Headteacher is always informed of any bullying concerns and monitors the situation carefully. They will **always** become involved with any serious incidents of bullying.
5. If parents have concerns over the way the matter has been dealt with they should arrange an appointment to discuss their concerns with the Headteacher.
6. If parents feel that their concern has not been dealt with sufficiently they should follow the complaints policy, published on the school website.

Procedures for pupils:

1. The school has a "don't stay silent" ethos – children are expected to inform a trusted adult if any bullying behaviour is seen or heard about.
2. Children who feel they are being bullied are encouraged to talk to a trusted adult and are reassured that the matter will be dealt with sensitively.
3. Children are encouraged to ask for help from a trusted adult if bullying takes place outside school.
4. Children are encouraged to inform a trusted adult if bullying takes place on-line, via text message or any other communication technology.

Teaching about bullying/prevention:

- The school creates opportunities to teach about bullying in different areas of the curriculum.
- PSHE units of work deal directly with bullying.
- Computing lessons include strategies for dealing with safety when on line and how to tackle cyber-bullying.
- Teachers receive training in identifying and dealing with bullying behaviour.
- Anti-Bullying forms part of the Healthy Schools programme.
- Bullying is dealt with regularly as an issue – a "drip, drip" approach to sustaining awareness of bullying behaviour and how to challenge it.

Role of the Senior Leadership Team:

- To create and monitor an effective behaviour management policy with provision for dealing with bullying.
- To create an environment in which children feel safe to learn.

- To use the procedures in this policy to deal with incidents of bullying behaviour.
- To inform the school community of the policy regarding bullying.
- To take responsibility for assessing the risk within the school of bullying behaviour occurring – e.g. playground duties, monitoring of lunchtimes etc.
- To develop a curriculum and ethos that promotes caring and cooperation as valued personal attributes and offers opportunities for the issue of bullying to be raised.
- To provide professional development for all staff in identifying and managing bullying behaviour.
- To deal with complaints if parents feel that incidents are not dealt with adequately.

Role of the Governors:

- To develop whole-school policies that meet the law and school-inspection requirements.
- To promote a school climate where bullying and violence are not tolerated and cannot flourish.
- To continually develop best practice based on knowledge of what works.
- To review the school anti-bullying policy annually and, as a result, the policy and procedures are updated as necessary.
- To ensure that curriculum opportunities are used to address bullying.
- To ensure that pupil-support systems are in place to prevent and respond to bullying.
- To have addressed school-site issues and promoted safe play areas.
- To ensure that all staff are aware of the importance of modelling positive relationships.
- To work in partnership with parents, other schools and with children's services and community partners to promote safe communities.
- To investigate formal complaints if parents feel that incidents are not dealt with sufficiently well.

Sources: Healthy Schools – Anti-Bullying Guidance for Schools
 Healthy School Tower Hamlets – Towards a safer and bully free school
 DSCF Publication – Safe to Learn
 Children, parents, staff and governors of Highfield Primary School

Appendix: The Anti – Bullying Charter

The Anti-Bullying Charter principles mean:

For children who experience bullying:

They are heard.

They know how to report bullying and get help.

They are confident in the school's ability to deal with the bullying.

Steps are taken to help them feel safe again.

They are helped to rebuild confidence and resilience.

They know how they can get support from others.

For children who engage in bullying behaviour:

Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.

They learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge.

They learn how they can take steps to repair the harm they have caused.

For schools:

The whole-school community is clear about the anti-bullying stance the school takes.

Children, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.

Every chance is taken to celebrate the success of anti-bullying work.

All children are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Headteachers, Governors and other school staff:

They develop whole-school policies that meet the law and school-inspection requirements.

They promote a school climate where bullying and violence are not tolerated and cannot flourish.

They continually develop best practice based on knowledge of what works.

There is a review of the school anti-bullying policy annually, as a result, the policy and the procedures are updated as necessary.

Curriculum opportunities are used to address bullying.

Pupil-support systems are in place to prevent and respond to bullying.

They have addressed school-site issues and promoted safe play areas.

All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying.

All staff are aware of the importance of modelling positive relationships.

Data systems gather useful information about the effectiveness of the anti-bullying work and these data are used for monitoring and evaluation, and shared with the school community.

They work in partnership with parents, other schools and with children's services and community partners to promote safe communities.

For parents:

They are clear that the school does not tolerate bullying.

They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure.

They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.

They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.