

# Holymead Primary School

## Anti-Bullying Policy 2019

### Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy should be read in conjunction with the school's Equality Plan and Behaviour Policy. The policy reflects guidance from Bristol L.A.

### Rational

Everyone at Holymead Primary 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 highest potential.

### Aims

1. To ensure that all people (children and adults) in the school community are able to work in a safe and 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 and harassment is challenged and reported.
3. To produce a consistent school response to any bullying and incidents of harassment that may occur.
4. To make all those connected with the school aware of our opposition to bullying.
5. To make clear each person's rights and responsibilities with regard to any bullying and harassment in our school.

### Definition

Bullying is repeated abusive behaviour which makes other people feel unhappy or threatened and where victims feel powerless to stop it. Bullying is about wielding power.

It is important to recognise there is a difference between bullying, bossiness and boisterous behaviour.

Bullying is a wilful, conscious desire to hurt, threaten or frighten.

Bossiness is usually directed at whoever is around at the time and requires the development of social skills.

Bullying is a deliberate intention to spoil other children's activities, showing violence and/or hostility.

Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal or written: e.g. name calling, insulting, racist remarks, writing unkind notes.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. Cyber bullying e.g. negative comments on social networking sites
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 age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy)

### **Possible Signs of Bullying or Harassment**

Those being bullied or harassed may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their school work may deteriorate. They may lack concentration or even truant from school.

### **Encouragement to Tell** (Disclosure by pupils being bullied)

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 or harassment is likely to continue. Rights respecting assemblies, circle time and PSHE reinforce the children's rights to be listened to as does the work in anti-bullying week.

### **Guidelines and Procedures**

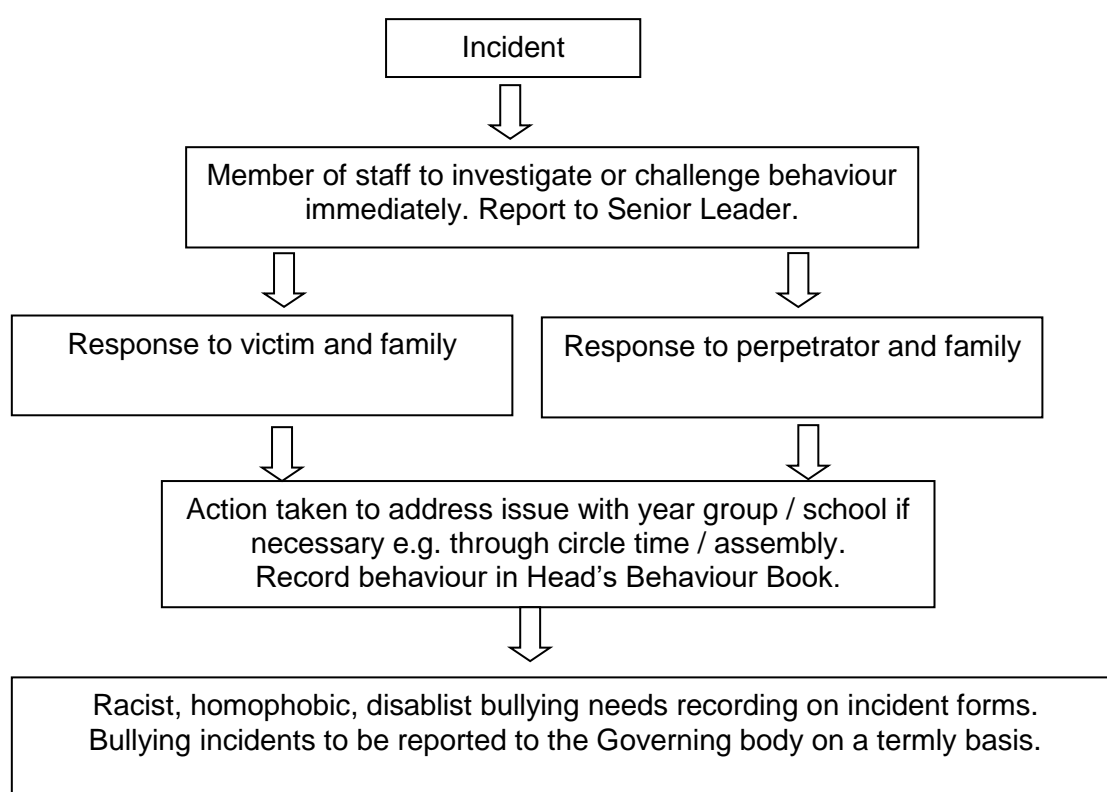
The exact course of action will vary with each situation but the main objectives should be that bullying and incidents of harassment are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

1. The perpetrator's behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.

3. The application of sanctions will depend on the individual circumstances of each incident.
4. Revenge is not appropriate for the bullied child.
5. The school will work with the parents of both the children involved.
6. Support will be available for the child being bullied.
7. Support will be available for the child instigating the bullying behaviour to help change his/her behaviour.

When speaking to children it should be made clear what the effect of the bullying is having on the child.

**This is an overview of the procedure to follow in cases of bullying or harassment.**



## Interventions

Where pupils do not respond to prevention strategies it will be necessary to use the interventions described in the school behaviour policy.

## The School Curriculum

The School curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying or harassment via:-

- . Assemblies
- . PSHE/Drama/English lessons for example
- . Group work/circle time/befriending/mediation/assertiveness development
- . Preventative strategies- including supervision of all areas of school and maintaining a stimulating environment

## **Roles and Responsibilities**

### **The role of the head teacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying and harassment less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers should keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves and refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. The teacher or head teacher will inform parents if bullying tendencies are developing. The head teacher keeps a log book of bullying incidents.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

We recognise, and encourage parents to recognise the difference between bullying and bossiness or boisterous play.

Bullying is a wilful, conscious desire to hurt, threaten or frighten.

Bossiness is usually directed at whoever is around at the time and requires the development of social skills.

Bullying is a deliberate intention to spoil other children's activities, showing violence and hostility.

Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

This will be reinforced in assemblies, circle times when children are encouraged to discuss how they feel.

There is a child friendly Anti-bullying policy which children have been involved in writing and which children can refer to.

### **The role of governors**

The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying in

our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The chair of governors will respond within ten working school days to any written request from a parent to investigate incidents of bullying. The chair of governors will notify the head teacher and ask him/her to conduct an investigation into the case, and to report back.

### **Monitoring evaluation and review**

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness. They do this by examining the school's logbook, where incidents of bullying are recorded, and by discussion with the head teacher. They look out in particular for bullying incidents that involve the protected characteristics outlined above. They will monitor parents' feelings with regard to how the school deals with bullying and harassment.

This policy will be reviewed in two years, or earlier if necessary.

Date: November 2018

Review Date: November 2020



#### **Rights Respecting School Article 19:**

*Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*

#### **Rights Respecting Schools Article 13:**

*Children have the right to get and to share information, as long as the information is not damaging to them or to others.*

#### **Rights Respecting Schools Article 14:**

*Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.*

#### **Rights Respecting Schools Article 36:**

*Children should be protected from any activities that could harm their development.*