



# Hunnyhill Primary School

Date of Review	October 2020
Next Review Due	October 2022
Staff Responsibility	Inclusion Manager/Headteacher/SLT
Notes / Source	
Signed by Chair of Governors	

## Anti-Bullying Policy

### Statement

We have defined bullying as... **deliberately hurtful behaviour repeated over a period of time, it may be verbal (including racism), physical, social, psychological, emotional or cyber bullying and will be persistent and targeted.**

Bullying is different from aggression between people of equal power. Some children can have less power for many reasons- being shy, being different, lacking confidence, difficulties at home or lacking physical strength.

Conflict is a normal part of most relationships because people have different perspectives and priorities. We recognise and support our children to learn how to deal with conflict constructively and use our older pupils as 'peer mentors'. We recognise that most upsetting behaviour between children is NOT bullying however will still require support. Children can be hurtful to each other due to thoughtlessness, annoyance, poor boundaries and peer pressure without realising the impact.

All bullying is unacceptable and we are committed to combating all bullying behaviour. We understand that it can have a detrimental effect on children who are subject to it and we will actively try to reduce the risks. Every possible support will be given to a child who has been bullied and we will also give support to children who are found to be 'bullying' where possible to give them an opportunity to make long lasting changes to their behaviour.

In Partnership between school, children and our parents/carers, we help children develop positive social skills which can prevent the onset of bullying or harassment by learning how to act respectfully and safely even when frustrated or upset.

**Everyone has a right to be treated with respect and the responsibility to act respectfully to others.**

**Everyone in the school community, staff, parents and pupils have a duty to prevent and report the occurrence of bullying wherever possible.**

### **What we as a school can do to stop bullying**

- Be a "telling school" where anyone who sees bullying or has it done to them tells an adult.
- Inform the parents/carers of the bully of what has been happening.
- Make the punishments for bullying known to all the children.
- Show all the children how to walk away from a bully.

All reported incidence of bullying will be taken seriously and acted upon immediately. To help reduce bullying we have identified the '**Hunnyhill Approach**' as a method of helping the rare incidences of bullying. Using this method the bullying is the focus not the bully.

Our Hunnyhill Approach is our no-blame approach adopts a seven-step response to incidents of bullying in the first instance:

1. The member of staff speaks with the pupil who has been bullied and informs Inclusion Lead and Assistant Headteacher/ Headteacher.
2. The member of staff speaks with all the people involved
3. The member of staff explains the problem
4. The member of staff listens to all sides to evaluate the information and fills in a yellow incident report form – Where evidence supports the decision that this is not bullying but unacceptable behaviour- the behaviour steps are to be followed by Assistant Headteacher/Headteacher / Inclusion Lead.
5. The member of staff asks the children involved for their ideas for resolution
6. The member of staff meets with all children together if appropriate to implement resolution and write up agreed actions on the incident form which must be filled by Inclusion Lead.
7. The member of staff meets with the group, after a few days, to review the progress made.

The teacher will decide who, at this stage, needs to be informed.

The school actively participates in opportunities to share good practice and attend the training on the Anti-Bullying.

#### **What additional measures will there be if the Hunnyhill Approach does not work?**

- SLT will discuss the case to provide more structured support to both bully and bullied child and put in place a suitable consequence.
- Parents will be notified for all children involved.
- Other strategies will be tried i.e.: segregation and last step fixed term or permanent exclusion.

#### **What should pupils do if they think they are being bullied?**

- Tell someone – it could be their teacher, parent/carer or any other adult in school
- The adult will be able to help them recognise if it is a conflict or if it is bullying and help them to resolve this in the best way.

#### **What should the pupils tell an adult?**

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before? Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

#### **What should a pupil do if they witness bullying?**

- Tell an adult in school or an adult at home

#### **What should pupils do if another pupil takes their friend away to play with?**

- Ask them why they have taken their friend (politely).
- Tell someone (a teacher, teaching assistant, midday supervisor or an anti-bullying ambassador).
- Ignore them and play with someone else (if they can).

### **What action will the school take?**

- The responsible adult / teacher will follow the ‘Hunnyhill approach’ – following the procedures carefully including writing an incident form/ adding the information to CPOMS.
- If appropriate; the Assistant Headteacher/Headteacher or Inclusion Lead will inform both parents/carers of the facts and what has been done about it so far.
- If appropriate, the parents will be asked to meet with the Assistant Headteacher/Headteacher or Inclusion Lead.

If the ‘Hunnyhill Approach’ does not work, a meeting will be called where both parents/carers meet with the Headteacher or Inclusion Lead to discuss the way forward.

### **What should parents/carers do about bullying?**

- Inform the school immediately if they think their child is being bullied or is bullying other children.
- Try to establish the facts and keep an open mind.
- Talk about the definition of bullying with their child.

### **What should staff look out for?**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupils class teacher or Inclusion lead, who will investigate the matter and monitor the situation.

### **Important information about bullying:**

- The nature of bullying changes as pupils grow older
- Bullying does not have to be physical or direct bullying
- Children identify emotional and social forms of bullying as most hurtful
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings

- Most bullying is between children of the same ages. Those who witness bullying are as deeply affected as those who are directly bullied
- The needs of Foundation Stage children will be different to older pupils
- Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. It is an increasing problem and children receive instruction on how to avoid and deal with this. Staff also receive training which is updated as required. [See Pupil E-Safety Policy & Adult E-Safety Policy](#)

Support for families and children, with any style of bullying, is a very important part of the Hunnyhill Way.

**Please read this policy in conjunction with the Safeguarding & Child Protection Policy and related Policies including Positive Behaviour.**

### **How we support our pupils at Hunnyhill**

#### **'The Hunnyhill way'**

- Anti – bullying ambassadors
- Anti bullying pledge board
- Attend anti – bullying conference
- PSHE is taught by Class Teacher and Inclusion Lead
- Anti – bullying led by Teacher, TA and inclusion lead
- Celebrate anti – bullying week
- Opportunities for pupil voice