Hunnyhill Primary School

Date of Review	October 2022
Next Review Due	October 2024
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.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

· Pupils who are adopted.

· Pupils suffering from a health problem.

· Pupils with caring responsibilities.

· Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

· Pupils who are LGBTQ+, or perceived to be LGBTQ+.

· Black, Asian and minority ethnic (BAME) pupils.

· Pupils with SEND.

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 <u>right</u> to be treated with <u>respect</u> and the <u>responsibility</u> 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 types of Bullying are there
Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

· Verbal

· Physical

· Emotional

· Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Roles and responsibilities

The governing board is responsible for:

· Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.

· The overall implementation and monitoring of this policy.

· Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.

· Ensuring that the school adopts a tolerant and open-minded policy towards difference.

· Ensuring the school is inclusive.

· Analysing any bullying data to establish patterns and reviewing this policy in light of these.

· Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.

· Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

· Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

· Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures. · Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

· Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

· Arranging appropriate training for staff members.

Inclusion Lead is responsible for:

· Corresponding and meeting with parents where necessary.

· Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

· Being alert to social dynamics in their class.

· Being available for pupils who wish to report bullying.

· Providing follow-up support after bullying incidents.

· Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.

· Refraining from stereotyping when dealing with bullying.

· Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

· Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

· Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

· Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

· Informing a member of staff if they witness bullying or are a victim of bullying.

· Not making counter-threats if they are victims of bullying.

· Walking away from dangerous situations and avoiding involving other pupils in incidents.

· Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

· Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

· The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

· Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

· Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

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 CPOMs under Behaviour category. 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.
- The inclusion lead will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions. The headteacher and inclusion lead will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:·
  *Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
  · Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
  · Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
  Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
  Responding to any complaints about how cases have been handled.

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 Approach.

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 Approach'**

- Anti – bullying ambassadors
- 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

[Updated 2022] Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- · Education and Inspections Act 2006
- · Equality Act 2010
- · Protection from Harassment Act 1997
- · Malicious Communications Act 1988
- · Public Order Act 1986
- · Communications Act 2003

- · Human Rights Act 1998
- · Crime and Disorder Act 1998
- · Education Act 2011
- · DfE (2017) 'Preventing and tackling bullying'
- · DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- · DfE (2018) 'Mental health and wellbeing provision in schools'
- · [Updated] DfE (2022) 'Keeping children safe in education 2022'
- · DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- · Behaviour Policy
- · Child Protection and Safeguarding Policy
- · Social, Emotional and Mental Health (SEMH) Policy
- ·Primary Relationships and Health Education Policy
- Exclusion Policy
- · [New] Child-on-child Abuse Policy