



HOLMBUSH PRIMARY ACADEMY

Anti-Bullying Policy

Statement of Intent

The Governors and Staff at Holmbush Primary Academy are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Aims and Objectives of this Policy

This policy clearly defines the school's stance in relation to Bullying. It provides a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

Bullying

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying others need to learn different ways of behaving.

We are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient. When bullying does occur, children should feel able to talk about it and know that incidents will be dealt with promptly and effectively. This also includes anyone who knows that bullying is happening and should feel able to tell a member of staff.

Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE [Personal, Social & Health Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.

Definition

Bullying is defined as behaviour which, either intentionally or unintentionally, upsets or intimidates another child or children.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal - name-calling, sarcasm, spreading rumors, threats, teasing, making rude remarks, making fun of someone
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist - racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual - unwanted physical contact or sexually abusive or sexist comments
- Homophobic - because of/or focusing on the issue of sexuality
- Online/cyber - setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. It is important that children learn that one person's good nature teasing may, to another person, be unkind and even cruel. Children are taught, through PSHE to recognise the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Holmbush Primary Academy, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Map out safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can children do if they are being bullied?

Wherever children are in school, they have the right to feel safe. If someone is being bullied, it is important they know there are people who can help them.

Some of the strategies that can be used are listed below:

- Try not to let the bully know that he/she is making them feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.

- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as they can.
- Tell someone they can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If they are scared, ask a friend to go with them when they tell someone.
- If they don't feel they can talk to someone about it, write it down and pass it to the school office.
- When they tell an adult about the bullying give them as many facts as they can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when they tell someone.
- Keep on speaking out until someone listens and helps them.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame themselves for what is happening.
- Call a helpline.

What can children do if they see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways children can help without putting themselves in danger.

Again, some strategies that can be used are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on themselves.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If they can, let the bully know they do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that they are going to get help.
- Tell a member of staff as soon as they can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone they trust about what to do.
- If they don't feel they can talk to someone about it, write it down and pass it to the school office.
- Call a helpline for some advice.

Bullying of children with Special Educational Needs

Holmbush Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Everyone involved in the school is very aware that children who have learning disabilities and /or communication difficulties can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented children can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Holmbush Primary School. They will be taken seriously by all staff and dealt with impartially and promptly.

All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents on CPOMS
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested through a Restorative Circle.
6. Staff will attempt to adopt a problem solving approach, which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see below).
10. If possible, the children will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of serious bullying, the incidents will be recorded by staff on our safeguarding system.
13. In all cases parents will be informed and will be invited to come into school for a meeting to discuss the problem. This is parents of both the victim and the bully.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at Child Spot meetings.
16. The Headteacher will present termly reports on serious bullying incidents to the Governors through the Headteachers report.
17. If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

The following sanctions may be used:

Some of the sanctions that could be used are listed below:

- Apologise to the victim(s) verbally or in writing
- Lose privileges / golden time
- Lose playtimes
- Spend time with the Headteacher
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Reward chart / Report card

- Be removed from class and work in isolation
- Report to the Headteacher or Deputy Headteacher
- Fixed term exclusion
- Permanent exclusion

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules / class charter
- Making national anti-bullying week / friendship week high profile events each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) sessions to support this policy
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
 - Creation of a SEAL display and promoting 'getting on'
 - Prominently displaying anti-bullying and 'how to be a good friend' posters produced by the children around school
 - Suggestion box where children and parents/carers can write and post their concerns and ideas
- Introducing playground improvements and initiatives
 - Implementation of the Positive Play Programme
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
 - Organising regular anti –bullying training for all staff

Monitoring and evaluation of the policy

Incidents of bullying at the school will be monitored by the Governing Body termly to identify any patterns i.e.

- Recurring complaints of bullying against a particular pupil or group of children
- Evidence that a particular child is, for some reason, becoming a target for bullies
- Particular times of the school day/week when bullying is tending to occur
- Particular situations where bullying may be occurring

In the event that a pattern appears to be forming, Class teachers will work to address the problem, both with the individuals concerned and more widely through PSHE teaching and other measures as appropriate, including involving parents.

We hope that you have found this helpful. It summarises a great deal of thinking and discussion. Parents, staff and children all enjoy the happy social community at Holmbush Primary Academy and wish to maintain this through the help of all involved.