

HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



Anti-Bullying Policy

Policy adopted on1.09.20.....

Review Date1.09.21.....

Signed: HeadteacherSarah Sivieri.....

Chair of GovernorsMargaret Wainwright

At Hayes Meadow, every pupil has the right to a happy and safe school life so that they can progress successfully in their learning and social development. 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 pupils who are bullying others need to learn different ways of behaving. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with this policy.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- Emotional: being unfriendly, excluding, tormenting (eg. hiding books, damaging property, threatening gestures)
- Homophobic: focused on sexuality/ use of homophobic language
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: use of email and/ or internet chat rooms. This form of bullying may also occur in the form of text messages and/ or mobile phone calls/ videos posted on social media sites, YouTube etc.

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

What bullying is not:

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 (STOP). 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.

Aims

The aim of this policy is to ensure:

- Hayes Meadow Primary School is a safe and secure environment where all can learn without anxiety.
- That the school has an ethos in which bullying is regarded as unacceptable.
- There is a consistent school response to any bullying incident that may occur.
- That governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- That governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.

- That all pupils and parents should know what the school policy is on bullying and the procedures they should follow should bullying arise.
- That pupils and parents are assured that they will be supported when bullying is reported.
- That bullying will not be tolerated at Hayes Meadow Primary School.

The role of governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school.
- The governing body will not condone any bullying at all 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 Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request on the effectiveness of the school anti-bullying strategies.
- The governing body responds within ten days to any request from a parent to investigate bullying. In all cases the governing body notifies the Headteacher and asks them to conduct an investigation in the case and to report back to a representative of the governing body.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying 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

- Teachers attempt to support all children in their class and try and establish a climate of trust and respect for all by praising, rewarding and celebrating the success of all children we aim to prevent the incidents of bullying. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve discussion and support for the victim, and punishment for the offender. Time is spent talking to the child who has

done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Possible underlying reasons for bullying will also be investigated as this can reflect difficulties that the child may have regarding their well-being out of school. If a child is repeatedly involved in bullying, we inform the Headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. 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, PSHE sessions, visitors from minority groups and specialised companies, Value days and weekly Celebration Assembly are 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 Headteacher. 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.

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 pupil questionnaires and interviews.

Detecting Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Change to established habits (e.g. giving up afterschool clubs)
- Diminished levels of self confidence

- Frequent visits to the office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Poor attendance and issues with punctuality
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares

Although there may be other causes for some of the above signals, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Procedures

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately.
- A clear account of the incident will be recorded and given to the Headteacher.
- The Headteacher will interview all concerned and will record the incident.
- The class teachers will be kept informed and if it persists the class teacher will advise other staff.
- Parents of all those involved in such incidents will be kept informed.
- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- Offering immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil, offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong- doing and need to change.
- Informing parents/ carers to change the attitude of the pupil.

The following disciplinary steps can be taken:

- Official warning to cease offending
- Fixed term exclusion
- Permanent exclusion

APENDIX #1 Types of Bullying

Racism

At Hayes Meadow any form of racism will not be tolerated.

Examples of racism that we need to be alert to include:

Physical assault / verbal threats

Derogatory name-calling, verbal abuse, insults, innuendo (including name-calling that may not use overtly racist language but which derives some of its force from pupils' perceived 'race')

Ridiculing people because of cultural or religious differences

Written derogatory remarks

Refusal to co-operate with other people because of their religion, ethnicity or language

Incitement of others to behave in a racist manner

Using the school's computer systems to access or distribute racist material

Abuse of personal property

Malicious telephone calls, text messages or e-mails

Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)

Expression of racist views during the course of a staff led discussion or informal contexts (this might include use of racist language, negative stereotypical generalisations or holocaust denial)

Telling racist jokes

On being informed of a racist incident the Headteacher will ensure that:

- The victim is fully supported at the time of the incident and supported following incident, e.g. discussion, counselling
- There is clear challenge and/or reprimand / sanction for offender at the time of the incident and that the offender is followed up through discussion
- All staff who work with victim or offender informed
- Parents of both the victim and offender are informed of the incident and the follow up

Actions

- A whole class / group follow-up may be needed to ensure that there repetition of racism is reduced
- When appropriate a referral to other agencies and or the police may be deemed appropriate
- A racist incident form is completed and submitted to the performance and management information team at Somerset County Council.

Peer on peer abuse

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, sexting, sexual assault, gender-based issues and harmful sexual behaviours. At Hayes Meadow all bullying and peer-on-peer abuse is unacceptable and must be dealt with in this context. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up".

Homophobia and gender-based discrimination

We should be alert to sexual bullying based around sexual orientation. Generally Homophobic and gender-based bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse - including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay' - e.g. 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyber bullying– using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Special educational needs and disability

We are alert to the fact that pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disability.

Cyber bullying

With constantly advancing technology we are alert to this unpleasant and particularly intrusive form of bullying. Cyber bullying can involve Social Networking Sites, like Snap chat, Instagram, Facebook and Twitter, emails and mobile phones, used for SMS messages and as cameras.